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ABSTRACT

Globally, orienteering is a minor sport without Olympic status. We survey the organizational capacities of orienteering novices to explore their readiness to support the development of the sport in a relatively new market, the Philippines. Our literature review and data suggest a framework for the analysis of the development of a sport based on external factors and organizers' organizational capacities. We find strong interest in our respondent sample who all are linked to physical education and conclude that opportunities to acquire organizational capacities for the development of orienteering are present in the Philippines. Given the absence of organized orienteering competition activity in the Philippines for over 20 years, this is an encouraging finding for the development of the sport in the country. Further literature analysis of sports histories could be helpful to establish models of factors affecting the diffusion of sports in new markets to guide the analysis of successful vs. failed sports introductions, or to guide developers of sports in new markets.

Keywords: Orienteering, New sport, Organizational capacity, Sport development

INTRODUCTION

Orienteering is globally a minor sport but popular in the Nordic Countries and several other European countries. It requires navigational skills using a map and compass to proceed from point to point in diverse and usually unfamiliar terrain. Participants are usually provided a specially prepared orienteering map, which shows the control points of their course that they have not visited before. Orienteering contributes to its participants' mental, physical, and social development (Vukadinović, et.al, 2015). Orienteering as a sport started as a military navigation test/training at the end of the nineteenth century mostly in Norway, Sweden and Finland, with the first non-military orienteering competition held in Norway in 1897. Denmark, Estonia, Finland, Hungary, and Switzerland saw first organized orienteering events between the two world wars (Zentai 2014).

The sport started as a race in forests and uncultivated land, and it has since then expanded to include ski-orienteering in winters, mountain bike-orienteering, trail orienteering for athletes with disabilities, and sprint orienteering in urban settings. The International Orienteering Federation, (IOF) was founded in 1961, and as of May 2020, it had 76 member countries. The first World Orienteering Championships were organized in 1966. The world's largest orienteering event nowadays attracts 15,000–20,000 participants each year (Östlund-Lagerström et al. 2015).

One main goal of the IOF is to increase the attractiveness of orienteering to achieve inclusion in the Olympic and Paralympic Games (IOF Strategic Directions 2019-2022). To reach Olympic status, the IOF supports the spread of orienteering into more countries with the aim of it becoming an organized activity that could form a national federation and seek membership in the IOF.

The IOF encourages youth participation in orienteering (IOF website 17 May 2020). Teachers are an important group of potential stakeholders to develop orienteering for example by recruiting new participants. Generally, the connection between schools and the development of sport has been noted. For example, in rugby development, teachers are considered a stakeholder group for sharing knowledge and best practice in developing the sport in Brazil (Hall and Reis 2018), and a similar conclusion was made about rugby in Finland (Flörchinger 2002). Geocaching has been suggested as a sport that can support learning in other subjects (Ihamäki 2007). Basketball has been found to have a positive influence on children's motivation in studying classroom-based mathematics (Wienecke et al., 2021). In Italy, orienteering has been utilized in some schools in an interdisciplinary approach to achieve goals of other subjects such as Physical Education, Geography, Mathematics, Nature and Biology (Tammaro et al., 2017).

The motivation for this study came from the authors' experiences in introducing orienteering into a new market, the Philippines. Motivations to participate in orienteering have been subject to some research, for example in Australia (Hogg 1996), Finland (Takalo 2015), Greece (Koukouris 2005), Poland (Chych, Krompiewska & Machowska 2011) and Sweden (Ottosson 1995). Frequently identified sources of motivation have been the enjoyment of outdoor sports, the suitability of orienteering for all age groups, and its combination of mental and physical challenge. However, literature on how diffusion of orienteering takes place and how it has been resourced is missing, yet such knowledge could be useful in assessing strategies to grow the sport. We believe that a study of how novices to orienteering perceive their organizational capacities for organizing orienteering in the Philippines can provide useful information. It can offer perspectives on important factors in the development of a new sport, and deepen the understanding of organizational capacities in the context of novices. Lastly, studying this subject may provide some insights for those engaged in the development of orienteering.

The rest of this paper is organized as follows. The next chapter provides our short review of literature on the diffusion or development of new sports and then on organizational capacity in the sports development context. This is followed by the introduction of our research questions and our survey design in Chapter 3 and presenting our data in Chapter 4. After this we present our analysis and the discussion of the results in Chapter 5. Chapter 6 provides our conclusions and recommendations.

