



저작자표시-비영리-변경금지 2.0 대한민국

이용자는 아래의 조건을 따르는 경우에 한하여 자유롭게

- 이 저작물을 복제, 배포, 전송, 전시, 공연 및 방송할 수 있습니다.

다음과 같은 조건을 따라야 합니다:



저작자표시. 귀하는 원저작자를 표시하여야 합니다.



비영리. 귀하는 이 저작물을 영리 목적으로 이용할 수 없습니다.



변경금지. 귀하는 이 저작물을 개작, 변형 또는 가공할 수 없습니다.

- 귀하는, 이 저작물의 재이용이나 배포의 경우, 이 저작물에 적용된 이용허락조건을 명확하게 나타내어야 합니다.
- 저작권자로부터 별도의 허가를 받으면 이러한 조건들은 적용되지 않습니다.

저작권법에 따른 이용자의 권리는 위의 내용에 의하여 영향을 받지 않습니다.

이것은 [이용허락규약\(Legal Code\)](#)을 이해하기 쉽게 요약한 것입니다.

[Disclaimer](#)

스포츠 매니지먼트 석사 학위논문

**Sport Development Process in
Sri Lanka**

스리랑카 스포츠 발전과정

2015년 8월

서울대학교 대학원

체육교육과

M.K.A. Anoma Rathanayaka

DECLARATION

First of all, I truthfully confirm that this dissertation study is my own work, furthermore, the research information was not integrated with other research concepts and sources without citation. Second of all, this research study was not presented or submitted at other academic institutions or organizations earlier. Lastly, according to my knowledge, I state that this declaration information is true to the best of my knowledge.

ACKNOWLEDGEMENTS

I deem it necessary to acknowledge a number of individuals and organizations that have extended their support and guidance in the completion of this research work.

First and foremost, I would like to express my heartfelt gratitude and appreciation to my advisor, Professor Sun-Yong Kwon. He always appreciated my work, believed in my abilities and made this research work an exciting adventure for me.

Next, I would like to pay my gratitude to the National Olympic Committee of Sri Lanka, Ministry of Culture, Sports and Tourism of the Republic of Korea, Korea Foundation for the Next Generation Sport Talent, and the Korean Olympic Committee for supporting and sponsoring my master studies.

I am indebted to Prof. Joon-ho Kang, the director of the Dream Together Master Program for giving me the opportunity to be part of this program.

My deepest gratitude goes to Mr. B.L.H. Perera (Academic Director, National Olympic Committee, Sri Lanka) for his steadfast encouragement. He has been my inspiration to complete this research work.

My sincere thanks go to the well-wishers of my life Lisa Witter (USA) and Nelum Sandamali (Sri Lanka) for being a part of my life and their support for this work.

A heartfelt thanks goes to all my fellow classmates, as we have laughed, shared and wept together during this process as we faced academic and personal challenges along the way. My deepest appreciation also goes to my colleagues – Shahbaz Ibrahim (Pakistan), Jamyang Namgyal (Bhutan), Isai Cruz (Guatemala), Lie Wiena Octaria (Indonesia), Kamila Yulsdasheva (Uzbekistan), Maria Paula Mejia (Colombia), and Rodrigo Dosal (Mexico) – and my friends Sulochani Ramanayaka, Chandana Srinath Wijethunga, Harini Dilshani (Sri Lanka) and others who have willingly helped me out with their knowledge, kindness and smiles.

Last and truly not least, my heartiest thanks go to my loving parents, loving husband for all his love and caring support, and my ever loving sister and brothers who always motivate me to be successful. Without their support, it would be difficult for me to overcome the challenges in my life.

Abstract

Sport Development Process in Sri Lanka

M.K.A. Anoma Rathanayaka
Department of Physical Education
Graduate School
Seoul National University

Sport development has two goals: (1) increasing the number of active participants in sport and (2) enhancing the performance of athletes. This research focuses more on the latter and how the current sport development system in Sri Lanka supports this goal.

The main objective of this research was to identify the current sport development processes in Sri Lanka and to suggest elements to strengthen the current processes of sport development in Sri Lanka.

The Grounded theory method was used in the review of Annual Performance Reports published by the Ministry of Sport in Sri Lanka from 2008 to 2013.

In Sri Lanka, conceptual tools for sports development are recognized, but are not applied and practiced in sport development. This study identified that even though the Sri Lankan government is providing strong support for the sport development processes, there was lack of stakeholder participation and communication between

processes. The strength and effectiveness of different pathways connecting the processes of attraction, retention/transition, and nurturing of athletes varied. Some pathways seem nonexistent or extremely weak. Strong connections between these three processes are believed to strengthen and enhance the sport development processes.

A strong sport development system, which consists of quality sports development processes and pathways, can act as a foundation for enhancing and sustaining athlete performance.

Key words: attraction, retention/transition, and nurturing, sport development process

Student Number: 2013-23907

Table of Content

CHAPTER I: INTRODUCTION	1
1.1 General background.....	1
1.2 Statement of the problem.....	4
1.3 Purpose of the study	5
1.4 Research questions	5
1.5 Research objectives	6
1.6 Research significance	6
1.7 Methodology	7
1.8 Overview of chapters.....	7
1.9 Chapter summary.....	8
CHAPTER II: LITERATURE REVIEW	9
2.1 Sport development.....	9
2.1.1 Sport development Characteristics	11
2.1.2 Sport Development Processes.....	14
2.1.3 Elements of successful sport development	17
2.1.4 Sport development models.....	20
2.1.5 Sport development approaches in other countries	28
Sport development in Sri Lanka	33
2.7.1 Stakeholders.....	36
2.7.2 Programs	38
Sport Policy	44
CHAPTER III: DATA, VARIABLES AND METHODOLOGIES	47
3.1 Conceptual framework and theoretical approach	47
3.2 Grounded theory application	48
3.3 Data and sample population	51
3.4 Data coding and analyses	54
3.5 Limitations.....	58
CHAPTER IV: RESULTS AND DISCUSSION	59

4.1 Results	59
4.1.1 Sport development stakeholders	59
4.1.2 Sport development strategies	60
4.1.3 Sport development processes and pathways	61
4.2 Discussion	66
4.2.1 Sport development stakeholders	66
4.2.2 Sport development strategies	69
4.2.3 Processes & Pathways (Attraction, Retention/Transition and Nurturing).71	
CHAPTER V: SUMMARY & CONCLUSION	76
5.1 Research Findings	76
5.2 Conclusions	81
5.3 Recommendations	82
5.4 Future Research Suggestions.....	84
LIST OF REFERENCE.....	86
APPENDIXES I	I

List of Table

Table 1 Government Investment on Construction of sports complexes	36
Table 2 The Department of Sports Development PR Outlook	52
Table 3 The Department of Sport Development PR functioning program activity Outlook	54

Table of Figures

Figure 1 The Traditional Sport Development Continuum/Pyramid	21
Figure 2 The Sport Development Continuum.....	23
Figure 3 The Sport Development Continuum.....	24
Figure 4 The Active Framework.....	25
Figure 5 The nine pillars of sports policy factors leading to international sporting success.	26
Figure 6 Relationship between Factors Determining Individual and National success.....	27
Figure 7 Fundamental question, substantive (open), and theoretical codes.	58
Figure 8 Sport Development Process/Pathways	63
Figure 9 Sport development strategies, Developed by researcher	71
Figure 10 Sport Development Process in Sri Lanka	74
Figure 11 Pathway to elite development.....	78

List of Abbreviations

Department of Sport Development	(DSD)
Development Investment Fund Progress	(DIFP)
Department of Sport Development	(DSD)
Elite athlete development programs	(EADP)
Elite athlete development	(EAD)
Annual Performance Report	(APR)
Sport Development performance	(SDP)
Sport Development Program	(SDP)

CHAPTER I: INTRODUCTION

1.1 General background

Generally, sport development can be divided into development of sport and development through sport. Development of sport has two major goals: 1) increasing the number of active participants in sport and (2) enhancing the performance of athletes. Development through sport, which includes sport for development and peace, uses sport as a tool to address development issues such as social integration, promotion of health issues, economic development, conflict resolution, rather than focusing on developing the actual sport. The two aspects of development of sport, hereinafter will be referred to as sport development, have different focuses, but are interconnected. This research will take a look at how Sri Lanka's current system affects sport development. At the moment, Sri Lanka's sport development system focuses more on enhancement of athlete performance rather than Sport for All.

Sustaining the quality of sports development processes is vital for any country to embrace success in sport. Quality sport development processes are built upon numerous factors in consideration of the athletes' needs and wants.

Some countries have shown elevation in their sport performance and improved dramatically over the years, but many countries including Sri Lanka are trapped in the fluctuation cycle and suffer from an unstable sport platform when it comes to elite sport performance.

Sport success is often measured in terms of the number of medal athletes achieve. For example, Stotlarand Wonders (2006) state that success only comes when athletes achieve medals. De Bosscher et al., (2006) cite the International Olympic Committee (IOC) when affirming that this organization does not give any merit to the medal table. Moreover, the media and politicians still use a country's medal to compare its international success, and governments allocated huge amount of funds to develop sport success, considering that this will come when medals are achieved. Moreover, the media and politicians still use a country's medal to compare its international success, and governments spend much money to develop sport success, which they consider the achievement in terms of medals.

However, Cashman & Hughes (1998) disagrees with the idea of comparing success in terms of medals and invested funds. In the report written by the National Audit Office (2005), it is mentioned that quantifying success by only considering medals has limitations. Therefore, it does not represent a practical performance management tool. De Bosscher et al. (2006) also cite the

International Olympic Committee (IOC) when affirming that this organization does not give any merit to the medal table.

This study addresses the recent sport development processes, which indicate that when developing sport, athletes is predominately based on fulfilling the athletes' needs with the aid of sport organizations in the process. These processes directly influence SDP and the development of sport systems, policies and strategies of governments and sport organizations, which consequently influence SDP and its spread to other countries.

Green (2005) sustains there are two main intentions in sport development: (1) to increase the number of sports participants and (2) enhance the quality of athletes' performance. When considering the first objective, it is important to mention that sport success is only achieved in a society that practices sport. In this regard, to increase the number of active participants in sport also increases the possibilities of enrolling the best options for achieving a medal in the international sport domains.

However, the second objective is related to enhancing the quality of performance, which is required for those currently involved in the sport. As mentioned before, sport has become more demanding and so have the elements necessary to achieve success. That is why sport development

programs can benefit the transition of athletes in the different levels of performance, both nationally and internationally.

Sport has proved to be an effective tool to address social, political, economic and health issues in society. This is why governments are interested in supporting sport, especially elite sport. Chalip et al. (1996) confirms that government support has become a tradition.

Moreover, this is a worldwide practice that has become an essential factor, especially in sport development process. Evidently, for the last ten years, many academics in the field of sport management have considered sport development process to be an important research topic. Therefore, the number of recent research concerns has prompted substantial research interest in the effective pathways of the sport development process.

Motivated by these issues, the researcher assessed the factors for these problems by reviewing and analyzing sport development stakeholders, strategies, processes and pathways in Sri Lanka.

1.2 Statement of the problem

Deraniyagala (1959) affirms that Sri Lankan sport was traditionally rooted in the agricultural and spiritual contexts, which provided the foundation for sport in the country. Sport was introduced as a consequence of colonization,

especially due to Britain's occupation of the Kingdom of Kandy in 1815, which strongly influenced the society and shaped how sport is conceived nowadays.

One of the British legacies is cricket, which is the most popular sport in Sri Lanka. However, Sri Lanka's sport faces many challenges; among them is the absence of a structured sport development process. It has impacted negatively on Sri Lanka's mediocre performance on the international stage. As an example of the crisis, one can take note that Sri Lanka has achieved only two silver medals in the Olympic Games Since 1948.

On the other hand athlete participation has also decreased in recent years, especially among youth (Gunawardana, 2010). Thus, the research problem found was that there are not properly structured SDP in Sri Lanka.

1.3 Purpose of the study

The purpose of this study is to discover and analyze the present SDP in Sri Lanka and propose the implementation of a number of elements to strengthen the current structure of the sport development process.

1.4 Research questions

- 1) What are the current characteristics of sport development processes in Sri Lanka?

- 2) What sport development pathways are available and how do they function?

1.5 Research objectives

In order to answer the previous stated research questions, it was necessary to set a number of objectives:

- 1) To study and compare common frameworks of successful sport development processes through literature review
- 2) To identify the current processes in the sport development process in Sri Lanka

1.6 Research significance

First, this study looks at the current sport development processes and understanding on the sport development observes adopted in sport successes Sri Lankan. Second, this study is the first to be conducted in Sri Lanka, opening the doors of knowledge for future researchers who may complement and strengthen the framework proposed. Third, the findings of this study can be implemented by the Sri Lanka Government using the key stakeholders – national sport federations, National Olympic Committee, Institute of Sports, schools, and universities—to test and prove the experiential evidences found. Finally, this study pursues to identify and analyze sport development processes

in Sri Lanka by researching pathways to sustainable sport development processes.

1.7 Methodology

The main source of information considered as the secondary data was the annual performance statements and reports provided by the Ministry of Sport of Sri Lanka (Department of Sports Development's performance annual reports) from the past five years between 2008 and 2013. The report for 2009 was not used in this study, as it was not published. These two types of documents were considered as relevant documentation to analyze the current sport development processes in Sri Lanka. The sport development process of other successful countries in the sport in terms of participation and performance was also taken into consideration to identify best sport development processes.

1.8 Overview of chapters

The current study consists of five chapters. Chapter one (introduction) discusses the background, statement of the problem, purpose, research questions and objectives, significance, methodology, and limitations of the study. Chapter two (literature review) focuses on the main theoretical elements, as well as similar studies conducted around the world. Chapter three

(methodology) covers the methods of collecting, processing, and analyzing the data. Chapter four (findings) analyzes the relevant elements and their impact on sport development programs in Sri Lanka. This discussion is supported by references to existing literature that reinforces or contradicts the results of this thesis. Chapter Five (conclusion) provides the answers to the research questions as well as recommendations for further research.

1.9 Chapter summary

In summary, this chapter has lined up the basic structure for this research study. This research study aims to examine and understand the effectiveness of SDP in national and international sport development systems in order to understand the current sport development in Sri Lanka. It is achieved empirically based on the theory of sport development related to the Sri Lankan sport system. This chapter also provided a brief overview of the justification for this research and the methods used.

CHAPTER II: LITERATURE REVIEW

2.1 Sport development

Sport development is a widely discussed topic by political leaders, sport authorities, educators, sport managers as well as scholars in sport fields. Sport is connected with many other fields of study. It also brings together people from all backgrounds. Increasing scholarly attention to the subject since the 1970's has helped many countries to develop practices, change approaches and formulate policies for sport development.

Sport development is a broad and widely accepted concept that is difficult to define, as each country's priorities and circumstances vary. Sport scholars have been more concerned about topics of participation, performance, processes, and preparations for international sport success. Chalip (1995) examined that the unpredictability of sport participation, fluctuation of a country's national and international performance, and health, social and economic issues relating to sport. Difficulties faced concerning these issues has driven policy making and sport development processes around the world. Chalip et al. (1996) pointed out three powerful forces in sport policy development: successful international sport performance, sport groups, and national players.

Sport development is not easy to define. Some scholars like Bramham et al. (2001) have demanded for the clarification of the sport development term. Watt (1988) also said that defining sport development “is inevitably difficult and it does mean different things to different societies” (p. 64). However, he recommended that the term is “used to describe the process, policies and practices that form an integral feature of the work involved in providing sport opportunities” (p.1).

Scholars have explored diverse explanations and definitions of sport development. According to Watt’s (1998) definition, sport development is about “driving forward new initiatives and getting different emphases to various considerations within the sporting fraternity” (p. 66).

