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HOW EFFECTIVIE IS THE USE OF SPORTS PARTICIPATION
IN COMBATING YOUTH ANTISOCIAL BEHAVIOUR IN A
DEPRIVED AREA OF SOUTH WALES?

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ABBREVIATIONS

ASBO – Antisocial Behavioural Order

CRB – Criminal Record Bureau

DCMS – Department for Culture, Media and Sport

DH – Department of Health

HMSO – Her Majesty's Stationary Office

ONS – Online National Statistics

OPSI – Office of Public Sector Information

PAT – Policy Action Team

PESSYP – Physical Education and Sport Strategy for Young People

PFT – Positive Futures Team

SEU – Social Exclusion Unit

YIP – Youth Inclusion Programme

YOT – Youth Offending Team

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ABSTRACT

In recent years there has been an increasing concern about youth antisocial behaviour and the impact such behaviour can have on communities. Previous research has shown that using sport and physical activity can contribute to a reduction in antisocial behaviour. However, there is limited evidence to determine the extent to which sport and physical activity solely makes to this change. The purpose of this research study was to explore the experiences of young people involved in a sporting- based intervention programme in Cardiff aimed at tackling antisocial behaviour. The study aimed to uncover the extent to which engagement in sport had influenced their behaviour. Eight semi- structured interviews were conducted, all interviews were transcribed, then followed by a within case analysis of each interview and finally across case analysis of the interview data as a whole. This type of analysis was performed in order to identify key quotations and emerging themes from the data.

Based upon the findings of the research it became evident that the use of sport and physical activity acted as a successful diversionary tool from anti- social behaviour. The findings revealed that the project provided the young people with an antidote to boredom and a more productive way to make use of their spare time. Beyond the use of sport participation and facilities, the project staff proved just as, or even more important to contributing to a change in the young people's behaviour. It would be naive to claim that participation in sport alone would help improve their attitudes and behaviour. The project staff provided the young people with assistance in learning new skills and making healthier choices, not by telling them, but presenting them a close and caring relationship and acting as role models (Green, 2007).

What became apparent during the interviews was that the young people had a brief understanding about antisocial behaviour but were unable to recognise the impact it was having on the wider community. Other ongoing challenges also emerged such as: the need for follow on support once the young people had completed the programme and the need for dedicated and trustworthy staff. To conclude it is suggested that sport is effective in reducing youth antisocial behaviour to some degree, yet other underlying factors also have a part to play. Sport is just part of a bigger intervention package, which cannot in itself reduce antisocial behaviour and crime but can contribute to it (Coalter, 2007).

CHAPTER I
INTRODUCTION

1.0 Introduction

1.1 Background

The context in which sport is used in modern society has frequently changed in recent years. Critically the White Paper Saving Lives: Our Healthier Nation (Department of Health, 1999) shifted the emphasis from post-care to pre-care health interventions focusing on the early detection and prevention of ill health using the influence of sport. In addition to this, there has been a growing importance to target 'disadvantaged communities' using area based initiatives (King, 2009, p.172). The impact sport and physical activity can have on communities has been recognised by the Department of Health to be effective in tackling health problems along with other issues including: social exclusion, education and crime especially among children and young people (King, 2009).

Antisocial behaviour has been considered a growing concern which needs to be addressed before it causes larger social problems. 'Antisocial behaviour can destroy communities, with groups and individuals living in fear and those who are able to move away, do so' (Home Office, 2000, p.30). Therefore the government is under pressure to ensure action is taken to finding solutions to reduce and prevent youth antisocial behaviour. Many strategies have already been identified to deal with the problem including: 'parental orders, curfews, educational and community initiatives along with a streamlined judicial process' (Morgan, 2000, p.5). However, the use of constructive sport and physical activity opportunities is a relatively new concept.