LITERATURE REVIEW

Diffusion of sports in new markets

We start with a short discussion on literature on diffusion of sports in new markets. Literature on the history of sports is extensive and there is a body of literature on how a new sport was introduced or how it spread in a relatively new market. However, we found no literature on the diffusion of orienteering, and we did not come across studies that systematically analyse across sports their diffusion patterns or resources deployed and organized for their development. The studies we reviewed didn't ask similar questions, or even focus on how a new sport was developed, but they still have findings or observations that we found helpful.

Generally, the literature suggests following broad factors as typically involved in the development or diffusion of a new sport: (i) societal factors, as changes in lifestyles or in social attitudes (e.g. Tjønndal, Hjelseth & Lenneis 2019, Booth 1995), (ii) new technology and facilities, and access to them (e.g. Booth 1995, Duret & Angué 2015), and (iii) willingness and capacity of actual or potential participants to organize themselves for the sport. These factors are broadly defined, and it appears that they interact with each other. For example, interest to engage in the development of a new sport may be triggered by availability of new technology, or societal developments, but engagement in a sport may also trigger an interest to develop technologies for it or be an agent in changing societal attitudes.

For example, in Norway, the diffusion of golf required the availability of land for new courses as well as marketing towards new participants, as shown in Tangen & Istad (2012) studying the diffusion of golf in Norway between 1985 and 2005. They conclude that a communication network was a contributing factor in the growth of golf participation during the years it grew rapidly in Norway. Furthermore, they recommend engaging families and friends, providing more instruction into the sport, and improving accessibility as factors that could further the growth of golf participation.

While the broad factors seem important for the development of a sport, it is not clear what are sufficient factors for a sport's successful development. Hanstad & Skille (2010) studied the relationship between the growth and success of an elite sport, biathlon, and mass participation in it in Norway. Biathlon itself is a well-established elite sport in Norway, but as a sport it is very minor compared to other summer (e.g. soccer) and winter (e.g. cross-country skiing) sports in the country, and recreational participation in it is very limited. The study concluded that elite sport alone does not count for increase in mass (recreational) participation in the sport (Hanstad & Skille 2010, 63), which suggests that organizational capacities and resources between elite and recreational sports development are at least partly non-overlapping.

Following Duret & Angué (2015), introducing orienteering into a new market can be considered an innovation that has both a technical and social aspect to it. In a new market, the use of orienteering equipment and production of specialized orienteering maps as well as the skill to organize events carry a technological novelty, but a technological innovation is successful only if it also meets social acceptance. Another social aspect of innovation in sports is that it can create new communities (Duret & Angué 2015).

None of the studies we reviewed focuses on our specific area of interest, namely the elements of organizational capacity in sports development in a new market. However, the studies make several references to capacities involved in the diffusion of new sports. Without concluding on necessary factors for a sport's successful development, the reviewed literature, consistently includes the engagement of individuals, and their capacity to carry out relevant activities to organize a new sport as important. Consequently, we believe it relevant to ask what organizational capacities are required in the development of a sport. This is discussed in the next subchapter.

Organizational capacity and sport development

Reviewing studies on organizational capacity provides the framework for the data gathering questions of the survey. Dominant vision sport development programs assume that sport is an effective tool for the development of life skills, social knowledge, values and leadership qualities (Hall & Reis 2018). However, for example Rinehart (2005) shows that some researchers have contested this view, arguing that sport is neutral, and whether youth sport achieves some social benefits is dependent on the social climate whereby process-oriented youth sport settings are more effective in facilitating perseverance, joy of achievement and lifelong participation, than are ends-oriented settings. For our survey and the activity preceding it, we assumed that respondents may have an interest not necessarily from the perspective of participating in a new sport for athletic performance, but possibly also from the point of view of development of life skills or for pedagogical motivation.

An important human capacity element in development of children's sport is the development of a motivational climate for enjoyment, competence, and intrinsic motivation (Theeboom, De Knop & Weiss 1995). There is also a wider view that sport can be used to address social issues, such as health, community wellbeing or social connectedness (Casey, Payne & Eime 2011). Future teachers may consider such abovementioned benefits in assessing their interest in getting engaged in an activity like orienteering, or it may influence them indirectly as they may discover such benefits in the context of communities that they expect to work in. Secondly, orienteers consider that learning orienteering skills goes beyond sporting objectives by teaching spatial awareness or self-sufficiency in dealing with navigation tasks more generally.