Eady (1993) added an additional aspect about sport development. Eady divided sport development and transformational processes into two categories: organizational transformation and personal transformation. He defined sport development as “the promotion and implementation of positive change in organizational and personal behavior, which is planned, structured and achievement oriented” (p. 5). Exploring this argument, he pointed out the importance of (a) the individual within the sport, and (b) the sport organizations to better provide for the sport. Furthermore, he explained, “sport development is providing and improving opportunities for people to

participate in sport at whatever level to the best of their ability and in fulfillment of their interest” (Watt, 1998, p. 64).

Moreover, based on Watt’s definitions about sport development, Eady (1993) derived another explanation. Eady stated that enhancing opportunities for all, increasing interest and accessibility will help increase their talent and performance at sporting events. Eady’s (1993) statement about sport development touches upon the very core of sports management, which is about providing for all levels of interests, abilities and desires.

Sport development should be driven by processes, which need to have strong pathways for success. This encourages people who do not participate to engage in sport, enhance their performance, and contribute to community sport development. Collins, cited in Eady (1993, p.8), suggests that proper opportunities, systems, structures and processes need to be established in the sport development processes. This will facilitate special pathways and empower specific groups of people to participate in sport and recreation or enhance their performance to their desired level.

2.1.1 Sport development Characteristics

Understanding of sport development strategies and characteristics is necessary for the continuity of sport development. This also affects the

existing knowledge, implementing of processes, establishing theoretical applications and strengthening of sport development.

Green (2005) suggested that athlete recruitment should be viewed as a process of deep socialization where individuals will feel encouraged to start and continue in an activity if they sense that they have both on-and-off-the-court support. From a structural perspective, it is recognized that to create such experiences, management and coordination is crucial. Green (2005) and Shilbury, et al. (2008) further suggested that there attention of athletes requires managers to focus on implementing strategies that will provide opportunities to enhance positive experiences, deepen socialization, and increase commitment to the sport beyond the on-court setting. In the retention stage, the managerial actions link with programs and pathways such that athletes can experience smooth transitions through new on-and-off-the-court settings.

Dailing (2002) has argued several factors regarding athlete recruitment such as the determinants of this process, which is an important component of elite athlete development and intended to shape the talented athlete's selection of a sport. Recruiting is the lifeline to an athletic program. Without gifted athletes, development with talented strategies or motivation will not be effective.

Sotiriadou et al. (2008) established two objectives for the attraction process: To increase the number of youth participants, and increase their

participation in elite sports. Stone (1981) shows that sports teams often become significant as representatives of a community or social reference group. Cialdini et al. (1976) and Cialdini & Richardson (1980) have shown that this representation can cause community members to behave in ways that increase the salience and value of team membership. This suggests the “utility of affiliating teams with established social-reference groups such as neighborhoods, churches, unions, or schools.” Accordingly, a sense of communal representation is created in order to enhance both recruitment and socialization.

Creation of sponsored recruitment (Prus & Irini, 1980; Stevenson, 2002) is seen as one of the prime issues related to athlete recruitment. As indicated, this process generates an athlete’s initial interest towards a particular sport. On the other hand, Stevenson (1990) found in the process that parents’ decisions are a part of sponsored recruitment. Green (1997) said that the parents’ decisions about enrolling their children in particular youth sport programs is important.

Chalip & Green (1998) stressed that one source of program recruitment and retention problems might be the failure to offer a sufficient variety of elements to satisfy all participants’ needs and wants. In this way, Green and Houlihan (2005) propose four aspects to consider for increasing retention: (1) provision of excellent sport facilities for training and competing; (2)

provision of full-time support to athletes (participants); (3) provision of coaching, sports medicine support and sports science services; and (4) provision of competition opportunities with an hierarchical structure focused on preparing for international events.

Sotiriadou et al. (2008) cited the nurturing process as stakeholders working together to tailor sport development for targeted sports, individuals or teams with the aim of nurturing talented athletes who can achieve success at prestigious international competitions and sustain a culture of winning by elite athletes.

2.1.2 Sport Development Processes

The definition of “development” is a very broad and vague concept, which can have different meanings and elements when explained. However, basic steps need to be considered in the development process such as goals, objectives, planning, strategies, resources, etc. Cowen and Shenton (1995), Esteva (1997), Mosse (1998) and Tomas (2000) agreed that development was a construction process.

Furthermore, Mosse (1998) introduced the three theoretical development processes: functions, development, and construction. These development processes are mainly action oriented. He also mentioned that an inductive and open ended approach is needed. All processes followed(1) a

design, which was open, flexible and adaptable to implementation-derived learning, (2) relationship elements of critical legacy actors, who would influence the construction and implementation of visions; and (3) procedures to deal with the uncertainties of delivering legacy in political, economic and social terms.

Mosse also discussed that process-oriented work requires the steady gathering of information over a period of time. Rather than capturing development intervention or measuring progress, information gathered focuses on “the dynamics of the development process that refers to different perceptions of relationships, transactions, decision making, or conflicts and their resolutions (p. 10).”

Sport development success and failure depends on the use of appropriate development approaches such as development tools, framework, plans, principles, elements, rules and regulations, programs, strategies, etc. Therefore, in order to implement successful sport development processes, successful and failed approaches to sustainable sport development must be understood.

Girginov (2008) explained that sustainable sports development involves the three processes of construction, destruction and maintenance of participation opportunities. He suggested that sports development is a

fluctuating process, where goals and targets are constantly changing and participation increasing and decreasing.

Researchers in the field of sport development examined that sport policy factors shaped increasing sport participation (Palm, 1991; Stahl et al., 2002). Others said that designing policies may promote sport development (Chalip et al., 1996, Tomas and Chalip, 1996). Anderson, 2001; Houlihan and White, 2002; and Hylton et al. 2001 examined sport development from an organizational viewpoint. They examined philosophical and institutional bases of sport development.

However, sport policy, processes and frameworks for sport development were of central concern. Observing development frameworks, Lindsay (2008) identified four modification changes offered unsustainable, sport development: (1) individually, (2) community, (3) organizations, and (4) institutional. Shilbury et al. (2008) defined sport development at the increase of participation through providing opportunities and benefits of participation.

Field (2001) stated that successful sports systems in the world are based on democratic processes closely supported by governments. The intensification of international competition among countries in the world (Green & Oakley, 2001) had led for elite sport development systems to become popular. This phenomenon has affected the number of studies about elite sport development systems in the field of sport. In this regard, the volume of studies has increased substantially as well as the role of governments as a major supporter. Green and

Houlihan (2005) affirmed that governments spend huge amounts of money to provide funds for elite sport and host international sport events.

2.1.3 Elements of successful sport development

Sport development approaches and segments shaped the sport development process. It provides basic understanding, abstracting, practicing and preparation for the development of sport in different ways. For example, in Australia, the sport development pyramid module was examined and the three frameworks for sport development were considered. Furthermore, Sotiriadou et al. (2008) developed the sport development performs model from an organizational perspective of the sport development pyramid model: (1) attraction, (2) retention/transition and (3) nurturing processes.

According to Green's conceptual elements, the practice of sport development took a complete directional change, involving and identifying sound pathways and processes that form the basis of athlete transition as part of a broader support system. Moreover, Green (2005) developed a study on the US women's volleyball, where she outlined one of the first comprehensive understandings of sport development. She outlined that it is necessary to successfully accomplish three task processes of sport development, including: (1) recruitment of individuals to a sport; (2) retention of individuals in sports; (3) and transition of advancing athletes to higher levels of involvement.

Moreover, she also discovered two main objectives of sport development systems, which are (1) to increase the number of actively engaged sport participants and (2) enhance performance quality in sport.

Bosscher et al. 2008 affirmed that international success usually is related to factors such as stable macro-economies or social-demographics. These factors include, but are not limited to a country's economic welfare, geographic position, climate, population size, and religion. In this way, sport development is supported by policies that guarantee the financial support for the provision of certain elements such as sport coaches, facilities, talent management, international competition and research. Additionally, the study of the macro-economic influence in sport success is a popular research topic in the Olympic movement.

Green and Houlihan (2005) used the Advocacy Coalition Framework (ACF) to understand the rising political priority allotted to elite sport. They compared similarities and differences and finally found four elements that characterize international sporting success: (1) elite-level facility development, (2) appearance of full-time athletes, (3) developments in coaching, sport medicine and sport science, and (4) elite level competition opportunities for athletes.

Clumpner (1994) based on Broom's work recommended three main elements for dealing with international success: (1) Funding for training

centers and personnel, (2) a developing, integrated Olympic sport system and (3) talent athletes. The author later included other elements when considering levels of influence. For example, the athletes' motivation affects the micro-level; the size of the population affects the macro-level; and training time, availability of coaches, international competitions and talent identification affect the meso-level.

Mick Green and Ben Oakley (2001) found ten key elements that characterize successful elite sports development systems: (1) To understand and consider the different role of agencies involved and the communication network required for running the system; (2) to implement common elements in sport and policies to simplify administration; (3) to execute a statistical platform for identifying and tracking talent and elite athletes in an effective way; (4) to provide support services for enhancing interaction among the main stakeholders (athletes, coaches, managers, researchers); (5) to develop and implement sport programs oriented to international competitions; (6) to develop sport infrastructure with high priority for elite athletes; (7) to prioritize the investment of resources in those sports with greater possibilities of real success at the international level; (8) to implement a detailed plan for satisfying the sport's needs within the sport program; (9) to consider people and infrastructure when anticipating costs; and (10) to support athletes after their elite lifestyle and their reincorporation into society.

Rotter (1954) suggests that the social learning theory is particularly useful in this context. Rotter identifies three key variables: benefits, the degree to which each benefit is valued, and the expectation that a behavior will generate a valued benefit. Accordingly, there are three requirements if an athlete is to continue his or her sport participation (Green, 1997 b): (a) He or she must perceive at least one benefit to be obtained via participation; (b) he or she must value that benefit; and (c) he or she must believe that participation will engender that benefit. In this context, any benefit and their values must be greater than those to be obtained from alternative activities.

2.1.4 Sport development models

Model I. The Traditional Sport Development Continuum/Pyramid

There are four levels on the scale (see Figure 2). Cooke (1986) argued that these were: (a) awareness, (b) participation, (c) enjoyment and (d) excellence. Bramham et al. (2001) and Houlihan (2000) recognized four levels. The first level is the foundation, which is the base of the pyramid, and is where one learns fundamental movement skills. Participation, the second level, involves sports persons taking part in sport as a leisure activity for various reasons such as health, fitness, friends and fun. The next level is performance, in which elite athletes strive to improve their performance standards.

Excellence is the highest level of the pyramid and involves achieving national standards of performance.

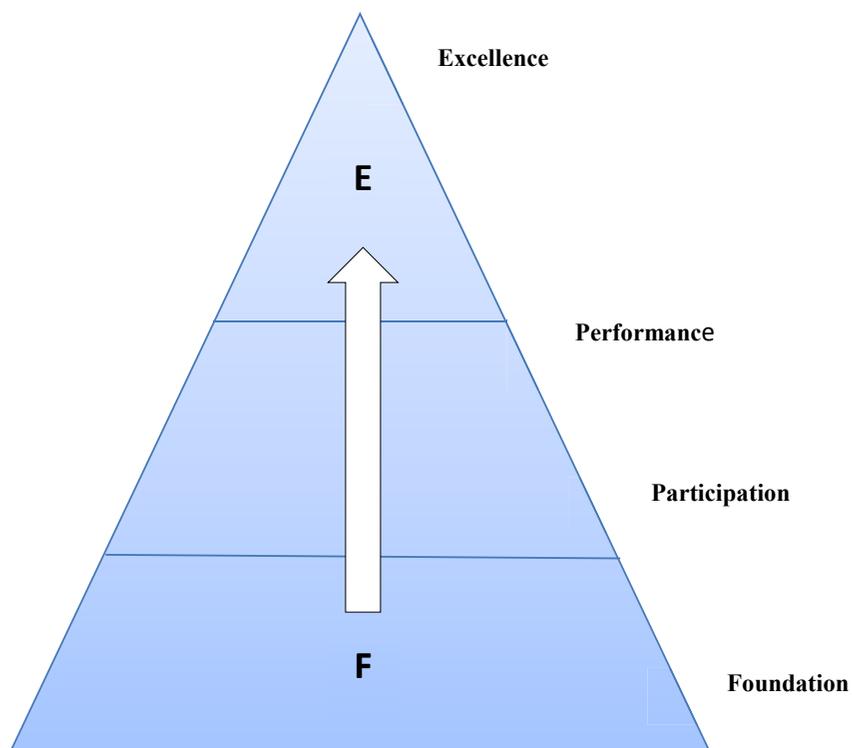


Figure 1 The Traditional Sport Development Continuum/Pyramid

The sport pyramid model reflects processes of sport development. Two main objectives can be observed in this model: (1) to enhance the all levels of all participants, and (2) to enhance the quantity of elite athletesadvancing to the highest level of the pyramid.

Model II. The sport development continuum

Eady (1993) introduced a second model to illustrate the mobility in the model above, which resulted in a variation of the sports development continuum, as it added arrows to show the different directions individuals can take within the continuum (See figure1). This model illustrates individuals' movement up and down the continuum as they choose or when they are ready. Elite athlete development procedures were offered through sport development continuum models. Through the continuum models, elite athlete development procedures recruited with a foundation and developed in the platform.

The 'continuum' is a diagrammatic practice, trying to explain how the sports development scales provide ways for individuals to progress forward to the next performance level, which is appropriate or available. In the evolution of the development of a structure, it is necessary to consider three sport development continuum models (Eady: 1993, Shilbury and Deane, 2001).