1.2 Investigation Structure

This research study will look in to the problems of youth antisocial behaviour in a deprived community of South Wales (definitions of key terms including antisocial behaviour, deviance and social exclusion will be clarified in the review of literature). A local youth inclusion programme called Catch 22 will be used to determine the success of using sport as a means of tackling antisocial behaviour. Consideration will be given to what antisocial behaviour is and what government policy and initiatives have already introduced as a means of combating the issue. In order to develop an understanding of antisocial behaviour in the context of this study a literature review will be completed. The Literature review will set the scene of the research subject and establish the problems

associated with antisocial behaviour. The use of sport as a tool for attempting to reduce and prevent anti-social behaviour will then be investigated. This will include a critical analysis of a specific sports based intervention programme, designed to combat youth antisocial behaviour. The research conducted will include eight interviews with the young people who attend the programme. The interviews will establish the young people's views of sport, their feelings about the programme and the way in which sport has influence their behaviour. The issues established in the interviews will be analysed and discussed to determine the extent to which sport can be used as a tool for preventing antisocial behaviour among youths. Also, the on-going challenges the project has to deal with and the implications for similar projects.

1.3 Aims and objectives

The research study aims to establish the effectiveness of sports participation in combating youth antisocial behaviour. Therefore, several questions need to be addressed:

1. How the project uses sport and physical activity as a method to help reduce anti-social behaviour among young people?
2. Whether the young people feel that the project is effective and has influence their behaviour?
3. Whether sport alone is enough to tackle anti-social behaviour among young people?
4. What effect do the youth/ project workers have on the young people?

CHAPTER II
LITERATURE REVIEW

2.0 Literature Review

2.1 Sport and the Cross Cutting Agenda

Following the growing public concern about the risks and extent of youth crime, the government has stepped up in delivering an active response. In recent years sport has been seen as a tool not only for reducing anti social behaviour and crime, but also a range of other social problems. Government sporting initiatives seek to- increase participation in physical activity, help create more of an active nation and improve performance (DCMS, 2002). The concept of sport satisfying social needs is apparent in more recent policy documents under New Labour which include; 'Game Plan' (2002) and 'Playing to Win: A New Era for Sport' (2008), where the focus is aimed at increasing participation and creating a healthier nation (DCMS, 2002). Game Plan (DCMS, 2002) outlines the importance of sport and physical activity stating the burden of physical inactivity is an increasing problem which is demonstrated in the continuing rise in obesity throughout the nation. Another important issue on the government's agenda is tackling social exclusion. The increased political emphasis on sporting policy in the UK arose from New Labour capitalising on Giddens' concept of 'The Third Way' which identified the importance of social inclusion, social regeneration and social welfare (Coalter, 2007). Therefore, such issues became imbedded in to sport policy as New Labour suggested that sport could help to develop communities.

Social Exclusion is defined by Houlihan (2008) as a lack of access to one or more of the four basic social systems. These include welfare, democracy, the labour market and family and community support - thus suggesting that social exclusion is often poverty related, as poorer members of society are excluded due to an inability to contribute adequately to their community (Jordan, 1996). Social exclusion is also linked to poverty, disruption, and contact with the police which are issues that affect lower social classes. The problems these adults incur are repeatedly passed down through generations and through the life course of their children (Collins with Kay, 2003). Thus recent government policies have resulted in the establishment of initiatives such as Positive Futures in an attempt to minimise the risk of these people turning to drug misuse, anti social behaviour and crime (Policy Action Team [PAT] 12, 2000; Social Exclusion Unit [SEU], 2004). PAT 10 (Department for Culture, Media and Sport [DCMS], 1999) highlights the contribution of the Arts and Sport to social inclusion. The SEU (2004)

found that community based arts and sports programmes did contribute to fulfilling this aim by establishing community identity and pride and addressing neighbourhood renewal by improving health, education, employment and crime. However, many programmes were only funded on a short term basis, which meant that long term sustainable support and targets were difficult to achieve.

The PAT 10 (DCMS, 1999) explains how using two different activities can be beneficial in building community cohesion, a strategy which is popular with many other social inclusion projects, such as 'The Venture' in Wrexham. This particular project combined the use of sport with a variety of other activities including; art, dance, photography, a children's library and a homework club. All of which contributed to a 54 per cent reduction in juvenile offending in the area, a national record in 1982 and judged the best play organisation in Wales in 1996 (PAT 10, 1999). Cameron and MacDougall (2000) also support this theory claiming that it is apparent that sport and physical activity can combine with other interventions to reduce crime by providing accessible and appropriate activities in a supportive setting within a community. Yet some theorist's who have undertaken similar research are sceptical of the perceived use of sport in crime prevention programmes. The effectiveness of solely using sport to reduce antisocial behaviour among young people is misleading, as most crime prevention programmes use a variety of activities (Robbins, 1990).