There is a body of studies of organizational capacities in the context of sports development. In sport development programs the primary aim is usually to raise a sport's profile, develop infrastructure for it, enhance coaching and provide equipment to increase participation and develop sport skills. For example, Andrassy, Bruening, Svensson, Huml & Chung (2017) found organizational capacities as important for student-athletes' development. Misener & Doherty (2009) found greater importance of human resources and planning and development capacity in non-profit community sport. Casey, Payne & Elme (2009) found that partnerships are important in developing community sports and recreation programs. Also, Marlier et.al. (2015) shows the importance of capacity to build partnerships in community sport programs.

Organizational capacity is also linked to other organizational attributes. Balduck et.al. (2015) discusses organizational ambition and argue that it should be considered as a factor determining resource pressures. Beyond sports, in non-profit charities active in street-level food programs, organizational effectiveness, or the capacity to achieve organizational goals was found linked to the professionalization of an organization in (Eisinger 2002). In a similar vein, Harsh (2012) uses a "multiple-dimension" approach to capacity building. For her, stage, type, level, and desired result of capacity are the four important parameters. She explains that determining the organization's beginning point and capability targets across these four dimensions as well as monitoring implementation are very critical to an effective change initiative. For solving problems and improving organizational capacity, a logic model and roadmap is provided by Wandersman et al., (2012). Identifying existing capacity and the desired outcomes of capacity building initiatives is the first step. These are followed by utilizing an interactive process that applies capacity tools, technical assistance, training, and quality assurance until the goals are achieved.

Misener & Doherty (2009) define organizational capacity as a framework for a set of organizational attributes that bear on organizational effectiveness. They break organizational capacities down into the following elements: (i) human resources capacity, (ii) financial capacity, (iii) relationships and network capacity, and (iv) infrastructure and process capacity. Other definitions used include Eisinger's (2002) list of four categories of capacities, namely, resources, leadership, staffing and institutionalization.

In the context of non-profit sports organizations, Wemmer & Koenigstorfer (2016) list managerial capacity as one element of a framework for successful innovation, and include social skills, negotiation skills, strategic thinking, and a supportive organizational environment, as well as sports related skill set as contributors to managerial capacity. They note the challenge of non-profit sports organizations face in countering the offerings of the for-profit sector, such as commercial gyms offering sports activities to consumers. This suggests that marketing and finance skills, for raising and managing financial resources of non-profit sports are critical for the sustainability of such organizations. Broadly, managerial capacities required for innovation as reviewed by Wemmer & Koenigstorfer (2016) appear aligned with the framework of organizational capacity in Misener & Doherty (2009).

METHODS

Based on our literature review and appreciating the fact that in the Philippines general awareness of orienteering as a sport is very low, we wanted to explore how a pool of potential actors describe their capacities to contribute organizational resources to developing orienteering. Specifically, we defined our study questions as follows:

- What are the perceptions of organizational capacities and its different elements for developing orienteering by novices in the Philippines?
- What are the motivations of novices to participate in orienteering in the Philippines?

The research strategy used a survey that gathered information on the demographics, the respondents' experience of orienteering, and their readiness (capacities) to participate in organizing orienteering. The survey questions covered the different elements of organizational capacity using the definition of organizational capacities into five categories as in Misener & Doherty (2009). We had access to a pool of novices to orienteering at an event that combined an introductory clinic on what orienteering is, followed by an informal sprint orienteering race. This introduced homogeneity into the pool, since the participants were practicing physical education (PE) teachers, students of PE teaching, or faculty members involved in teaching students at the same university. The study is exploratory, surveying how the participants experienced the event, and what aspects of orienteering development, if at all, they would feel confident to support with their capacities.

As the study is in a new field, organizational capacity of novices in orienteering, and exploratory in nature, hypothesis testing was not aimed. Data was collected on participants' perceptions of their own ability to contribute different elements of organizational capacity to developing orienteering. Immediately after the orienteering activity, the survey instrument was administered and gathered for tallying, statistical treatment, and analysis.

Given the limited research in this field, we looked for patterns in perceptions of novices who can potentially contribute to the development of orienteering, and specifically to understand what organizational capacities novices believe they can bring into orienteering in the Philippines. While the study doesn't involve hypothesis testing, its results may be usable for the generation of testable hypothesis in future studies.