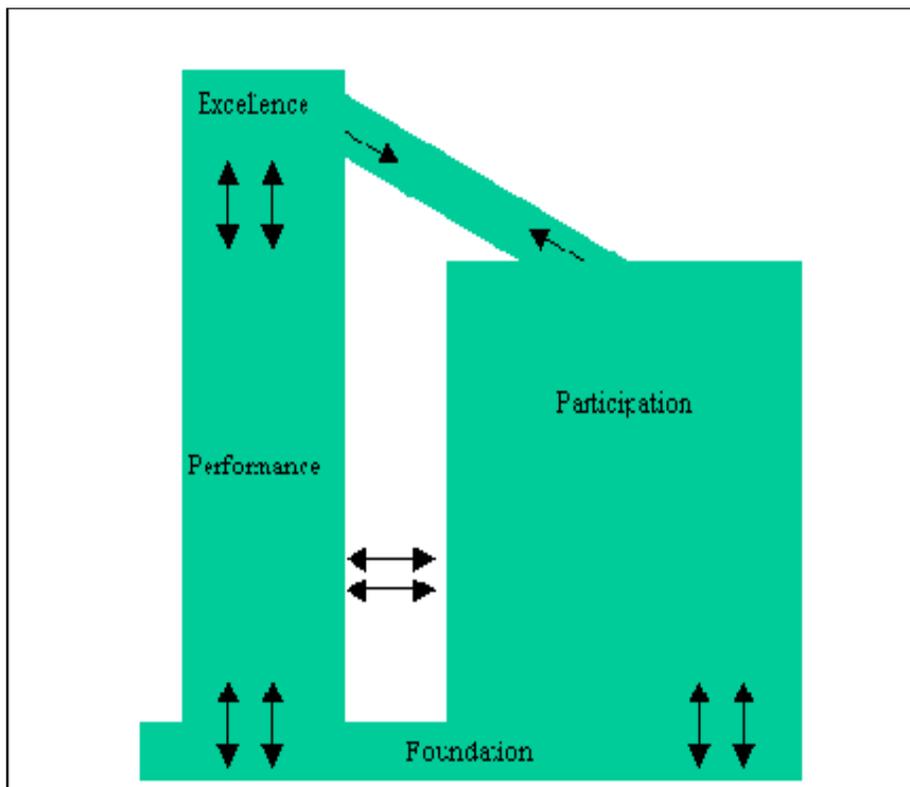


Figure 2 The Sport Development Continuum

Source: Eady, 1993, p.14

Model III. The Sport Development Continuum

Eady (1993) stated that the term sport development continuum could be slightly misleading when used to describe the route that an individual might take when progressing through the defined levels of sport participation. This model, as shown in figure 2.6, returns to the initial graphical representation of

a pyramid, which allows for the individual to leave, re-enter, and change levels as desired over time. The existing conflict of perceptions identified in relation to the sport development continuum implies the recognition of two opposing strategies: a top-down (trickledown) and a bottom-up (trickle-up) process. (See figure 3)

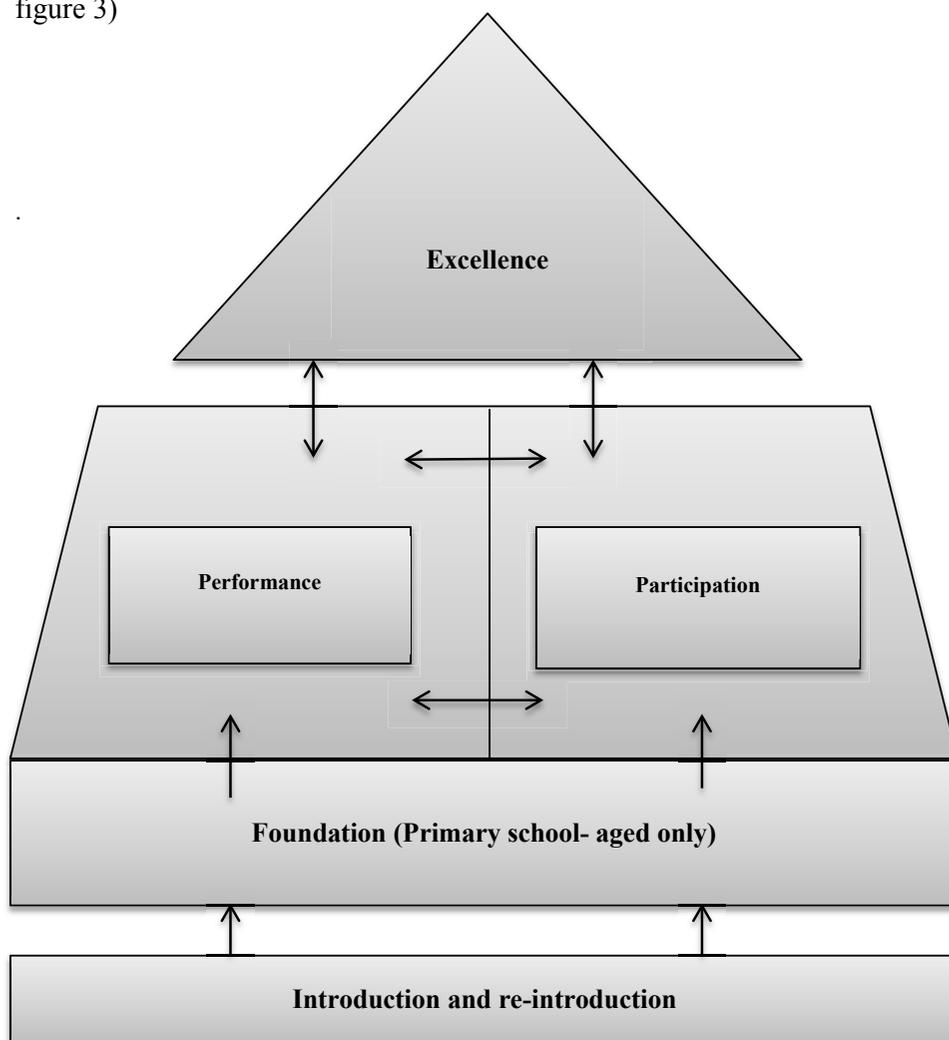


Figure 3 The Sport Development Continuum

Source: Eady, 1993, p.15

Model IV. The active framework

Sport England (2000) developed a sport development model, which is illustrated in figure 5. Sport England (2000) further liberalized the system and incorporated a number of entities to the model: active communities, active sports, active schools and world class programs. Sport England has developed sport development models to reflect its policy agenda needs. Australia has been historically aligned with the traditional sport pyramid/continuum model (Bloomfield, 1974; Farmer & Arnaudon, 1996).

This model incorporates and graphically represents all programs involved (i.e active communities, active sports, active schools and world class programs) and development processes (See figure 4).

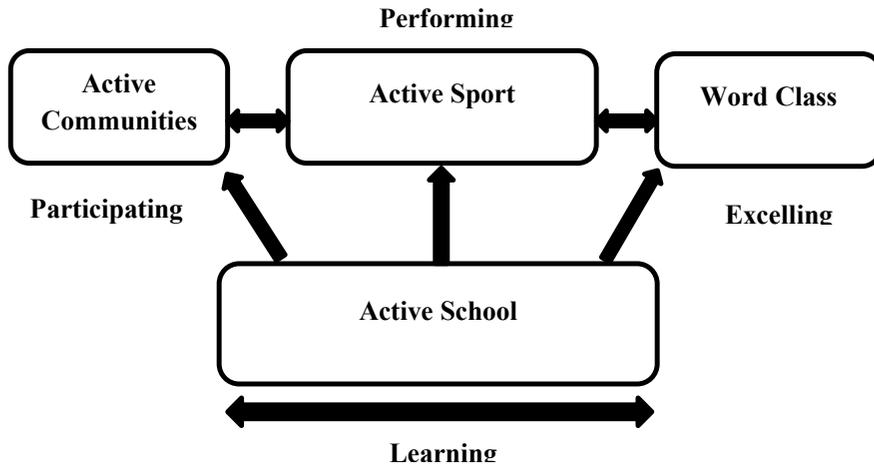


Figure 4 The Active Framework

Source: Sport England, 2000, p.5

Model V. The nine pillars of sports policy factors influencing international success

De Bosscher et al. (2006) designed the nine pillars model as a framework for to include sport policy factors, which are important for international success. Furthermore, the nine pillars can hold and help categorize all factors influenced by sports policies. Sports policy factors leading to international sporting success (SPLSS) are: (1) financial support, (2) integrated approaches to develop policy, (3) foundation and participation, (4) system to identify and develop talent, (5) support of athletic careers and post careers, (6) training facilities, (7) provisions and development for coaches, (8) international and national competitions, and (9) scientific research(See figure

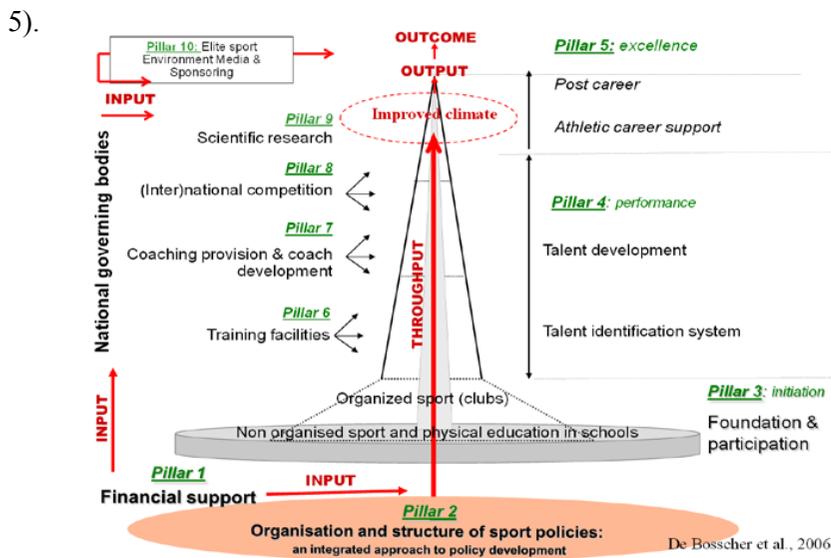


Figure 5 The nine pillars of sports policy factors leading to international sporting success.

Sources: De Bosscher et al. 2006

Model VI Relationship between Factors Determining Individual and National Success.

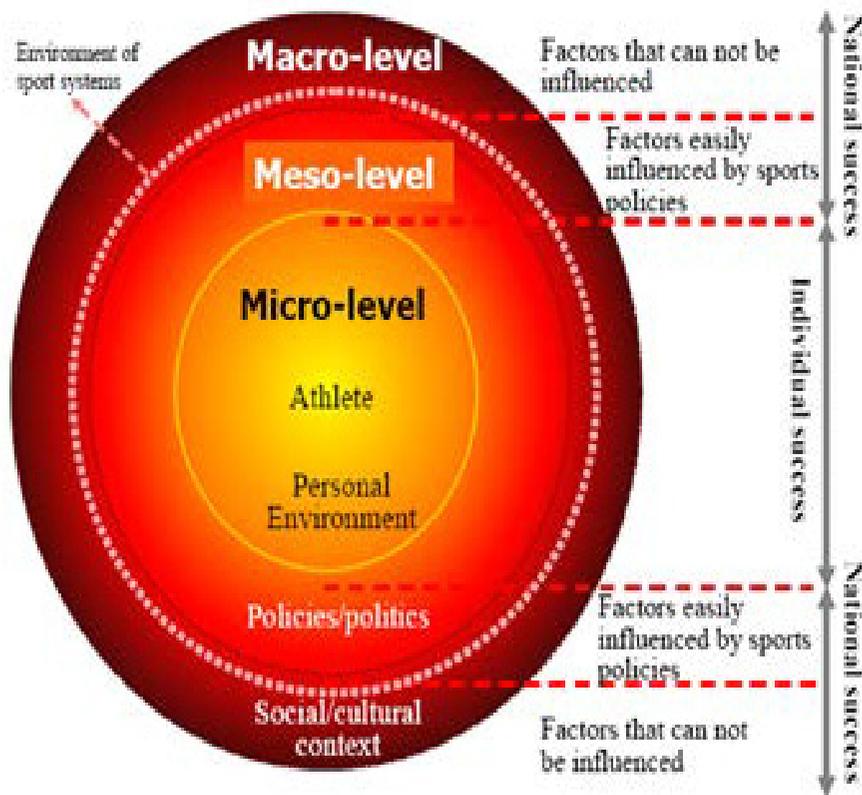


Figure 6 Relationship between Factors Determining Individual and National success.

Source: De Bosscher and De Knop, (2003)

De Bosscher and De Knop (2003) explain there is a relationship between individual and national success by categorizing the elements into three main levels: micro, meso and macro. The first level, the micro-level, comprises of athletes and personal environments being the core of individual success. The second level, the meso-level, is characterized by the factors that are easily influenced by sport policies. And finally, the third level, the macro-level, includes those factors that cannot be influenced, in other words the external socio-cultural context (See figure 1).

2.1.5 Sport development approaches in other countries

Canada

During the late 1950s, Canadian sport experienced a decline in international success, such as its poor performance at the Olympic Games (Baka, 1976). As concerns about international performances emerged, there was growing pressure from physical educators and physical fitness advocates for the federal government to take action regarding the low physical fitness of Canadians.

As a response, the federal government turned its attention to the promotion of high performance sport. It judged that better international performance was essential if the sport was to be effective in the promotion of national unity. To this end, the federal government took greater control of high

performance sports from the NSOs (Macintosh et al., 1987). Sport Canada's 2003 mission statement spells out a clear and almost sole priority, which was for support to be given to high performance sport to boost nationalistic pride in Canada. It supported the development of the Canadian sport system as well as high performance excellence to strengthen sport's unique contribution to the Canadian identity, society and culture.

China

After the end of the Cold War in December 1991, when the Soviet Union ceased to exist, some Western commentators looked to the demise of the communist regime in China. However, instead of collapsing, China has experienced astonishing economic growth (Suisheng, 1999). The All-China Sports Federation was created in 1949 and is the organization responsible for coordinating, organizing and promoting sport in China (Yin and Roberts, 1995; Xiangjun and Brownell, 1996).

Ever since the founding of the People's Republic of China in 1949, the Chinese government has focused on developing mass physical culture and sport programs. Their motto has been to promote national physical culture, whilst speeding up their development of mass participation. By the mid-1950s, Chinese's elite performance quickly improved and China began to mount the

stage of international sport. According to Ying and Roberts (1995), elite athlete excellence has been built upon a base of mass participation.

United Kingdom

Henry (2001) asserted that as with the establishment of a core curriculum in physical education, the emphasis within schools was placed on competitive sport. According to McDonald (1995), the expansion of the provision of support services by local authorities during the same era justified the government's shift away from mass participation and Sport for All. The government's principal policy goal to aid elite athletes resulted in the establishment of the British Academy of Sport to foster British sporting success as well as the promotion of sponsorships and schemes funded in essence by the National Lottery (Henry, 2001).

United States of America

The United States takes a different approach in elite sports development. Sparvero, Chalip and Green (2008) identified this phenomenon using the tone: "Except in the United States, governments have created schemes to subsidize elite athletes and their National Governing Bodies (NGBs), have created national training centers, and have funded applied sport

science.(Houlihan and Green, 2008: 243)” The United States’ federal government has chosen to stay out of elite sports and delegate its development to sport organizations.

As for Olympic sports, the United States Olympic Committee (USOC) governs elite development programs for the country. The mission statement of USOC clearly spelled to “lead the world's best National Olympic Committee: help U.S. Olympic athletes achieve sustained competitive excellence while inspiring all Americans and preserving the Olympic ideal (Mission statement," October 31, 2003; USOC).”This mission statement embraced the important notion of sustained competitive excellence. This term is used by the USOC to describe their ultimate goal of winning medals at every Olympic, Paralympic, and Pan American Games through providing the best resources to every athlete with the hope of building a pipeline of future athletes to continuously and consistently bring the U.S. success (Gambardella, 2003).

Japan

The poor performance showed in the 1992 Olympic Games by Japan contributed to make a revision in the country’s approaches in sport development. The Japanese government and national elite sport stakeholders were involved in making the following observations (Yamamoto, 2008):(1) The Japanese elite sport system was increasingly developing specialist support

and facilities for elite athletes; (2) there was a heavy stress from abroad to improve the support for elite athletes through the implementation of best practices; and (3) the elite sport development system was fragmented with existing differences in values and interests of sporting organizations. Thus, conflicts among stakeholders and the destabilization of the system were its weaknesses.

As a consequence of the development of the elite sport system, Japan had a great success in the Athens Olympics; it placed fifth in the medal tally. In 2007, the country launched the National Training Center, and continued implementing a structured elite development approach.

Australia

According to Green and Oakley (2001a), Australia's program is the most developed of any country, with their aim being to identify potential performers outside the standard sports that are supported by mass numbers. As of the year 2000, the search, which was initiated through participating high schools, included various tests on about 10,000 students around the age of 14. Following two sets of tests, participants are selected to the most physiologically suitable sports of their choice. After this initial selection, athletes who pursue a sport are continually monitored to gauge their

development within the sport. It is through this process that the athletes most likely to become elite rise to the top.

Sport development in Sri Lanka

Sport is becoming an integral part of the daily life of the Sri Lankans. The majority of the people in the remote areas still do not have the opportunity to enjoy sports and the benefits they bring along. The idea of using sports to develop communities and create positive social changes has gained substantial momentum in Sri Lanka in the past decade. This can have a remarkable effect on the development of Sri Lankan elite sport within the communities as well as the general development of the community.