2.2 Young People and the problems with Antisocial Behaviour

Antisocial behaviour is a broad term which implies a wide range of behaviours (Coalter, 1996). The way one person perceives antisocial behaviour, may differ entirely to the view of another person. Millie (2008) identifies the limits to antisocial behaviour claiming they are elastic and can range from irritations of daily life, through to serious criminal activity. This supports the underlying reason many theorists find it difficult to produce a valid definition. A definition of antisocial behaviour which is provided in the Crime and Disorder Act (1998) states "...it is behaviour which causes or is likely to cause harassment, alarm or distress to one or more people who are not in the same household as the perpetrator" (Office of Public Sector Information [OPSI], 1998, p.2).

Youth deviance has been a dilemma to every past generation, although however the scale of the issue has only recently emerged to be causing larger social problems. This is primarily due to the increase in negative media attention surrounding youth offending,

acts of violence to other youths (particularly knife crime) and most frequently Anti Social Behavioural Orders (Hughes, 2007). Tackling antisocial behaviour is high on the government's agenda, both at national and local level (Coalter, 2007). Programmes have been launched in to communities to identify local problems and develop strategies to combat these issues (Armitage, 2002). It has been recorded that youths become involved in antisocial behaviour for a number of reasons. Some of the causes and pathways to antisocial behaviour can be broken down in to sub sections including: individual factors, psycho- social features and environmental factors (Hagell, 2007). Individual factors are mostly biological substrates which are likely to lead to the development of antisocial activities in childhood, such as impulsivity and hyperactivity (Hagell, 2007). Psycho-social features include parenting and delinquent peer group, whereas the environmental factors include: school effects, area differences, the media and availability of weapons and drugs (Hagell, 2007). However, many of these factors are directly linked and where one factor occurs, others are likely to follow.

Antisocial behaviour is closely linked to delinquent behaviour; numerous theorists would argue they have basically the same meaning. However, unlike antisocial behaviour delinquent behaviour is always criminal. Juvenile delinquency is 'participation in illegal behaviour by a minor who falls under the statutory age limit (Siegel and Welsh, 2008, p.10). Yet, the young person who committed the crime would get treated differently to an adult who committed the same crime. Delinquent behaviours vary from petty, often opportunity led vandalism to stealing, drug abuse and often violent crime (Coalter, 1996). Collins with Kay (2003) outlined five main causes of delinquency, they found the causes consist of; poverty, residential setting, parental support, peer group and boredom. These findings have helped other researchers to identify the reasons behind youth delinquency. Scarman (1982 - cited in Collins with Kay 2003, p.159) identified the impact of youth rebellion, claiming that following inner city riots in the late 1970's it was evident that these problems were arising from a "part of society with time on its hands", including "unemployed people, especially youngsters." On the other hand Glyptis (1989) recognised that recreational activity programmes could not replace the role of work and filling in time or provide structure to life. Concluding if delinquency is linked to other factors other than boredom this may question the validity of sport and recreation provision in preventing it.

Antisocial behaviour amongst young people is a growing concern which affects many communities and receives frequent negative media attention. Even though antisocial behaviour does not only affect young people it is more common in young people than adults (a young person is a term used to describe a child or teenager under the age of eighteen). Leapman (2008) reported for The Sunday Telegraph the extent to which violent youth crime has risen. He uncovered the youth crime statistics (of offenders aged 10 to 17 years, who were either convicted in court or issued with a police caution), which showed that the number of total offences had climbed from 184,474 in 2003 to 222,750 in 2006; a rise of 21 per cent. Many of these offences have led to the increase in Anti Social Behavioural Orders being issued to young people. Johnston (2005) reported that in 2005 more than 4,600 orders had been issued since they were first introduced in 1999. Unsurprising to some, nearly half of these orders were against children aged between 10 and 17. This supports Millie's (2005) findings from the Office of National Statistics (ONS), which suggest that respondents thought youth anti social behaviour appeared to be the most visible and worrisome. However, according to the Audit Commission (2009) the use of ASBO's is changing, with more ASBO's now being issued to adults than to young people. This could be due to the effect of a new government strategy, whereby young people are given individual support orders (before a full blown ASBO), designed to tackle the underlying causes of their antisocial behaviour (Johnston 2005). Consequently, finding a prevention to antisocial behaviour would be more beneficial in the long term, as simply punishing the young person or removing them from the area using an ASBO is not likely to prevent the young person from re-offending. Accordingly, 64% of young people nationally aged between 10 and 17 breached their ASBO between June 2000 and December 2007. South Wales was 3% higher than the national average with a breach rate of 67% (Home Office, 2009). Therefore, if over half of the young people are ignoring this measure, it perhaps proves a new approach needs to be adopted.