The questions were multiple choice, asking for the respondent's level of agreement with provided five choices (Very much, Somewhat, A little, Not at all, or Can't say) on a Likert scale. The questions, given the novice pool of respondents, did not only ask about their own perceived capacity or competence, but some questions were formulated to understand the respondent's willingness or interest in developing skills like mapping or coaching. We considered such question formulations as meaningful for gathering relevant information because the skill levels or capacities of novices in such areas should be low anyway, and motivation to develop the skill at this stage can be a better indication of what organizational resources may be there to support the development of orienteering. For example, Misener & Doherty (2009) consider attitudes and motivations as elements of human resources capacity. This aspect of the questions is reflected in our discussion of the reliability and validity of our results in section 8. The survey instrument was pre-tested with two novice orienteers. Both tester-respondents reported that they found it easy to understand. Given that their knowledge of orienteering was about the same as those asked to participate in the survey, we considered this pre-testing as adequate.

The clinic introduced the participants to orienteering as a sport, its rules, map symbols, map making, course planning, and concluded with a sprint orienteering race on the second day. As the students were new to orienteering but had through the clinic gained a basic understanding of the sport, we believe the survey was able to capture views from genuine novices who, however, would have an informed basis for their opinions on what they could bring to the sport.

There were 32 participants, excluding the organizers, at the orienteering event where the survey was administered, and 32 survey forms were returned. Four forms had to be discarded because of incomplete data. In addition, there were some questions with no responses or partly incomplete data, such as one person not disclosing her age, but essentially adequate to be included in the analysis. Seven respondents did not respond to the question "Would you be interested and prepared to try to participate in developing orienteering in the Philippines?" However, no respondents replied "No" to this question, and the seven respondents who ticked neither "Yes" nor "No", did respond to the subsequent 15 multiple choice questions on organizational capacity, implying good interest in supporting orienteering development. In any case, the questions on the respondents' views on their organizational capacity to contribute to orienteering development irrespective of their motivation were answered comprehensively, making the responses useful.

We obtained a very high response rate of 87.5% (usable responses), and only 5 or 0.6% of the multiple response questions had no response, and another 3.7% of the multiple response questions received a "Can't say" response. These facts significantly mitigate concerns about non-response bias, and the last observation suggests that the survey questions were well understood. Three questions were open, asking for narrative information. Narratives on the first two questions were easy to categorize for the analysis. Responses to the question about obstacles to introducing orienteering in the Philippines received fourteen responses, but were not meaningful to categorize for quantitative comparison.

The sample had 18 women (64.3%) and 10 men (35.7%). Sixteen provided the number of friends or colleagues with whom they came to the event, varying between zero and six, and averaging 3.06. The only noteworthy gender difference was that a higher proportion of women (12 out of 18, or 67%) gave learning as a reason for their participation than men (3 out of 10, 30%), but the Chi² test score (0.998) shows this is statistically not significant. The responses show that the respondents share many characteristics; all are novices to orienteering, and relatively young. The average age of the respondents was 28.8 years (women 28.5 years, men 29.3 years), median age 26 years, with 19 out of 27 respondents declaring their age between 20 and 30 years, with the oldest woman 46 years, and the oldest man 53 years of age. All respondents have at least a bachelor's degree. Five

respondents were Master’s students in physical education, seven worked as university faculty who teach future teachers, and 16 worked as teachers or coaches. Only three respondents had participated in an orienteering event before.

RESULTS

Motivation to participate in orienteering and experiencing it

The first part of the survey instrument included 12 multiple choice questions about the participants’ experience in and motivations for participating in orienteering. Categorizing the multiple-choice responses on a scale of 1 to 4, the last indicating “Very much agree” we compared the indicated strength of agreement with the said statements within the pool of responses. The highest agreement scores were received on two statements asking about how the respondents experienced the orienteering activity they had just participated in. The scores on the two questions on enjoyment in the physical and mental challenge of orienteering got the highest score, “Very much agreed” (both score averages were 4.00, with only one “Can’t say” response). This aligns with the responses to open-ended question on why the respondent’s joined the event, where 25 out of 36 (69%) of the marks were received by “Learning” and “Curiosity & Personal Experience”. It suggests that the participants joined to learn or do something new, and that their experience of orienteering was positive. The responses may also reflect the fact that 25 out of 28 respondents participated for the first time in orienteering. The experience from the orienteering event possibly also affected their responses to the questions about organizational capacities, particularly those that are linked to motivation. The participants expressed strong interest to participate more in orienteering events (average score 3.81) and to invite friends to join them (average 3.93). Given the high concentration of responses in the “Very much” agree choice, we found no significant differences by gender or age. The only question where a difference was noted was the average score for the statement “the course was easy”, where the average for women was 3.33 vs. 2.80 for men, indicating women’s stronger opinion that the course was easy. This may have been specific to the day’s course, as on another question, women and men had similar scores on the question about confidence in their own map reading skills (2.56 for women, 2.70 for men).