It is said that before the three-decade war ended in Sri Lanka a few years ago, the country suffered from many cases of poverty and was also divided between the Sinhala, Tamil and Muslim communities. Ever since, Sri Lanka and the concerned authorities have been trying to support the reconciliation process, where they wish to help children throughout the country to understand and accept each other's traditions, cultures and ways of life.

A large amount of sport for development research emphasizes the need for international, well-planned programs in which organizations formulate specific curriculums and projects that would be aimed at using sport to address

broader development objectives (Okada and Young, 2011). In order to effectively address the issues that linger in Sri Lanka's case and also to address issues like youth development, Sri Lanka needs to address positive development and life skills through sports.

In 1973, the government of Sri Lanka established its firm footing in sport development by establishing a separate ministry to be in charge of sports in Sri Lanka. At the present, the Ministry of Sports and its Department of Sport Development provides support to promote and develop sports of the 47 registered sports governing federations in Sri Lanka (PR 2012: 19).

The present sport development is for "sports for a healthy, active society and productive nation" and the objectives set out by the Ministry of Sport in Sri Lanka are fairly very broad and comprehensive. The focus on sports is to: (1) create a healthy generation (2) promote national harmony (3) enhance an international image (4) integrate as a part of education (5) develop human and other resources and (6) foster young talents.

From a sociological point of view, the above objectives provide a broad array of ideologies and issues to study the situation. The system is expected to drive the number of subject disciplines through sport development programs. Sport is placed at the center of the government agenda and the main organ of sport development in Sri Lanka is the Department of Sport Development (DSD). Sport is no longer a mere bodily activity, but performs a

‘travel’ task in transcending nations and illuminating issues (Besnier and Bronwell, 2012). This statement reflects the view that sport can effectively contribute to a broad array of important social outcomes in far reaching ways.

In order to effectively address the issues that linger in Sri Lanka’s case and also to address issues like youth development, Sri Lanka needs to address positive development and life skills through sports. Once the sporting atmosphere is present as a base, then broader social concepts can be discussed and integrated into the programs. This incorporation of social skills is where sporting projects cross into the realm of development projects.

Schaaf (2004) said that sport has become a global industry today; in 2001, the estimated value of the industry was USD 194 billion, surpassing the electronics and food industry. The sport industry is a part of sport development in most countries. In Sri Lanka, sports are not considered as a commercial product, but as a social tool to stress the political ideology of the governing political party.

However, considerable funding has been allocated to sport development by the Ministry of Sports in Sri Lanka. In the year 2012, the ministry allocated LKR 55 million for national sport federations to drive different programs to develop sports in the country (PR 2012). The total investment for sport facility development from year 2013 – 2015 is LKR 8,598

million. This expenditure is expected to construct and develop sports complexes throughout the island at the national and district level (Table 1).

Table 1 Government Investment on Construction of sports complexes

Investment (LKR, unit: million)						
Major thrust area	2010-12 Annual Average	2013	2014	2015	2013-2015 Total	
Sport Facilities *	1,538	2,643	2,850	3,100	8,593	

Source: Sri Lanka Government Expenditure Review 8, page 397, year

The government expects that this spending element of sport becomes a social property apart from the sponsoring number of other sport development programs in the country.

2.7.1 Stakeholders

Sri Lanka's Ministry of Sport is a governmental organization responsible for sport. The National Olympic Committee is a non-governmental organization working for sport. The GIAP report (2007, p. 147-148) shows that in 1972, the main sport governing bodies in Sri Lanka were the Ministry

of Sport and the Ministry of Sport and Public Recreation. However, in 2001, the ministries restructured all sport related departments and institutions under the Ministry of Sport. The main bodies under the Ministry of Sport are the Department of Sports Development, National Sport Council, The National Institute of Sport Science, the Sugathadasa National Sports Complex Authority, the School of Sports and the National Sport Association.

The Ministry of Sport in Sri Lanka was responsible for each level of sport development. The four main priorities mentioned in the report were: policy implementation, development of sports and public recreation through execution of plans and programs; enhancement of sport development; growth of sport and education at different levels; and widespread expansion of recreational facilities (p. 148).

Generally, sport development processes involved different types of organizations. The GIAP (2007) report highlighted the five main stakeholders in sports development: Ministry of Sport and Recreation, Department of Sport Development, Ministry of Education, Provincial Councils, and National Youth Services Council. The report showed the Ministry of Education's pivotal role in promoting national sport activities. On the other hand, sport councils from the nine provinces were responsible for sport development at the provincial level. Lastly, the report highlighted the 54 main sport federations in Sri Lanka,

the National Sport Council and National Olympic Committee, as central stakeholders in sport development (p. 149).

The National Olympic Committee in Sri Lanka (NOCSL) was the main sport stakeholder in terms of international support. The NOCSL's main concerns are to facilitate networking with international sport federations and promote the Olympic values. The NOCSL is primarily governed by the Olympic Charter and its own constitution. Its vision is to promote the Olympic spirit of friendship, solidarity and fair play, transparency, peace building and educating youth through sport. Developing sports within Sri Lanka, becoming a leader in Asia, and advancing as a good competitor in the world sports arena are the main missions of the NOCSL (National Olympic committee constitution, 2010).

2.7.2 Programs

In Sri Lanka, the concept of Sri Lankan sport is at the crossroads at the present. Historically, sport in Sri Lanka had a strong religious base, which addressed the needs of human and environmental concerns (Deraniyagala: 1959). According to his findings, ancient Sinhalese (Sri Lankan) participated in some form of sport or another. Hunting and horse-racing were favorite activities of the earliest Indo-Aryans. The great Aryan invasion of the island around the 5th century BC brought such indulgences to Sri Lanka. The

government of Sri Lanka plays a significant role in the developing of athletes in the country through sport educational programs. Education through physical approaches was first taken up in the teacher education curriculum in 1969 in Sri Lanka.

After the government change in 1977, the school physical education curriculum included yoga exercises for spiritual and mental health, as the Ministry of Education had a strong Buddhist orientation (Ministry of Education in Nawamaga Reforms, 1972). Reforms promoted by the National Education Commission (NEC) in 1992 and the Presidential Task Force (PTF) in 1997, which contributed to the emergence of the health model after 1998, are extensively discussed. In the administration report of 1964-65, the topic was physical education but in all other report 1960-1964, the heading was only “physical education” (Administration report 1960-1961, p, 7; 1962-63, p.144; 1963-64, p.113 & 1964—65, p.112).

According to the Ministry of Sport website in 2014 and the annual report data from 2008-2013, the National Sports Festival commenced in 1969 and has been conducted in the form of an annual national festival since 1972. In 1972, it was held in Colombo and was conducted on a provincial basis till 1980. From 1982 to 1990 it was conducted on a district basis and from 1991 it operated on a provincial basis. Talented male and female athletes were

nominated from the regional level to the national level pool and provided with facilities and assistance to improve their talent improvement.

The mission of this event is to identify talented sports personnel, develop them to reach international standards, maintain an efficient administration and management system with required facilities, improve the standard of sports through the coordination of sports federation, government and non-government organizations, and international associations. An advanced diploma course in coaching has been designed to provide in-depth knowledge to coaches in respective sports. It is a three-month program entailing academic work followed by three months of field work (Performance Report 2013, p. 274). Sports men and women in the national level are given systematic training and then directed to the international level (PR 2010-2013).

The National Institute of Sport Science conducts four courses on training and educating sport coaches in Sri Lanka. It also has conducted a diploma in sport science for more than three decades and has a reputation in the Sri Lankas sport field. District level coordination and networking with the the 25 district secretariat areas were also executed through this project (AR, 2013, p 273).

The DSD has a program that encourages the all types of media, electronic and print, to cover sport (PR 2010-2012). The DSD utilizes the coverage of talented sports persons in the media (PR 2010-2012) and also

organizes different types of programs such as a TV quiz program on sport. These activities encourage youth to get involved in sports.

The Kreedashakthi (Power of sport) program is one of the sport development programs organized by the Ministry of Sport in Sri Lanka. The concept of this athlete development program is in accordance with the Sri Lankan President Mahinda Rajapaksa's "Mahinda Chinthana" policy statement calls for sports talents in the 15- 20 year age group to be nominated and sent to the regional level through this program to receive further training. With this, it is expected that the identification and training of talented children at younger ages will increase the chances of raising them to international standards. These activities also have introduced a culture of sports at the village level.

The program's vision is to win medal at world sport competitions and the mission is to identify young sports talents at from rural and train them according to standard methods in order to upgrade district, provincial and national levels and strengthen the pool to make international achievements. In 2008, the program's overall objective was to achieve national and international level successes through the creation of a proud generation of sports persons (PR, 2008).

On the other hand, in 2012, the program objective was to select youth who showed sports talents in the 15-20 years old age group and gather and

train them at district level. With this, it is expected to identify children with natural talent at younger ages and help them to improve to the international standards (PR, 2012). The main objectives of this program was to select children with sports talent and to provide them with scientific training, provide basic training for sports coaches and create a friendly environment necessary for sports persons to make achievements at the international level. This can be achieved through the improvement of sports facilities at the rural level and making the Kreedha Shakthi (Power of Sport) program a foundation for international sports achievements (Performance report, 2011, p11).

To further elaborate, the Sunday Times newspaper, August 07, 2011, covered the Negenahira Navodaya program, which is a part of the Kreedha Shakthi (Power of Sport) program of Mahinda Chinthana. This program has 14 sports in three districts of the eastern province – Trincomalee, Batticaloa and Ampara.

According to the DSDSL (Department of Sport development Sri Lanka) Annual performance report 2012, the topic of sport development programs at regional, district and national levels was a heavily discussed. In particular, district level coaching camp programs were introduced based on specific motives. The Kreedha Shakthi program was directed at an overall comprehensive development and expansion of the sport sector instead of minor developments. The program also screened for “really talented sports

personnel, essential for the sports development process” (“Mhinda Chinthana” policy statement, p 244).

Building peace through sport will support the country’s sport development. The Ministry of Sport, NOCSL and other non-governmental sport organizations protecting the integrity of sport programs in Sri Lanka plays a vital role in sport development (NOCSL, 2014).

Furthermore, the DSD in Sri Lanka introduced programs on sports for peace and development in northern and eastern provinces. The purpose of the program was to regain peace and brotherhood among fellow Sri Lankas of different backgrounds through sports and sustain a peaceful environment in those areas.

In 2009, the National Olympic Committee started an Advanced Sport Management Course (ASMC), which is conducted under the auspices of the Olympic Solidarity of the International Olympic Committee (IOC) and is designed for individuals involved in sport management in Sri Lanka at the senior executive managerial level. On the other hand, they are also conducting annual Olympic academy programs (NOCSL homepage, 2014).

The Ministry of Sport conducted sports science and other sports educational programs in 2013. Coaches, sports officials, physical training instructors, Defense service officers, and volunteers were engaged in these programs (PR 2013, p 274).

The National Sports Festival commenced in 1969 and has been conducted in the form of an annual national festival since 1972. In 1972, it was held in Colombo and was conducted based on provincial units till 1980. From 1982 to 1990, it was conducted on the basis of district units and then again back to provincial units from 1991 (PR 2012).

Sport Policy

New sports policy announced by the government of Sri Lanka has recognized sports to be embedded in the culture of the country. These policies are integrated with systematic and scientifically based approaches. Moreover, the national sport policy stressed that an allocation of resources and image building were the major goals of this policy (National Sport Policy 2012 p1, p3). This policy covers the Sri Lankan sport settings, monitors within the regional, district, national and local levels, expands the area of activity for which sport organizations take responsibility to standardize and deliver sustenance for sport development in Sri Lanka.

Hogwood and Gunn (1984) stated that policy should not just focus on fixing external problems, but seek to address the root of the problems. The Sri Lankas sport policy framework supports regional and local level development activities of governing organizations taking responsibility and normalizing the delivery for social inclusion through sport, culture, social harmony and peace

building. Numerous approaches are needed to effectively implement sport development.

Peaceful development is a major topic of concern around the world. Considering sport policy Act 5, peace initiative approaches took place in the sustainable sport development processes in Sri Lanka. Sri Lankan sport policy emphasized a number of leading policies that supported sport development, which include the use of sport development as a tool to search sport talent (Act 7); effective sport organizations with legal framework (Act 15); use of sport to win the hearts and minds of villages (Act 17); development volunteerism (Act 21); international links and standardization (Act 23); growing competition base (Act 26); athlete career development (Act 27); creation of educational opportunities (Act 29); athlete social security (Act 32); positive media development (Act 38); and lastly, athlete transition through grassroot level processes (Act 44).

Chalip has found that “sport policy have been legitimized in elite terms as matters of national representation” (Chalip 1991, p 249). Sri Lankan sport policy has considered athlete talent search as most important for elite athlete development (Act 7). Furthermore, the exploration of sport development needs in relation to its buildup through sport organizations is emphasized (Act 9). Therefore, an important of introducing provision level intervention policy were more significant.

Sport policy approaches have changed from time to time in order to better support successful sport development. Chalip, Johnson and Stachura (1996) assert that “sport policies, as they related to sport development, have been approached differently internationally and internationally at various times, by different governments” (p 12_). Other research studies such as Chalip et al., 1996; Houliha, 1997a; Landry, Landry and Yerles, 1991; Shin-pyo, MacAloon and DaMatta, 1998, also address the same topic by first viewing the international level and then national sport policy literature that show the different approaches toward sport development in different countries

CHAPTER III: DATA, VARIABLES AND METHODOLOGIES

This study examines the current situation of the sport development process in Sri Lanka assumed by the attraction, retention/transition, nurturing process to understand strengthen opportunities and draw up a sustainable sport development process in sport development context.

This chapter presents a research design and the specific procedure used for conducting the study, including various interrelated processes that reflected its sequential nature. This study uses the qualitative research method which is based on the grounded theory and explains why the aforementioned method was implemented for the study.

3.1 Conceptual framework and theoretical approach

In order to better understand the sport development process adopted by the Ministry of Sport in Sri Lanka, it was necessary to conduct such a study. This study not only helps in understanding the Ministry's developmental processes, but also its roles and responsibilities. Additionally, this study also creates a sport development process to be combined in Sri Lanka's sport development system.

Understanding of the qualitative research, which shape, positioning of the study. Therefore, the qualitative and quantitative research methods were explained the greatest noticeable transformation. Quantitative research understands what needs to be considered and how much, where as on the other hand qualitative research weighs need assesses why and how the public experiences are generated Perry (2000).

Denzin and Lincoln (2000) explain that difference between qualitative and quantitative research method. This study noted qualitative examination is alarmed with the inductive exploration of processes.

This study, research questions were designed to base on answers grounded theory view. Although, Hassard (1990) debated that a research problem concerning structures of meaning that have previously been discovered involve a qualitative methodology. Therefore, conceptual framework and theoretical approach in this study indicated a qualitative approach as the most applicable. Indeed, Strauss and Corbin, (1994) concluded that grounded theory is the absolute method to address the research question incase it apprehends the procedure.

3.2 Grounded theory application

The Grounded theory is successfully used by a number of researchers to assess not only sociological approaches; it is a universal practice, recently many

authors suggested its flexible approach (Glaser, 1992). Although Haig (1996) suggested that this theory is only supported in the field of sociology, by the end of the 20th century the grounded theory has become a powerful research tool in the other subject field such as political science, management. A related research Strauss and Corbin (1998) illustrates that leading of grounded theory usage, highly demanded in qualitative research widely.

Indeed, Strauss & Corbin (1998) say that theory offers the insight to a researcher to go deep into investigation of issues in the fields. Grounded theory support same step that the most of the other research methods utilized in research following ways: (a) Initiating research question, (b) data selection, (c) data collection, (d) data analysis, and (e) conclusion of the research.