Table 1: Selected Differences by Respondents’ Gender

Reading the map was difficult and the course on it was difficult for me	Mean	SD	t-value	p-value	Decision	Remark
Women	2.56	1.10	-0.301	0.766	Accept H ₀	Not significant
Men	2.70	1.42				
The course was easy						
Women	3.33	0.84	1.484	0.150	Accept H ₀	Not significant
Men	2.80	1.03				

Table 1 presents the differences by gender in the responses to the two statements “reading the map and the course on it is difficult for me” and “the course was easy”. There were no significant gender differences in responses to the statement “reading the map and the course on it is difficult for me” ($p=0.766$) and “the course was easy” (0.150). This implies that gender did not matter the sample with regards to the experience in map reading and finding the course easy. Or, on a positive note, all participants found that orienteering is easy to engage in.

Organizational capacities

Responses to questions on organizational capacities were reviewed in two ways. First, we assessed responses on each question in terms of their scores (average, median, distribution) per question, and differences in responses between subgroups of our sample. We also compared responses by grouping questions by themes related to the elements of organizational capacity and calculated combined scores for these. Given the small sample size, we assumed that a factor analysis would not provide very robust factors, and therefore, we used constructs that are based on the elements of organizational capacity.

The average scores on each question were calculated the same way as for the questions on respondents’ motivations and experience of orienteering. Overall, the average score on all questions was 3.27 indicating that the respondents mostly somewhat agreed or strongly agreed to the statements about their organizational capacities or interest to develop such. The range of the averages for the 15 multiple-choice questions was between 2.64 (“I can help in budgeting costs and financing of orienteering activities”) and 3.77 (“I would like to learn skills to create orienteering maps for events”). Overall, the scores and the very limited number of “Can’t say” or missing responses suggest strong motivation, which itself is considered an element of human resources capacity, and respondents’ confidence in their own capacity to contribute to orienteering development. It also

suggests that there are potential orienteering developers for the Philippines among the respondents. Based on the average scores, there is no strong pattern in the data, but we note that the lowest three average scores relate to finance and to infrastructure (negotiating access to grounds and facilities), which are capacities that are less visible in performing orienteering.

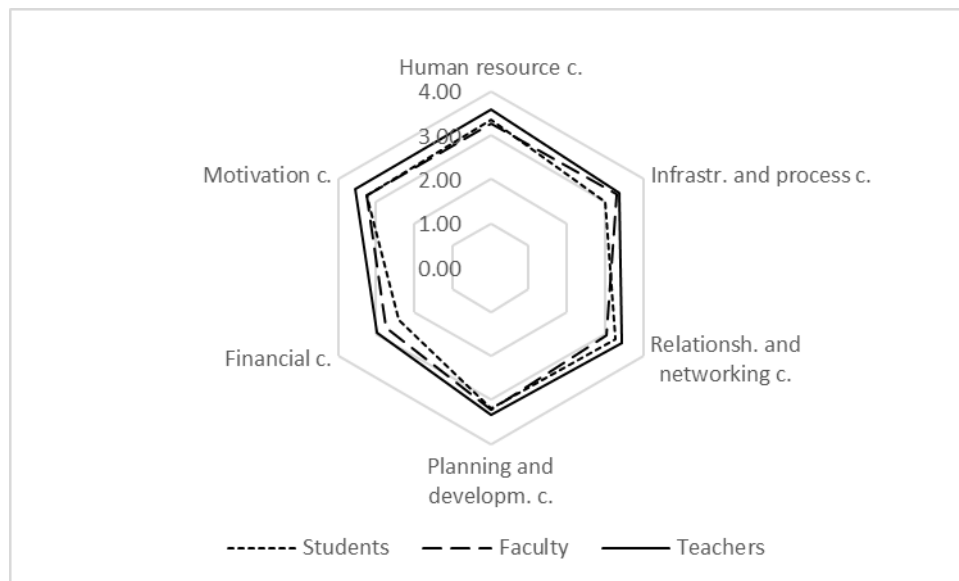


Figure 1: Scores on elements of organizational capacity by occupancy

As the sample was relatively small, we compared data from questions on organizational capacity only between three sets of subgroups of respondents. For this, we constructed aggregated scores for questions grouped around the same element of organizational capacity, namely (i) human resource capacity (4 questions), (ii) process and development capacity (3), (iii) relationship and networking capacity (3), (iv) financial capacity (2), and (v) infrastructure capacity (3). As many (7 out of 15) questions were also formulated to inquire the person's willingness to engage in or develop the specific organizational capacity, we also constructed one aggregate score for (vi) motivation which can be considered an important sub-category of human resource capacity, and which may be particularly critical at an early stage of developing a sport. We scaled these four aggregates each to a range of one to four, in line with the individual question scales. Respondent subgroupings we used for comparisons were gender (women and men; split 18-10), age (20-25 years, and 26 years and older; split 13-14) and occupation (students, university faculty teaching future teachers, and physical education teachers and coaches; 5, 7 and 16, respectively).

On the 15 questions on organizational capacity, overall, the average of the scores for men across all 15 questions was 0.007 points higher than for women, meaning that the difference was minimal. On individual questions, men had a higher average score seven times vs. women, on seven questions women had a higher average score, and on one question the average score was equal. The per question differences of women vs. men varied between -0.58 (women had a higher score) and +0.38 (men's scores higher than women's), or in other words, these differences were small too. We calculated the Wallis-Kruskal test's H-scores to test for the significance of the differences of the scores on organizational capacity and its elements between subgroups, and report these in Appendix I. None of the differences were statistically significant. Constructed scores that grouped questions by subcategory of organizational capacity also showed only narrow differences.

As to the age groups, the differences between the scores for the age group 21-25 years vs. 26 years and older were somewhat higher than differences by gender. The older group had on average 0.19 points higher average scores, with the difference on individual questions ranging between -0.21 points (higher score for younger group) to +0.49 points. Also, on all six constructed scores for elements of organizational capacity, the older age group's scores were higher, by 0.10 to 0.20 points. On the individual questions, responses to 13 out of 15 yielded a higher score from the group of 26 years and older. On both questions for which the younger portion of the population had a higher score related to motivating others to participate in orienteering. These scores suggest that age may be a contributing factor to organisational capacity, which probably links to experience that can contribute to capacities.

Differences in scores by occupancy were slightly higher than between the previously discussed subgroups but given the sample size their significance is limited. Figure 1 shows how the average scores of practicing teachers vs. students vs. faculty teachers (trainers for teachers) were consistently higher, but only by a narrow margin.

The figure also shows that the biggest difference was in the average scores for financial capacity (fundraising and budgeting).

DISCUSSION

Our main empirical findings are that the pool of respondents presents itself as motivated to engage in the development of orienteering in the Philippines where the sport is novel and marginal. The respondents' own perception of their organizational capacities to contribute to the development of orienteering is also positive. Furthermore, gender, age, or occupation, albeit within a narrow field as all respondents are linked to PE teaching, did not show significant differences.

To our knowledge this is the first study to explore organizational capacities in the introduction of orienteering into a new market. Though previous studies found that insufficient training is a barrier to teachers' confidence in conducting outdoor activities (Hanna, 1992) and that additional training might be crucial in developing self-confidence (Lakin, 2013), our results imply that our survey participants are confident in pursuing the sport. The survey further supports that even a brief outdoor session can increase participants' perceived competence and willingness to teach and take outdoor activities, in line with findings of Barrable & Lakin (2019). The views in the narratives of the survey also are aligned with views expressed by Sensation-Hall (2011) about positive experiences that training pupils in compass use and navigation skills can create. However, we caveat these findings with the small size of our sample which does not allow wider generalizations.

We consider the results also in the context of Filipino society culture. One Filipino cultural feature is deference to authority, including deference to authority based on respect for peers who excel in a specific area (Abad & Maramara 2015). Also, reciprocation is considered an important Filipino value (Pe-Pua & Protacio-Marcelino 2000). From this perspective, an invitation to the activity may have been partly followed out of respect, and not only out of personal curiosity. Nevertheless, as the anonymity of a survey gives safety to express one's opinions without being exposed, we still consider the data as a reliable expression of interest to engage in the new sport.

In the Philippines, orienteering is challenging to organize and promote. A new national orienteering federation was set up only in early 2021. Several problems are very evident, including accessibility, policy, safety or support issues. One major issue is lack of publicly accessible parks and other terrains (Orbos, 2020). Similar to the disappearing of sidewalks in metropolitan areas, the lack of open spaces such as public parks and playgrounds in many of the communities is a problem (Yamsuan, 2019), with the prioritizing of basketball courts. Many open spaces have been rented or sold and privatized for commercial purposes by local governments (Orbos, 2020) which means that the use of public areas for the benefit of recreation and exercising for fitness or health is very limited in urban areas.