The Inductive approach is one of the advantages created by this theory and allow researchers to develop theoretical accounts to present and analyze data. The aim of Grounded theory according to wells (1995) to explain social phenomena and process and structural conditions as the background of the processes, support changes of process during the research activity. The sport has an irrelevant passion in its operational process, there for grounded theory is the most suitable approach in similar studies.

Strauss and Corbin (1990) explain that grounded theory has established and become a unique application in the following ways: field of drama, management, manufacturing and education. It also deserved long way. Furthermore, Grounded theory, analysis is staged into four types: code, concepts,

categories and theory. Strauss and Corbin (1998) in their study revealed that contrary to abstract theory which evolves from the many hypothesis, for derived theory one needs to observe the data through rigorous coding and conceptualizing it (Strauss & Corbin, 1998).

The grounded theory is not limited to one field of study, thereby methodology has an advantage as an Intuitive Appeal, same way, grounded theory has an ability foster conceptually, present data in different forms and analyze with Data Richness. A split occurred most obviously after Strauss came out with the 'Grounded Theory Procedures and Techniques in 1990' other researchers like Glaser in 1992 enhanced the process or techniques stating that one needs to read 'chapter by chapter' in order to understand the differences in what the authors/publishers of the documents were trying to say and what the researchers depict from it Glaser (1978) .

The theory has the ability support look into qualitative data; obtain from interviews, discussions and observations. In this context, theory has supported a wide array of approaches and develop its paradigm in the field of research. Cutcliffe (2000) recommended that researchers proposing to utilize this method should consider these conflicting opinions.

In addition, Wilson and Hutchinson (1996) argued that researchers are "obliged" (p. 122) to specify the grounded theory approach they employ. Many effective considerations show that Grounded Theory is the best suited method. Grounded theory, practices, the implications of this choice and the ultimate aim of

this research were the implementation of theoretical coding in conjunction with constant comparisons of data to produce a conceptually rich theory on sport development processes.

3.3 Data and sample population

This study used the public and government document as its primary source of data which is authorized by the Sri Lankan Sports Ministry. Currently the Sport Ministry has three major divisions: (1) Department of Sports Development, (2) Institute of Sports Medicine, and (3) National Institute of Sports Science). The main source of information was reflecting the Department of Sports Development. It is called performance annual reports. The source of data generating for analysis, it was based on performance reports (PR).

The PR covered for a period of commencing years from 2008 to 2013 published by the department of sports development of the Ministry of Sports in Sri Lanka. The Ministry of Sports is the constitute authority also responsible to the parliament for the development and related activities. In addition, these reports constitute new proposals for coming yearly through the Development Investment Fund Progress (DIFP). This study is expected to convey more consideration on the annual reports of the Department of Sports Development.

Moreover, the Annual performance report covers an affiliation along with operating under Sports Act 25 of 1973. The Ministry of Sport reflecting national functions including forty seven (47) National Sport Organizations (NSOs) with regard to sport development (SDP: 2013).

The annual PR in 2009 could not be able to trace or available in the public domain. Unavailability of data year 2009, this research study takes data in 2008, 2010, 2011, 2012, and 2013 for thesis analysis. Therefore total of five (05) annual reports were collected, the brief outlook of the five reports taken in to study is presented in Table 2.

Table 2 The Department of Sports Development PR Outlook

Year Themes Identified	2008 Available	2009 Unavailable	2010 Available	2011 Available	2012 Available	2013 Available
Development of Human Performance	•	-	•	•	•	•
Development of Infrastructures Facilities	•	-	•	•	•	•
Conducting National Sport Festival	•	-	•	•	•	•
Systematize the Administration and Development of National Sports Associations	•	-	•	•	•	•
Implementation of “KreedaShakthi” Program	•	-	•	•	•	•
Sport Welfare (Incentives for Nutrition)	•	-	•	•	•	•

Collection of Sports Data and Research Activities	•	-	•	•	•	•
Coordination of the Sports Media,	•	-	•	•	•	•

Inside the PR in the year 2008 to 2013, the themes are divided into ten contents: (I). Development of human performance (II). Development of infrastructure facilities (III).Conducting national sport festival (IV).Systematize the administration and development of National Sports Associations (V). Implementation of Kreedashakthi (Power of Sport) program (VI). Sport, welfare (Incentives for Nutrition) (VII).collection of sports data and research activities (VIII). Coordination of the sports media (IX).Evaluation process in physical and financial (X). New proposal and information for the future calendar activities (in year) respectively, (Table 3).

Additionally, in the study secondary sources also were considered (text books, journals, research publications and internet articles) to complement the information collected in the previous phase.

Table 3 The Department of Sport Development PR functioning program activity Outlook

		2	2	2	2	2
Performance annual report main features	Pathways	0	0	0	0	0
		0	1	1	1	1
		8	0	1	2	3
Other sport development functions	Function name	x	x	x	x	x
Sport development programs	Objectives	x	x	x	x	x
	Background information (participants, stakeholders, geographical information)	x	x	x	x	x
	Program vision, mission & objectives	x	x	x	x	x
	Athlete opportunities	x	x	x	x	x
	Athlete development programs	x	x	x	x	x
	Talent development programs	x	x	x	x	x
	Coaches development programs	x	x	x	x	x
	Sport administrators	x	x	x	x	x
	Other official development programs	x	x	x	x	x
	Financial states	x	x	x	x	x
Infrastructure Facilities Development	Background information	x	x	x	x	x
	Distribution of Sports facilities	x	x	x	x	x
	Financial states	x	x	x	x	x
	Constriction activity information	x	x	x	x	x
	Progress plan	x	x	x	x	x
Progress	Sport	x	x	x	x	x
	Event	x	x	x	x	x
	Name of the athlete	x	x	x	x	x
	National level achievements	x	x	x	x	x
	International level achievements	x	x	x	x	x
	Medal table	x	x	x	x	x
	Festival Records and Sri Lankan Records	x	x	x	x	x
Sponsorship for international events	General overview	x	x	x	x	x
Sport policy framework	National sport policy	x	x	x	x	x
	Future Sport development approaches	x	x	x	x	x
Other Facilities and services	Background information	x	x	x	x	x

3.4 Data coding and analyses

The data collection process involved gathering information, analyzing the data, gathering more information, analyzing the new data, and so forth. The

main method used in this study for coding data was grounded theory, comparing similarities and differences in developing the structure (Glaser, 1978; Green 1997). In this way those similar elements were grouped into clusters and labeled as categories.

Kalliopi, Shilbury and Quick (2008) literature reviews three main effective functions are necessary for establishing productive sport development process defined: a) attraction, b) retention/transition, and c) nurturing. As a consequence, the four elements were identified in the structure of the current elite sport development program of Sri Lanka. (1) Sport development stakeholders; (2) Sport development strategies; (3) Sport development processes; and (4) Sport development pathways. It is important to mention that grounded theory is considered one of the most influential social processes when conducting qualitative studies (Corbin, 1998).

Table 2 shows that the Department of Sport Development PR information gathering was structured on a uniform concept and contents may be identified. The majority of the sing the information, the data formulation was already worked out in order to examine of sport development processes in Sri Lanka and to be identified the following contribution: (a) attraction, (b) retention/transition, and (c) nurturing, of process in the sport development process in Sri Lanka.

The consideration of the sport development, there should be able to pay considering the way of sport development systems, phases of development and process input and output. Therefore, to analyze the data were collected in the following fundamental questions: in what ways, in which developmental level, and outcome of that involvement. Even also need to identify a successful process to sport development in Sri Lanka respectively.

The data collection process involved gathering information, analyzing the data, and so forth (Glaser, 1978). The researcher has established the context and the requirements of sport development process in the previous two chapters. However, in the literature review, there has been little evidence about these processes. Even though, this study is conducted by adopting four interconnected phases: (a) developing theoretical framework for the study of identifying similar studies conducted, (b) selection and finding reliable information and evidence of key sport development process (c) adopting a process of data presentation based on the information and (d) application of grounded theory using, a qualitative approach to conduct the study (Glaser and Strauss: 1967).

The conceptual framework of the study is developed to examine the sport development process taken by a key sport stakeholder in Sri Lanka in contribution to sport development. Strauss et al., (1998) proposed three main processes: attraction, retention/transition, and nurturing by regarding sport

development processes. Glaser (1978) suggested that two repeated stages that cover the data collection procedure. He also pointed that successfully data identification need to collect the data and analyzing data as much as possible, time period. Therefore, this study used the following ways: process of data collecting, data coding and data analyzing, the ideal structure of the theoretical sampling.

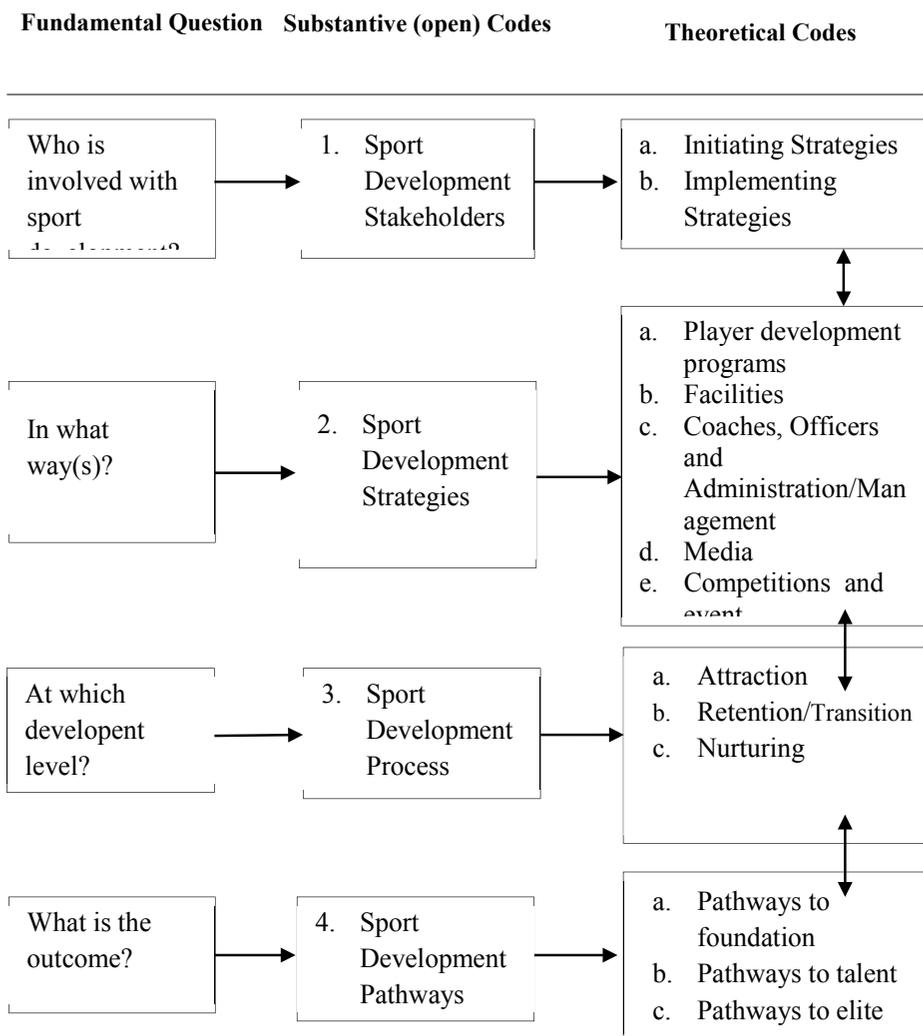


Figure 7 Fundamental question, substantive (open), and theoretical codes.

Sources: Sotiriadou et al. (2008, p.253)

In the qualitative analysis, it was important to codify the information. In this regard the uses of open and theoretical coding were implemented, as well as fundamental questions. Sotiriadou, et al., (2008) says that grounded theory is good to develop social theories, because through it makes a systematic study of the data. As necessary in the grounded theory, the inductive analysis was the principal technique to understand patterns, themes and categories in the data (Patton, 1990). The figure 6 indicates that research study data analysis input and research outcomes.

3.5 Limitations

The present number of potential limitations, the sport development process is the primary source of information in developing data for analysis the next step in Sri Lankan sport. Therefore, limitations originate from the specifically at the level selection of data. The data from annual performance reports could not be provided in details information about all functioning activity studies under recruitment, retention and transition. Despite having various methods available at the researcher's disposal, the study most used public documents to produce its data. Even also in the year 2009 data not available to the researcher. Therefore, this research used year 2008 available data to fill the five year period gap.

CHAPTER IV: RESULTS AND DISCUSSION

This chapter takes a look at three components of the sport development in Sri Lanka: stakeholder participation, development strategies, and development processes and pathways. These three components of sport development were examined based on the review of successful elements of other countries such as Australia, and the U.S. This chapter concludes by identifying weaknesses and ways to improve the sport development in Sri Lanka and discusses strategies to explore and implement a more effective development scheme.

4.1 Results

4.1.1 Sport development stakeholders

Stakeholder involvement is pivotal to achieve effective sport development. Stakeholder relations and their involvement strongly affect sport development in the following ways: availability, implementation, evaluation, strategies and the provision of appropriate pathways.

Results show that there is a lack of stakeholders engaging in sport development in Sri Lanka. Schools, sport federations, and the Department of Sport Development are the main stakeholders involved. These three stakeholders do not have specific responsibilities. For example, initiating strategies and implementing strategies are usually delegated to different

stakeholders, but in the Power of Sport program in 2008, differentiation and proper delegation of these two strategies were not executed.

4.1.2 Sport development strategies

Sri Lanka has four main sport development strategies: athlete and official development programs; competitions; facility development; and sport federation support. Athlete development programs are divided into two types: talent identification and sending to international sport competitions. Development programs for coaches include further vocational training and support for international training. For example For example advanced Diploma course in coaching which has been designed to provide in-depth knowledge to coaches in respective sports. It is three months academic work followed by three months field work

Facility development is mostly focused on the building of high-altitude training centers and main sport stadiums for the nine districts. Among the four main sport development strategies, facility development appeared to be the top priority. (PR 2013, p.243)

Out of the RS.80,000 million budget for sport federation development in 2013, the funding allocated to building for sport facilities, as an example building one sport complex (Anuradhapura public stadium) projected amount to be Rs. 270.780 million was Public Stadium (PR, 2013, p. 256). Sport federations are supported through the provision of sport equipment and

financial aid. Moreover, “Precedent Future Version (IdiriDekma), 2013”. The 1st phase expected to extend the urban facilities to village level where the youth with exceptional abilities can ascend to international level. For this purpose sum of Rs. 41000 million has been approved. (Performance Report 2013 p.220).

4.1.3 Sport development processes and pathways

In Sri Lanka, there are only a few programs implemented for sport development and they have similar objectives: talent identification, improving athletes’ talent, athletes’ future career support, enhancement of national and international performance and promoting sport for a better a society. Sport development can be analyzed in terms of attraction, retention/transition and nurturing processes and pathways.

4.1.3.1 Attraction

According to the data results examined, the attraction and recruitment process involves school sport associations, national sport federations, the Ministry of Sport, and Ministry of Education in Sri Lanka. The main purpose is towards selection of talented athletes for the national pool, rather than increasing a large base of participants. There are four main strategies that contribute to the attraction of young, talented athletes. First, the President’s vision statement, which declared the need to develop sport participation at the village level in

order to “strengthen further the pools at district level” to ultimately lead to Sri Lanka’s international sport prestige (PR 2008, p.3).

The Kreedha Shakthi programme(power of sport) was launched under the President’s vision statement and was relaunched in 2012 with a new focus on encouraging the participation of children and youth in sport as an important extracurricular activity to their academic studies, preparing them to successfully face challenges of the future. Second, the government’s organization of the junior and senior national sports competitions gives much authority to the competitions, which encourages wide participation and motivates promising athletes to train and perform well.

Third, national school competitions on the regional, district, national and international levels help to promote sports and may inspire younger children to participate in sports. Fourth, the national media coverage of national and international competitions also promotes sports and athletes to the masses and can inspire and motivate sports participation. Media coverage of sports and athletes can attract more sponsors, which will lead to the development of certain sports. Also, international sports stars in the media can act as role models to inspire youth sport participation.

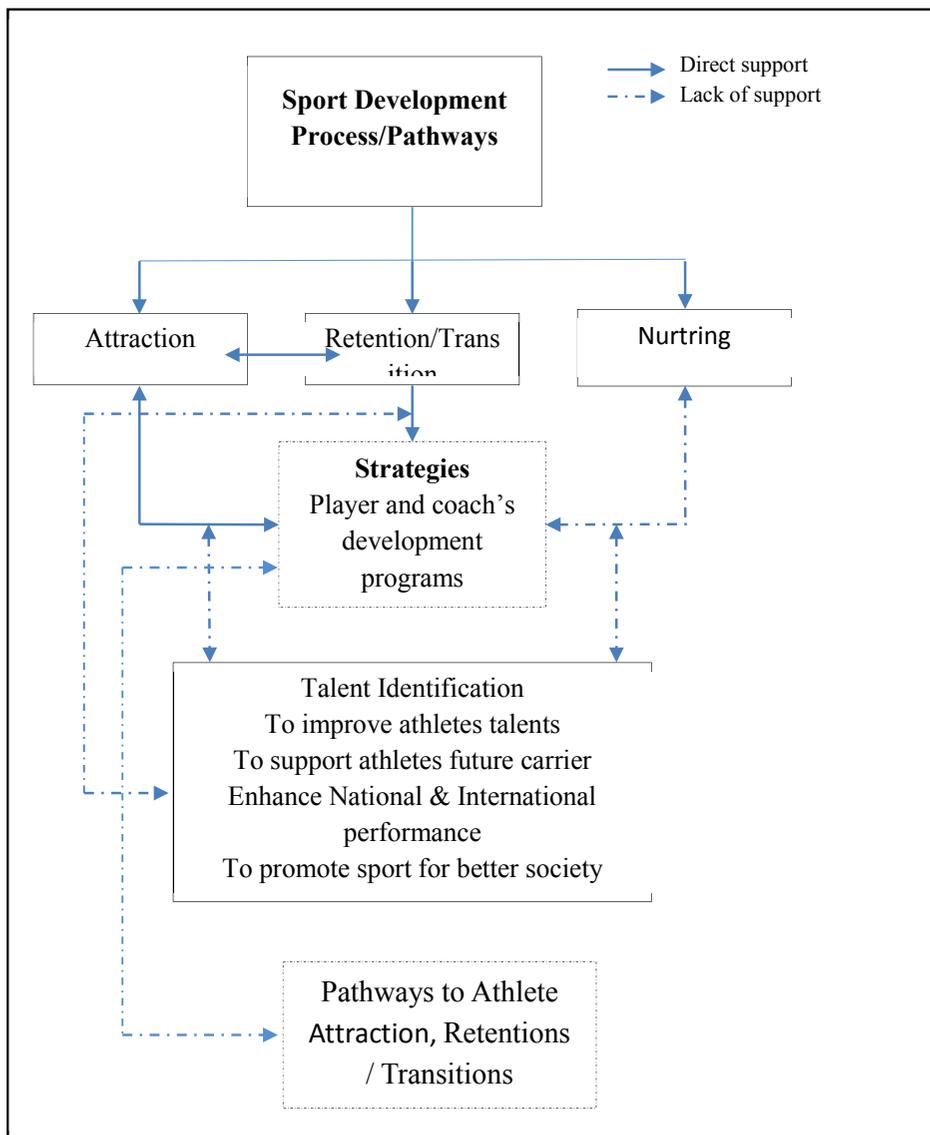


Figure 8 Sport Development Process/Pathways

4.1.3.2 Retention/Transition

There are four main strategies for retention and transition include competitions, financial and training incentives for athletes and coaches, and

facilities. The national festival, organized by the Ministry of Sports, is the highest level of sport competition in the country. Due to its very high competitiveness, it is used to identify talented athletes and select the national pool of athletes. The national school competition, organized by the Ministry of Education, is another prestigious competition that is part of the academic calendar. It provides the opportunity for young athletes to move to the next level of competition, which can help them become part of the national team. Second, the Kreedashakthi program provides financial incentives such as allowances, overseas training, special training camps, and international competition opportunities for athletes and officials who perform well.

Athletes and officials must display consistent improvement in order to keep receiving financial support. There are also special university entrance opportunities for athletes who perform at the international level. The training of coaches through the “Kreedashakthi program” (power of sport) can help coaches to be more competent to guide and motivate athletes. Third, the building of new facilities can retain athlete motivation and help to enhance their performance to continue playing sport at even more competitive levels. Fourth, updating sport rules and regulation were more support for this process. results data were shown the sport policy set a clear direction (Published in Gazette No.1758/23 dated 17th May 2012 after tabling in parliament. Annual report 2013,p225) support and updating sport regulations

No .25 of 1973, which were as old as four decades, by publishing the gazette No.1793/3 dated 15th January 2013 to suit the present (Annual report2013,p225) also support for athlete recruitment.

On the other hand, data results was shown that development project for Providing financial assistance in the year 2011.Main objective is to carry out supervision, to maintain the National Sports Pools, to encouraging sportsmen and women, by providing solutions to economic and social problems,and evaluate skilled media personnel in sports field respectively.(PR 2011, p.4, p6,p7)

4.1.3.3 Nurturing

Three of five objectives for the sport development programs are related to the nurturing of athletes: improving athletes' talent, athletes' future career support, and the enhancement of national and international performance. After an athlete successfully performs at a national competition, is it then the respective national federation's responsibility to nurture the athlete at the elite level. The Ministry of Sport provides foreign training, scholarships, food allowances to the successfully performing athletes (AR 2013, p.225). This helps to enhance athletes actively participate in international competitions. Even though objectives for the nurturing athletes could be seen in the

performance reports, not enough detail on this process was available to further analyze.

Figure 10 shows the attraction, retention/transition, and nurturing processes and pathways in sport development in Sri Lanka and what stakeholders and strategies are involved. The data shows a clear pathway from attraction to retention/transition, but because of the absence of data concerning the nurturing process, the pathway from retention/transition to nurturing appears weak. Only the athletes and sport federations are engaged in the sport development process. There is an absence of a proper agenda to fulfill the necessary procedures during each stage of attraction, retention/transition, and nurturing. They did not define the criteria and segmentation of in each step of the sport development processes. Clear strategies and direction for these processes are not available.

4.2 Discussion

4.2.1 Sport development stakeholders

The results show the current sport development and stakeholder processes in Sri Lanka. As we can see in the results presented, strong government support, lack of stakeholder involvement, unclear roles and division of responsibility of stakeholders, and a lack of integration of the development strategies of different stakeholders.

Government support was significant and had a positive impact on the sport development processes in Sri Lanka. This is very hopeful for future sport development in the country. We saw that there are two main stakeholders – Ministry of Sport and national sport federations— that are actively engaged in the present processes in Sri Lanka.

Effective stakeholder involvement is needed in all processes of sport development. The first step to achieve this is to identify clearer roles and responsibilities of the stakeholders. In Sri Lanka, no specific duties given to the sports development stakeholders.. Active participation of stakeholders enhances the development processes. Kirk and Gorely (2000) recommended the strong support of stakeholder participation for the second level of sport development. Indeed, internal and external stakeholder relations were a widely cited topic in the development process. Johnes (1995), examined that “organizations that develop cooperative relationships with stakeholders are more likely to be successful in achieving their goals” based on instrumental stakeholder theory.

Furthermore, it shows that cooperative relationships are needed to achieve high participation rate, promote the sport, maintain the continuity of the sport and the opportunity to engage in order to achieve national and international levels of sport performance. It also increased membership, which is important for assessment and initiation of the process.

However, the present stakeholder connection was not clearly mapped in the performance reports. Stakeholders include government and non-government sport organizations such as the National Olympic Committee, as well as athletes, parents, volunteers, universities, media, national province sport clubs, physical education teachers, and sport unions.

According to Clarkson (1995), stakeholders can also be classified as primary and secondary based on the relative contributions they make for the survival and growth of the organization. Various stakeholders reacting to an action facilitate a successful sport development process. Thus, the government must be concerned and learn to manage stakeholder group involvement at higher levels than merely the performance process. B. C. Green (2005) reinforces this point and argues the importance of effective linkages among organizations (e.g. clubs, regional boards, and national governing bodies) at each level of sport.

To sum up, the stakeholder process in sport development in Sri Lanka shows negative involvement. The sport development process in Sri Lanka seems not to have paid much attention to stakeholders nor engage in such opportunities that increased stakeholder involvement.

The literature says that stakeholders of all types of involvement and nature working closely together led to the sport development goals being

achieved. Freeman (1984) defines a stakeholder as any group or individual who can affect or is affected by the achievement of the organization's objectives.

4.2.2 Sport development strategies

Results show that Sri Lanka has four main sport development strategies that were used for sport development processes: athlete and official development programs; competitions; facility development; and sport federation support. Facility development was given highest priority among the sport development strategies.

Sport development needs structured programs, effective program implementation and strong links among the strategies to support sport development processes. This analysis shows there was no definite system concerned with sport development (e.g. talent identification, disabled people, sport development, youth sports, school sports, etc.). Another important point was program evaluation, which was not conducted before, during or after programs. The performance report included a wide range of ambitious objectives such as the provision of sports infrastructure, building a good image internationally in Sri Lanka, strengthening the country's economy, creating physically and mentally healthy persons, development of human resources, and encouraging social reconciliation (PR 2013 p. 219) However, the existing

programs were unable to achieve such objectives, but mainly focused facility development and talent identification. There was not enough information to know in what ways or to what extent these objectives were achieved through the programs.

Sport strategies working together create a synergy effect on the sport development processes. The results of this study show that all strategies were executed separately. It seems no properly communicate with each programs. The government allocated the largest portion of the budget for sport to the Department of Sports Development. The Ministry of Sport invested mainly for elite athletes' development and performance and neglected to include support for all in its strategy.

Results show that program strategies were not specific, measurable, achievable, relevant or time-bound. As an example, in the year 2013 results showed that 68 percent of the budget was allocated for sport development (PR 2013, p. 231) and the majority of this funding went to building facilities. 10 of the 16 main projects for sport development, we're building sport complexes (PR 2013, p. 271,272), In the year 2010, 35 projects were carried out for sport complex development (PR, 2010, p. 23). A lack of concern for player development programs can be observed. However, giving too much priority to build sport complexes while neglecting other areas results in unbalanced and ineffective sport development.

4.2.3 Processes & Pathways (Attraction, Retention/Transition and Nurturing)

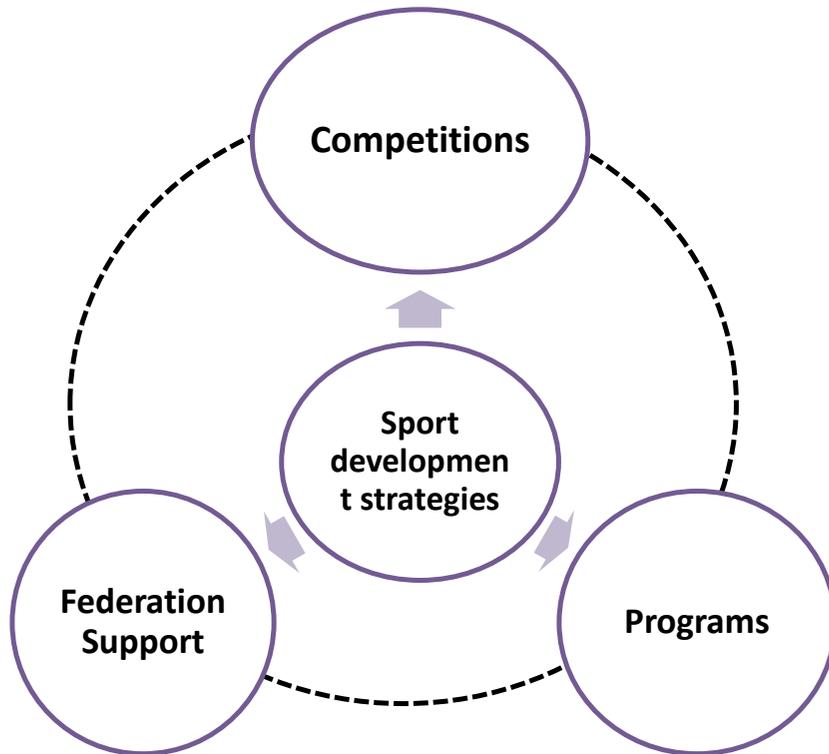


Figure 9 Sport development strategies, Developed by researcher

While analyzing the sport development processes, this research highlighted three sport development processes: attraction, retention/transition, and nurturing. The main weaknesses of these processes were that they were not segmented nor clearly implemented, which made it difficult to understand

and evaluate the impact of each component. Mentioning vague components of sport development have compromised its maximum potential.

One aspect of the retention/transition process could be observed by the Ministry of Education, Ministry of Higher Education and the Ministry of Sport in the form of special university entrance opportunities for athletes who perform well at the national and international levels. Athletes who seek admission to university with minimum qualifications are given an opportunity to secure admission even though they are a little bit behind the required marks (PR 2013, p.). Even though such policies for sport development exist, the delivery of such information to the relevant parties such as sports organizations, schools, athletes and parents could not be seen. There were no specific guidelines and details regarding athlete, university entrance quotas per district, university, major, gender and sport. They do not openly promote these opportunities.

Financial support is another incentive for athletes maintain their performance levels. However, financial support is offered to athletes solely based on their performance. Athletes who achieve victories at international competitions will receive financial support along with their coaches. The amount the athlete and coach receive depends on the type of competition (PR, 2008, p.). They have any process to take care of or develop athletes who do not perform well.

The performance report data shows that there are opportunities for positions such as coaches, sport managers, and administrators (AR, 2011, P.4). However, this information is not made widely available, especially to potential candidates for such positions. Even though retiring athletes are an asset for sport development, there were no programs to support them and help with career transition. This is a big weakness in the sport development process.

The retention/transition processes facilitate the athlete nurturing process. However, the nurturing process was almost absent (see figure 10). The performance report did not include specific detailed information about this process or about possible programs and plans that might support this process.