The 1987 Philippines Constitution, Section 15 of State Policies calls on the government to "protect and promote the right to health of the people and instil health consciousness among them" while Section 16 exhorts the state to "protect and advance the right of people to a balanced and healthy ecology in accordance with the rhythm and harmony of nature." However, privatization of public grounds has meant reduced spaces for recreation and fitness that could benefit public health (Yamsuan, 2019). Since most of the public spaces, subdivisions, and villages are rented or owned by private properties or entities (Orbos 2020; Yamsuan2019), use of this area will be under the right of the owners, making the approval of an orienteering event challenging with general requirements and guidelines, as well as the high access fees that are requested.

Lastly, even if orienteering became only recently part of the school curriculum (DepEd, 2016), actual implementation remains very problematic due to several issues. Among them are the rigorous requirements for the off-campus activities as stated in DepEd Order No. 66. (2017) and CHED Memo No. 63 (2017). Moreover, with the bulk of requirements, longer time of preparation is required for planning and organizing an orienteering event, making it all more challenging. On the issue of safety and risk management of student participants, recent events of mishandling outdoor activities result in poor support from the school administrations and even parents for outdoor activities.

Given that our respondents are very aware of the various limitations to organizing orienteering in the Philippines, we believe that their interest in the sport is strong, albeit this cannot be generalized beyond our sample.

The weakest area of organizational capacities appears to be financial capacity. This is not surprising as sports generally in the Philippines have a low level of public funding. For example, in 2011 Singapore. with a population of about 5% of that of the Philippines and where now first international orienteering events have been approved, had a public sports budget which was almost 40 times that in the Philippines (Blanco, 2016). Consequently, mobilizing funds for a nascent sport would have to rely on private sources which in a developing country like the Philippines can be challenging. This aligns with case studies and exploratory studies among Sport Development for Peace organizations where financial challenges were reported. Overall, financial capacity is the lowest rated area of capacity among SDP organizations, providing empirical support for the financial challenges reported in case studies and exploratory studies of SDP entities (Welty Peachey et al., 2017; Svensson & Hambrick, 2016).

Our findings are limited and are based on a small sample. Nevertheless, we see strong merit in our study because it is an opening to use the concept of organizational capacities in studying the development or diffusion of a new sport. The design of the study setting, and the survey results point a way for practitioners to assess possibilities to develop a sport in a new market.

For purposes of further research in diffusion of sports in new markets, we summarize our literature review in a tentative framework of the capacities and forces that affect sports diffusion in a new market in Figure 2 below.

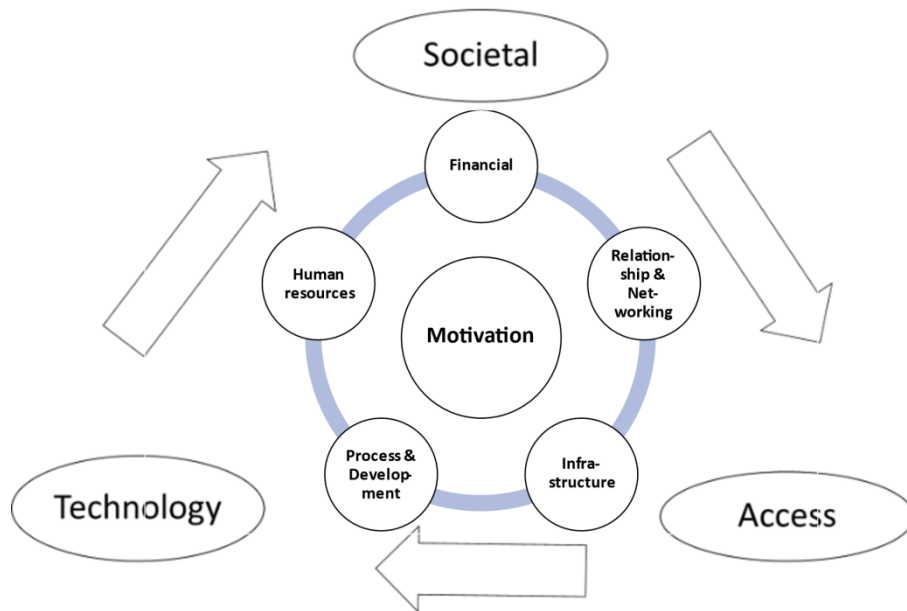


Figure 2: Capacities and external forces affecting the development of a sport in a new market

This framework suggests that the implementation and diffusion of a new sport is affected by the motivation of its initiators and by the different elements of organizational capacity they possess. At the same time, the development of a new sport is also affected by factors that are external to the organizers, namely societal or technological forces, as well as access factors which might also be called access or infrastructure factors. These factors appear to interact with each other. For example, new technology alone may not be relevant but in combination with societal attitudes towards new technologies, it may help trigger development of a sport. Also, access or infrastructure may depend on technology, for example, the cost of creating orienteering maps has come down, as well as with societal views on uses of public spaces. We believe that this framework and a refined version of it can be useful in organizing data gathering and areas of analysis in studies related to introduction of sports into new markets.

Before concluding, we consider issues which and which could affect the reliability of our data. Naturally the sample size is small and only represents the population from which it was sampled, but not the general population. There are no strong mitigants to a small sample size, but the sample represents a subgroup of the general population that is relevant for the activity under study. The high response rate or usable information (87.5%) reduces response bias risk. Furthermore, despite the presence of students in it, our sample is not a convenience sample, which concept for example Hooghe, Stolle, Mahéo & Vissers (2010) criticize. In this survey, students were not sampled because of access to them, but because of their interest in the sport which makes them part of the target population. Participation in the clinic and the survey did not confer any study credits for student participants. Furthermore, our sample included non-students whose presence in sampling is demanded by Hooghe & al. (2010). In accounting research, Brown et al. (2015) suggest that representativeness of subjects is more important than sample size for validity of the survey results, while Van der Stede et al. (2005) suggest that low non-response rate is likely to mitigate the issues arising from a small sample size. See also Libby et al. (2015) emphasise the selection of participants to match the goal of the study as well as the institutional features. All considered, we believe that our sample represents reasonably well the population we wanted to study, and that sampling issues with the data are not significant.

Another issue to consider is to what extent the workshop and orienteering activity preceding the distribution of the survey form may have affected the responses. These elements could have influenced the participants' views on orienteering or their motivation to participate it in the future. However, we consider the data still valid.

Firstly, because of the workshop and the orienteering event, the respondents as novices obtained a better view if orienteering might be of interest to them, and what participation in it could demand. Consequently, we believe the activities put the participants into a better position to provide meaningful responses. Second, the survey was not conducted as an experiment, as such study would have sought to answer the question how the activities may have impacted the views of the participants. Our study did not ask such question. Given the novelty nature of orienteering in the Philippines, it would have been more difficult to design an experiment, and we did not have a control group which would be required in an experiment.

CONCLUSIONS AND RECOMMENDATIONS

Our limited literature review found a considerable body of histories of sports. These were written from several perspectives, such as marketing a sport in a new market, the impact of societal developments on a sport, impact of technological developments, or diffusion models of new sports, to mention a few. However, research which would seek to cover the influence of societal developments or changes, deliberate activities of active actors and the various motivations of new participants to a sport, to provide a multi-faceted model of how sports diffuse in a new market seems to be missing. This could be an interesting avenue of future research.

Another interesting avenue of research could be the study of the effectiveness of sports development programs supported or directed by international sports federations when to develop their sport in a virgin market. Literature on such programs seems to exist, but we did not find systematic comparisons between such programs. Such comparisons could yield useful information on how to measure what works and how well it works.

From a practical perspective, we learned that developing initial interest for orienteering among a target audience can be achieved with a relatively modest effort. Despite the caveats we have noted about our survey results, we feel confident that current or aspiring PE teachers are a feasible audience among whom interest to develop orienteering in a new market could be mobilized. Furthermore, different organizational capacities were declared, which suggests that there is interest to take on the challenge to develop the necessary capacities to spread orienteering in the target market. Lastly, we learned that developing the financial capacities would in relative terms be the most challenging aspect in developing orienteering in the target market. Implications from these findings appear relatively straightforward. The mobilization of organizational capacities to develop orienteering in a new market should address all aspects of organizational capacities, and not only focus on the more visible aspects of creating initial events with the maps that are needed for them. Given that access to orienteering terrains in the Philippines is difficult, and the natural environment of forested environment in the Philippines is in many areas not suitable for forest orienteering, university and other campuses for urban (sprint) orienteering are a natural target for both access and for the recruitment of participants. Open access tools like the Omap software which can be used to create sprint orienteering maps that are adequate for beginners can lower the cost of initiating orienteering.

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