Pathways between sport development processes are very important, but is also pivotal to develop and strengthen each process in itself. For example, in the attraction process, recreation, health, participation, sponsorship, and

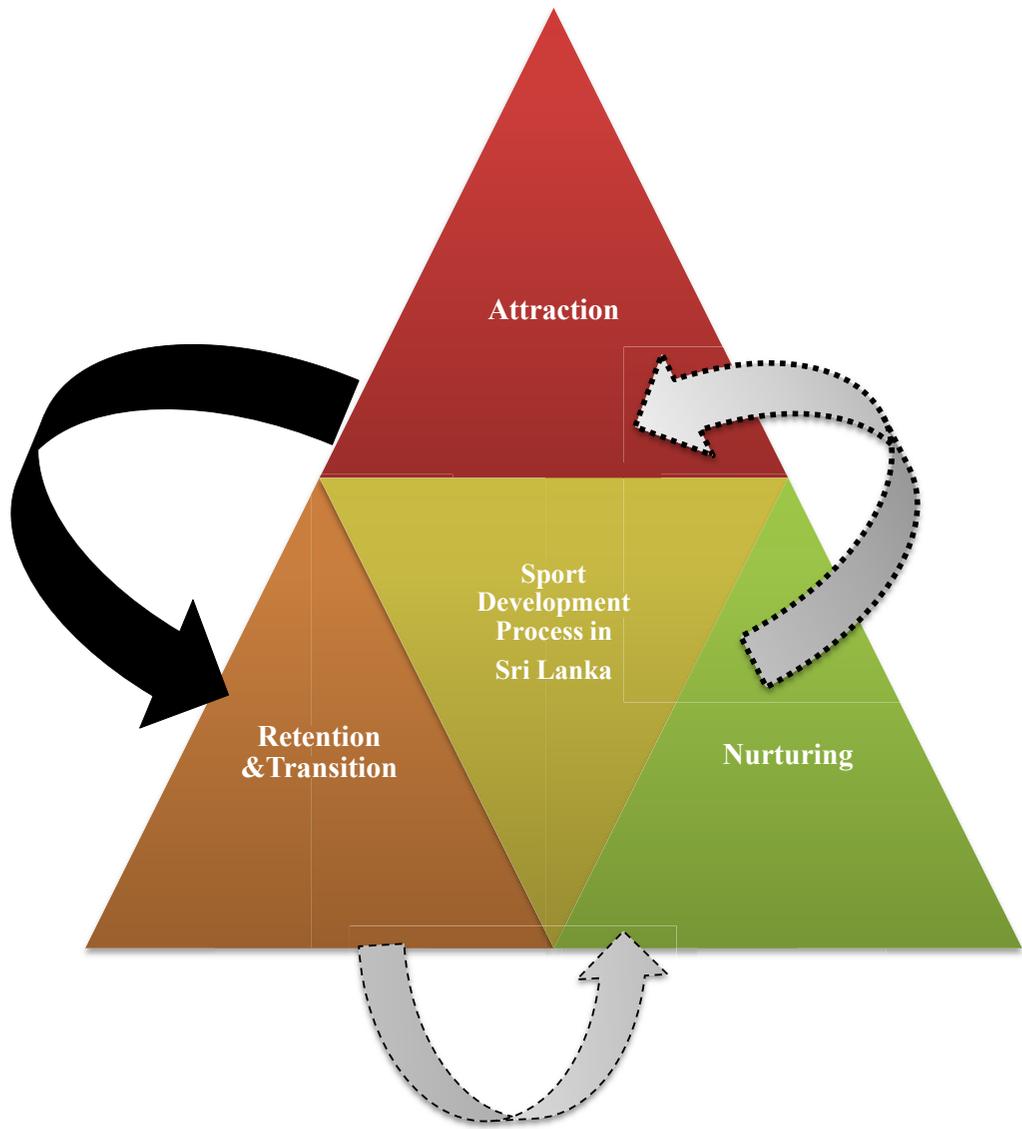


Figure 10 Sport Development Process in Sri Lanka
Sources: 2008-2013 (Performance Annual Report Data)

marketing need to be considered. Identifying and developing these aspects will offer a stronger foundation for each process of sport development in Sri Lanka. Each development process requires and encompasses a different approach to development, planning, policies, considerations, programs, initiatives, management, and resource allocation. However, strong implementation of such approaches was absent. Moreover, building strong links between sport development processes will have a positive impact on sport development as a whole. The creation of a strong integrated system for effective administration and management to be adopted by national sports organizations is one way to strengthen these links.

To sum up, sport development agendas inspire sport managers to see each sport development process as both a separate, but integral part of the sport development.

CHAPTER V: SUMMARY & CONCLUSION

This chapter presents the research findings about (1) the current characteristics and elements of the sport development processes in Sri Lanka, (2) the functions of the available pathways and (3) ways to enhance these processes. In addition, this chapter also concludes with the overall research findings, conclusion and future recommendations.

This study analysis of the researcher presents a realistic progress report reflecting the sport development processes – attraction, retention/transition, and nurturing processes – of sport development in Sri Lanka.

5.1 Research Findings

The sport development processes in Sri Lanka were analyzed using the following two research questions.

- (1) What are the current characteristics of sport development processes in Sri Lanka?
- (2) What sport development pathways are available and how do they function?

Sport development pathways were observed based on the three development processes: attraction, retention/transition, and nurturing of

athletes. Pathways at the foundation level are very weak. There is one program to support athletes at the village level by building sport facilities. Physical education classes are the main pathway for children to be exposed to sports. These classes are mandatory for children from grade six to grade eleven. Physical education teachers select talented students from the P.E. classes to participate in inter-school tournaments. No community sports activities for children can be found.

The pathway to talent is clear, yet limited. There are five national competitions a year: a middle school student competition, a high school student competition, university student competition, a company employee competition, and a national festival based on the 25 districts. Some of the winners of the middle school student competition are selected to join the junior national team.

The pathway to elite takes place when winners, mainly in the national high school tournament and mercantile tournament are selected by federations to join the national teams. Pathways for elite outside of these competitions are very rare. In some sports, members of the junior national team can advance to the national pool. University athletes have two ways to become a national player: (1) if they join a company and are successful during the mercantile competition or (2) if they join a district team and perform well at the national festival. Even though very few athletes participating in the national festival are

chosen to join the national pool, it is one way to enter elite sports. The main objective of the national company employee competition is for companies to build up their image and brand awareness nationally and internationally. This competition mainly focuses on team sports and is organized by an association of companies. Sport federations do not pay attention to the participants of the inter-university tournaments. However, some talented university student athletes will have the chance to compete internationally, such as at the Universiade Games or invitational tournaments. Mercantile in the finance and garment sectors as well as the and police and military forces usually employ athletes to promote their company and brand (see figure 11)

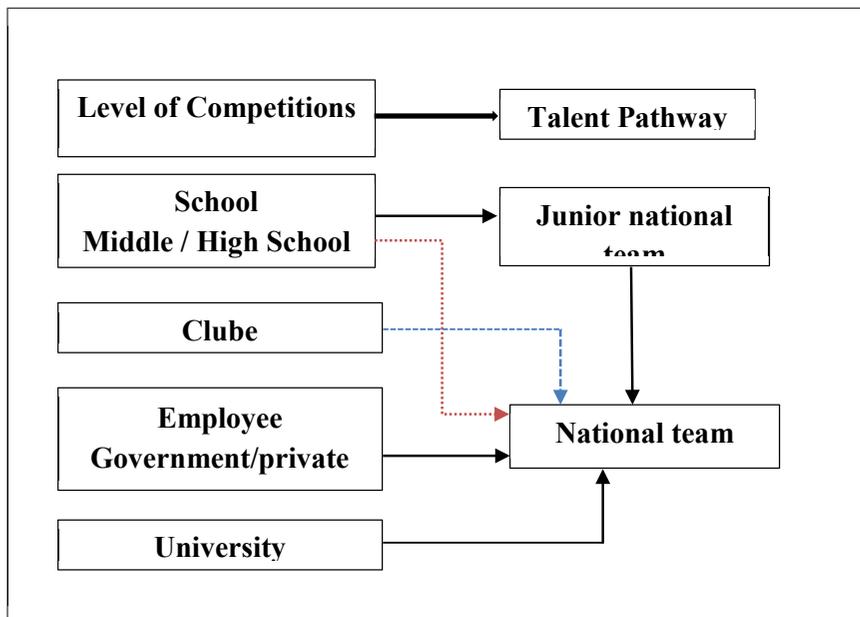


Figure 11 Pathway to elite development

This research found that communication between the processes was inadequate.

First, there is strong government support for sport development in Sri Lanka and the Ministry of Sport is the main body responsible for executing the development of sport. This research found that there is very little stakeholder participation in sport development. Second, sport development pathways exist in the processes of attraction, retention/transition, and nurturing of athletes. The strength and effectiveness of different pathways vary. Some pathways seem nonexistent or extremely weak. Moreover, it was also found that connecting these three processes may strengthen and enhance the sport development processes.

Three main sport development strategies were observed: (1) building new sports facilities, (2) talent identification through competitions and (3) financial incentives and other benefits for athletes and coaches who performed well in national and international competitions.

The Ministry of Sport sets a very wide range of objectives. However, sufficient strategies and programs were not created to achieve them. Programs were intended to develop athletes, coaches, sport administrative staff, facilities and sport infrastructure. At the school level, competition and talent identification are the main

objectives. At the national level, athletes are supported to compete in national and international competitions.

Chapter four reflects the continuous investment in building sport facilities. Facility development and competitions, play a central role in the sport development process.

Johnes (1995) examined that “organizations that develop cooperative relationships with stakeholders are more likely to be successful in achieving their goals” based on instrumental stakeholder theory. Furthermore, it shows that cooperative relationships are needed to achieve high participation rate, promotion of sport, continuity of sport and the opportunity to participate and achieve at national and international levels.

A good portion of the sports budget had been allocated for sport development in Sri Lanka. In 2013, approximately 68 percent of the sport budget was allocated for sport development only. This financial support was mostly used for facility development even though there have been some other development programs which focus on athletes, coaches, referees, sport administrators and sport managers. An athlete who achieved victories in international competitions was offered financial support along with his/her trainers – the amount varies depending on the competition’s portfolio.

The main purpose of the competitions is to identify talented male and female athletes compete at the regional level and then at the national level. Members of the national teams are selected through these competitions.

This research found a lack of expertise to plan, design, and implement strategies and program in sport development. In the planning stages, a needs assessment was not conducted before allocation the sport development funding. There were no clear directions for each sport development process and there were no long term or short term targets established in this financial allocation process. Programs also did not have maintenance strategies such as evaluation and benchmarking to ultimately ensure program sustainability.

5.2 Conclusions

This research study focused on analyzing the sport development in Sri Lanka by explaining development pathways and processes. Societies, peoples needs, and expectations are ever changing. In this respect, effective sport development in Sri Lanka requires a comprehensive understanding of the current state and the flexibility to adapt to the changing needs of the athletes and stakeholders. Sport development should take into consideration the unique characteristics and state of each sport when developing processes and pathways. In Sri Lanka, conceptual tools for sports development are recognized, but are not applied and practiced.

The results of this study showed that each sport development process may generate pathways and the entry points to other development processes. Each process should also be considered separately, but also as a part of the whole.

Supporting one process more than the other might result in fragmented outcomes. For example, the high priority given to building facilities over other programs, did not help improve athletes' performance levels or increase sport participation. Also, only supporting winning athletes may reduce the pool of growing and talented athletes and discourage potential athletes.

More attention should be given to the attraction, retention/transition, and nurturing processes in sport development as well as the expansion of their connecting pathways, advanced strategies and stakeholder involvement in order to achieve successful sport development processes in Sri Lanka.

5.3 Recommendations

Recommendation 1

Assessment of stakeholder assessment must be comprehensively based on the three approaches attraction, retention/transition and nurturing.

Recommendation 2

The projected sport development strategies goals and objectives should be under attraction, retention/transition and nurturing.

Recommendation 3

Sport development process should carry out Ministry of sport general needs assessment at different levels.

- a. Minimize communication gaps
- b. Conduct periodical evaluation processes
- c. Request development plans
- d. Establish sport research and development units
- e. Create sport development policy and frameworks

Recommendation 4

Request development plans along with full financial assistance.

Recommendation 5

Develop a relationship within sport authorities and officers who understand and realize the difficulties.

Recommendation 6

Continue support of young talent sporting through National Sports Festivals.

Recommendation 7

Motivate younger children to enhance recruitment in a similar way like the Australian pathway.

Recommendation 8

Establish sports research and development units through university professionals.

Recommendation 9

The sport development process should establish the following elements.

- a. Micro and Macro level sport governance for strategic planning
- b. Identification of responsibilities of NSOs and the Ministry of Sport
- c. Minimize communication gaps between stakeholders and others
- d. Conduct periodical short and long-term evaluation processes

5.4 Future Research Suggestions

There is scope for future research. There has not been much research conducted on sport development programs in the context of Sri Lanka. This research opens pathways for attention to this field and thus will encourage more researchers in the sport development process related to athlete attraction, retention/transition and nurturing. This type of research will lead to more fruitful for successful sport development process in the future.

Even more, this academic research will be able to enhance or develop the sport field in Sri Lanka. The sport policy makers, sport managers and sport development officers also will become concerned about this and will try to apply this type of academic approach in practice. The sport development authority should also promote this type of research with practical consequences, as they can apply it into their development process and make their objectives, outcomes more success.

The present study thoroughly analyzed the sport development process through athlete attraction, retention/transition and nurturing process in Sri Lanka. The present study shows that the above approaches have relationships with successful sport development process. Though the researcher has taken these development approaches, they may be used to influence any type of sport development process. The three factors can be adapted in the research of other areas as well.

The following suggestions are made for future researchers who are interested in carrying out studies in this particular field and other areas in youth sport development. It is noted that the research can be carried out in different manners. This research has pointed out attraction, retention/transition and nurturing process to carry out sport development success. If any other researcher is interested in this field, they can use another sport development process measuring elements.

LIST OF REFERENCE

- Anderson, S. (2001). Practicing children: Consuming and being consumed by sports. *Journal of Sport and Social Issues*, 25, 229-225.
- Baka, R. (1976). Canadian Federal Government policy. *Canadian Association for Health, Physical Education and Recreation Journal*, 42, 52-60
- Besnier, N. & Brownell, S. (2012). Sport, modernity, and body. *Annual Review of Anthropology* 41, 443-459
- Bloomfield, J. (1974). The role, scope and development of recreation in Australia. Canberra: Department of Tourism and Recreation.
- Bosscher, D, V., Knop, D, P., Van Battenburg, M., & Shibi, S. (2006). A conceptual framework for analyzing sports policy factors leading to international success. *European Sport Management Quarterly*, 6, 185-215.
- Bramham, P., Hylton, K., Jackson, D., & Nesti M. (2001 a). Introduction. In K.Hylton, Bramham, P., Jackson, D., & Nesti M. (Ed.), *Sport development: Policy, process and practice* (pp.1-6). London: Routledge..
- Bramham, P., Hylton, K., Jackson, D., & Nesti M. (2001b). Introduction. In K.Hylton, Bramham, P., Jackson, D., & Nesti M. (Ed.), *Sport development: Policy, process and practice* (p. 1-6). London. Routledge.
- Cashman, R., & Hughes, A. (1998). Sydney 2000: Cargo cult of Australian sport? In *Tourism, Leisure, Sport: Critical Perspectives* (pp. 210-225). Rydalmere, NSW: Hodder, Sydney.
- Chalip, L. (1996). Critical policy analysis: The illustrative case of New Zealand sport policy development. *Journal of Sport Management*, 10 (3), 310-324
- Chalip, L., & Green, B.C. (1998). Establishing and maintaining a modified youth sport program: Lessons from Hotelling's location game. *Sociology of Sport Journal*, 15, 326-342
- Chalip, L. (1995). Policy analysis in sport management. *Journal of Sport Management*, 9, 1-13.

- Chalip, L., Johnson, A., & Stachura, L. (Eds.). (1996 a). National sport policies: An international handbook. Westport, CT: Greenwood.
- Chalip, L., Johnson, A., & Stachura, L. (Eds.). (1996 b). National sport policies: An international handbook. Westport, CT: Greenwood.
- Chalip, L., Johnson, A., & Stachura, L. (Eds.). (1996 c). National sport policies: An international handbook. Westport, CT: Greenwood.
- Chalip, L., Johnson, A., & Stachura, L. (Ed.). (1996). National sport policies. Westport: Greenwood.
- Chalip, L. (1991). Sport and the state: The case of the United States of America. In F. Landry, Landry, M., & Yerles, M., (Ed.), Sport: The Third Millennium (pp. 243-250). Quebec, Canada: Les Presses De l'Universite Laval.
- Cialdini, R.B., Borden, R.J., Thorne, A., Walker, M.R., Freeman, S., & Sloan, L.R., (1976). Basking in reflected glory: Three (football) field studies, *Journal of Personality and Social Psychology*, 34, 366-375.
- Cialdini, R.B., & Richardson, K.D., (1980). Two indirect tactics of image management: Basking and blasting. *Journal of Personality And Social Psychology*, 39, 406-415.
- Clarson, M.B.E. (1995). A stakeholder framework for analyzing and evaluating corporate performance. *Academy of Management Review*, 20, 92-117
- Cooke, G. (1986). The Leeds sports development scheme. *Coaching Focus*, 3, 14-15.
- Cowen, M & Shenton, R., (1995). The Invention of Development. In: Crush, ed. *Power of Development* London: Routledge, 27-24.
- Cutcliffe, J.R. (2000). Methodological issues in grounded theory. *Journal of Advanced Nursing*, 31 (6), 1476-1484.
- De Bosscher, V., Bingham, J., Shilbli, S., van Bottenburg, M., & De Knop, P. (2008). The global Sporting Arms Race. An international comparative study

on sports policy factors leading to international sporting success. Aachen: Meyer & Meyer.

Denzin, N.K., & Lincoln, Y.S. (2000). *The handbook of qualitative research*. Thousand Oaks, Calif.: Sage.

Deraniyagala, Paulus Edward Pieris (1959). *Some Sinhala combative, field and aquatic sports and games*. National Museums of Ceylon, Colombo.

Eady, J. (1993 a). *Practical sports development*. London: Pitman.

Eady, J. (1993 b). *Practical sports development*. London: Pitman.

Farmer, P., & Arnaudon, S. (1996). Australian sport policy. In L. Chalip, Johnson, A., & Stachura, L. (Ed.), *National sport policies: An international handbook* (pp.1-22). Westport: Greenwood Press.

Freeman, E.R. (1984). *Strategic management: A stakeholder approach*. Marshfield. MA: Pitman

Glaser, B. (1992). *Emergence vs. Forcing: Basics of grounded theory analysis*.

Glaser, B. (1992). *Emergence v. Forcing: Basics of grounded theory analysis*
Glaser, B., & Strauss A. (1967). *The discovery of grounded theory: Strategies for qualitative research*.

Glaser, B. (1978 a). *Theoretical sensitivity: Advances in the methodology of grounded theory*. Mill Valley, Calif.: Sociology Press. (p.36)

Glaser, B. (1978 b). *Theoretical sensitivity: Advances in the methodology of grounded theory*. Mill Valley, Calif.: Sociology Press.

Green, B.C. (2005). Building sport programs to optimize athlete recruitment, retention, and transition: Toward a normative theory of sport development. *Journal of Sport Management*, 19, 233-253.

Green, M. & Houlihan, B. (2005). *Elite Sport Development: Policy Learning and Political Priorities*, London: Routledge.

Green, M. & Houlihan, B. (2005). *Elite Sport Development: Policy Learning and Political Priorities*, London: Routledge

- Green, M. & Houlihan, B. (2005) *Elite Sport Development: Policy Learning and Political Priorities*, London: Routledge.
- Green, M., & Oakley, B. (2001). Elite sport development systems and playing to win: Uniformity and diversity in international approaches. *Leisure Studies*, 20, 247-267.
- Green, B.C. (1997a). Action research in youth soccer: Assessing the acceptability of an alternative program. *Journal of Sport Management*, 11, 29-44.
- Green, B.C. (2005). Building sport programs to optimize athlete recruitment, retention, and transition: Toward a normative theory of sport development. *Journal of Sport Management*, 19, 233-253.
- Green, B.C. (1997). Mapping sport consumption: The insufficiency of motive. In D. Shilbury & L. Chalip (Eds.), *Advancing management of Australian and New Zealand sport* (pp. 31-41). Melbourne: SMAANZ..
- Gunawardena, S.K. (2010), A close analysis of Sri Lankan Athletics, Recorder SLAAA, Sunday Times newspaper. December 12, 2010
- Haig, B.D. (1996). Grounded theory as scientific method. *Philosophy of Education*, Available on line at: <http://www.ed.uiuc.edu/EPS/PESYearbook/95-docs/haig.html>
- Hassard, J. (1990). Multiple paradigms and organizational analysis: A case study. *Organisational Studies*, 12 (2), 275-299.
- Henry, I.P. (2001a). *The politics of leisure policy*. New York: Palgrave.
- Henry, I.P. (2001b). *The politics of leisure policy*. New York: Palgrav.
- Houlihan, B. (1997b). Sport national identity and public policy. *National and Nationalism*, 3 (1), 113-137.
- Houlihan, B. (2000). Sporting excellence, schools and sports development: The politics of crowded policy spaces. *European Physical Education Review*, 6 (2), 171-193.

- Hogwood, B.W., & Gunn, L.A. (1984). *Policy analysis for the real world*. New York: Oxford University Press.
- Houlihan, B., & White, A. (2002). *The politics of sports development: Development of sport or development through sport?* New York: Routledge.
- Hylton, K., Bramham, P., Jackson, D., & Nesti, M. (Eds.). (2001). *Sport development: Policy, process, and practice*. London: Routledge.
- Jones, T.M. (1995). Instrumental stakeholder theory: A synthesis of ethics and economics. *Academy of Management Review*, 24, 206-221.
- Kalliopi, S., David, S, & Shayne, Q. (2008), the attraction, retention/transition, and nurturing process of Sport Development: Some Australian evidence, *Journal of Sport Management*, 22 (3), 247-272.
- Kendall, J. (1999). Axial coding and the grounded theory controversy. *Western Journal of Nursing Research*, 21 (6), 743-756.
- Kirk, D., & Gorely, T. (2000). Challenging thinking about the relationship between school physical education and sport performance. *European Physical Education Review*, 6 (2), 119-134.
- Landry, F., Landry, M., & Yerles, M. (1991). *Sport- The Third Millennium*. Paper presented at the International Symposium, Quebec, Canada.
- Macintosh, D., Bedeck, T., & Franks, C.E.S. (1987). *Sport and politics in Canada: Federal Government involvement since 1961*. Canada: McGill-Queen's University Press.
- McDonald, I. (1995). Sport for All- "RIP". A political critique of the relationship between national sport policy and local authority sports development in London. In S. Fleming, Talbot, M., & Tomlinson, A. (Ed.), *Policy and politics in sport, physical education and leisure* (pp.71-94). Eastbourne: Leisure Studies Association.
- Ministry of Education, (1972), *Adyapanaye Nawa Mage: Adyapana Patisanskarana*, Sri Lanka.
- Ministry of Sport. (2008). *Performance annual reports 2008*. The Department of sport development. Author.

- Ministry of Sport. (2010). Performance annual report 2010. The Department of sport development. Author.
- Ministry of Sport. (2011). Performance annual report 2011. The Department of sport development. Author.
- Ministry of Sport. (2012). Performance annual report 2012. The Department of sport development. Author.
- Ministry of Sport (2013). Performance annual report 2013. The Department of sport development. Author.
- Mosse, D., (1998). Process-oriented approaches to development practice and social research. In: D. Mosse, J. Farrington, & A. Rew, eds.. Development as Process.
- National Audit office, (2005). UK Sport: Supporting elite athlete (No.HC 182-SE/2005/9 Session 2004- 2005). Retrieved December 7, 2007 from [http://www.nao.org.uk/publications/nao reports/ 04-05/ 0405182.pdf](http://www.nao.org.uk/publications/nao%20reports/04-05/0405182.pdf)
- Okada, C. & Young, K., (2011). Sport and social development: Promise and caution from an incipient Cambodian football league. *International Review for the Sociology of Sport*, VOL.47, iss.1)
- Palm, J. (1991). Sport for all: Approches from utopia to reality Schorndorf: Verlag Karl Hofmann
- Patton, M.Q. (1990). *Qualitative evaluation and research methods* (2nd Ed.).
- Patton, M.Q. (1990). *Qualitative evaluation and research methods* (2nd Ed.).
- Perry, C. (2000). A structured apprch to presenting a thesis: Notes for students and thei supervisors. MCB University press, Literati club. Online URL is <http://www.literaticlub.co.uk/writing/theses.html>.
- Prus, R., & Irini, S. (1980). *Hookers, rounders, and desk clerks*. Toronto, Ontario: Gage.
- Rotter, J.B. (1954). *Social learning and clinical psychology*. New Jersey: Prentice- Hall.

- Schaaf, P. (2004). *Sports Inc.: 100 Years of Sport Business*. Prometheus Books, pp. 325-326.
- Shilbury, D., & Deane, J. (2001). *Sport management in Australia: An organizational overview*. Melbourne, Vic: Strategic Sport Management.
- Shilbury, D., Sotiriadou, P., & Green, C. (2008). Sport development. Systems, policies and pathways: An introduction to the special issue. *Sport Management Review*, 11 (3), 217-233.
- Shin-pyo, K., MacAloon, J., & DaMatta, R. (1988). The Olympics and east/west and south/north cultural exchange. In K.Shin-pyo, MacAloon, J., & DaMatta, R. (Ed.). *Hanyang University: The Institute for Ethnological Studies*.
- Sotiriadou, P., Shilbury, D., & Quick, S. (2008). The attraction, retention/transition and nurturing processes of sport development: Some Australian evidence. *Journal of Sport Management*, 22, 247-272.
- Sotiriadou, P., Shilbury, D., & Quick, S. (2008 a). The attraction, retention/transition and nurturing processes of sport development: Some Australian evidence. *Journal of Sport Management*, 22, 247-272.
- Sotiriadou, P., Shilbury, D., & Quick, S. (2008 b). The attraction, retention/transition and nurturing processes of sport development: Some Australian evidence. *Journal of Sport Management*, 22, 247-272.
- Sport England. (2000). *More people, more places, more medals*. Wetherby: Author.
- Stahl, T., Rutten, A., Nutbeam, D. & Kannas, S. (2002). The importance of policy orientation and environment on physical activity participation: A comparative analysis between Eastern Germany, Western Germany and Finland. *Health Promotion International*, 17, 235-246.
- Stevenson, C. (2002). Seeking identities. *International Review for the Sociology of Sport*, 37, 13-146.
- Stevenson, C. (1990). The athletic career: Some contingencies of sport specialization. *Journal of Sport Behavior*, 13, 103-109

- Stotlar, D.K, & Wnders, A. (2006). Developing elite athletes: A content analysis of US national governing body systems. *International Journal of Applied Sport Sciences*, 18, 121-144.
- Stone, G.P. (1981). Sport as a community representation. In G.R.F. Luschen & G. H. Sage (Eds.), *Handbook of social sciences of sport* (pp. 214-245). Champaign, IL: Stipes
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2nd ed.).
- Strauss, A., & Corbin, J. (1994). Grounded theory methodology: An overview. In N.K.Denzin, & Lincoln, Y.S.(Ed.), *Handbook of qualitative research*, 273-285.
- Strauss, A., & Corbin, J (1998 b). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2nd Ed.).
- Strauss, A., & Corbin, J. (1998 a). *Basics of qualitative research: Technigues and procedures for development grounded theory* (2nd ed.).
- Strume,S., & Steen-Johnesen,K. (2010). On the term of the recipient? Norwegian sports development aid to Tanazania in the 1980s.*International Review for the Sociology of Sport*, 47,1.
- Thomas, A., 2000. Meaning and views of development. In: Allen & A. Thomas, eds. *Poverty and development into the 21st Century*. Oxford: University Press, 23-51
- Thomas, J.E., & Chalip, L. (1996). *Sport governance in the global community*. Morgantown, WV: Fitness Information Technology.
- Watt, D.C. (1998). *Sports management and administration*. London: Routledge.
- Wells, K. (1995). The strategy of grounded theory: Possibilities and problems. *Social work Research*, 19 (1), 33.
- Wilson, H., & Hutchinson, S. (1996). Methodology mistakes in grounded theory. *Nursing Research*, 45 (2), 122-124.

Xiangjun, C., Brownell, S.E. (1996). The peoples's Republic of China. In L. Chalip, Johnson, A., & Stachura, L. (Ed.), National sport policies: An international handbook (pp. 67-88). Greenwood: Westport.

Ying, T., & Roberts, K. (1995 a). Sport policy in the People's Republic of China. In S.Fleming, Talbot, M., & Tomlison, A (Ed.). Policy and politics in sport, physical education and leisure (pp. 109-125). Eastbourne: Leisure Studies Association.

Ying, T., & Roberts, K. (1995 b). Sport policy in the peoples Republic of Chaina. In S. Fleming, Tabot, M., & Tomlison, A. (Ed.), Policy and politics in sport, physical education and leisure (pp. 109-125). Eastbourne: Leisure Studies Association.

APPENDIXES I

References List of Annual Performance Report

Department of Sports Development. (2008). Performance Report. Ministry of Sport, Sri Lanka.

http://www.parliament.lk/papers_presented/06122012/performance_report_department_of_sports_development_2012.pdf

Department of Sports Development. (2010). Performance Report. Ministry of Sport, Sri Lanka.

http://www.parliament.lk/papers_presented/06122012/performance_report_department_of_sports_development_2010.pdf

Department of Sports Development. (2011). Performance Report. Ministry of Sport, Sri Lanka.

http://www.parliament.lk/papers_presented/06122012/performance_report_department_of_sports_development_2011.pdf

Department of Sports Development. (2012). Performance Report. Ministry of Sport, Sri Lanka.

http://www.parliament.lk/papers_presented/06122012/performance_report_department_of_sports_development_2012.pdf

Department of Sports Development. (2013). Performance Report. Ministry of Sport, Sri Lanka.

http://www.sportsmin.gov.lk/main/images/docs/PR/Performance_English_2013.pdf

국문 초록

스리랑카 스포츠 발전과정

M.K.A. Anoma Rathanayaka

서울대학교 대학원

체육교육과

스포츠 발전은 두 가지 목적을 가지고 있다: (1) 적극적인 스포츠 참여자인원 늘리기 그리고 (2) 선수 퍼포먼스 향상. 본 연구에서는 현재 스리랑카 스포츠 발전제도가 이와 같은 목적을 지지하고 있는지를 알아보고 있다.

본 연구의 주된 목표는 현재 스리랑카 스포츠 발전과정을 찾은 후에 현재과정을 더 강화할 수 있는 요소를 제안하는 것이다.

스리랑카 문화체육부에서 제공한 2008년부터 2013년 연간검토보고서를 기반으로 기초이론방법론을 사용하였다.

스리랑카 스포츠 발전에는 주로 개념적도구가 많이 알려져 있는 반면 실질적으로 개발에 응용되거나 실행되지 않고 있다. 본 연구조사 결과 스리랑카 정부가 스포츠발전과정에 많은 지원을 하고 있지만, 투자자의 참여와 개발과정 간의 소통이 열악하다는 것을 알 수 있었다. 운동선수들의 매력, 유지/이

행, 그리고 육성 과정을 이어주는 각 다른 진로들의 강점과 유효성은 틀린다는 점을 알 수 있었다. 어떤 진로는 실제로 존재하지 않았거나 극도로 약했다. 하지만 아주 강한 결과를 보인 세 개의 과정은 스포츠발전과정에 강화시키고 향상시킨다고 믿고 있었다.

스포츠 발달과정과 진로발달이 강한 스포츠 발전 시스템은 선수 퍼포먼스를 향상 시키고 지속적일 수 있게 도와주는 기반을 마련해준다.

주요어: 끝림, 유지/이행, 육성, 스포츠 발전과정

학 번: 2013-23907