2.3 Existing Initiatives and the Role of Sport

The role of sport as an element in sports/ community based programmes are recognised as a positive tool to address social issues (DCMS, 2002; Coalter, 2007; Collins with Kay, 2003; Cabinet Office, 2004) especially connecting sport as a key factor to the prevention of youth antisocial behaviour and crime. In 2000 the government set up a national scheme known as 'Positive Futures' which is a sport based social inclusion programme (PFT, 2004). It is supported and funded by a range of organisations

including- the Department of Health- the Department of Culture, Media and Sport- Connexions- Sport England- the Youth Justice Board and the Football Foundation. Positive Futures' goals not only included tackling problems of antisocial behaviour in young people but aims to 'establish relationships' through 'engaging with young people through an ability to teach them and help them to learn something they think is worthwhile' (PFT, 2004, p.6). Coatler (2007, p.116) states the findings of the initial projects targeted at 10 – 16 year olds from extremely deprived areas shows- "an increase in regular participation in sport and physical activity by 10 – 16 year olds- a reduction of youth offending in the locality of the project- and a reduction in drug use among 10 – 16 year olds participating on the schemes." However, although Coatler (2007) identified a positive change in the young people's behaviour, there was no evidence to prove that this was directly linked to the implementation of sporting activities, as other factors could have also been influential in producing such a behaviour change.

Agreeing with Coalter's views, Taylor *et al* (1999) argued that identifying and measuring the effects of sport on criminal behaviour is not that simple and improvements could be the cause of the other factors such as improved fitness, improved self esteem or even the development of social and personal skills. To summarise, it is clearly not sufficient to measure changed behaviours and simply assume that these are 'sport effects' (Macmahon, 1990; Coalter, 1996; Taylor *et al*, 1999; PAT 10, 2004). Similarly, Roundtree *et al* (1993) studied community based intervention programmes for youths in the US. Roundtree *et al* (1993) reported that the parents' perceptions of their children's behaviour and attitudes had improved after attending the programme. They claimed that their children had an improved interest in school which was reflected in increased achievement, enhanced communication and interaction with parents, and eagerness to help at home. This suggests that there are other mediums through which behaviour change is possible other than through sport.

Initiatives such as 'Positive Futures' are not a new phenomenon, youth clubs and organisations to 'improve' working class socialisation date back to the 1880's (Muncie, 2009). The establishment of the Boys' Brigade in 1883 promoted the organisation of youth leisure and to protect young people from 'vices of the street'. While these youth organisations were solely intended for boys, comparable movements for girls were also created 'to help them resist the temptations of sex, alcohol and undisciplined conduct' (Muncie, 2009 p.73). Looking at how important sport programmes are in tackling

problems of social exclusion and antisocial behaviour with youths, Bailey (2005) identified the use of large scale sport programmes claiming that the programmes were targeted at specific areas at specific times. The provision of sporting opportunities (especially among young males) has encouraged the positive use of leisure time and capitalised upon the supposed socio-psychological outcomes of participation in sport and physical activity (Bailey, 2005).

As a disproportionate amount of crime is committed by young males (Audit Commission 1996) this supports the use of sport as an activity to gain interest. Football 'hooliganism' among young males is a key contributor to the present culture of 'aggressive masculinity', where the cult of the 'hard man' means that status and reputation are associated with antisocial behaviour and criminal acts of violence (Dunning *et al*, 1982). Cultures such as these show that delinquency is behaviour learned through socialisation with peers (Coalter, 1996), therefore programmes to prevent and treat youth offending should focus on the causes of the anti social behaviour in the first place.

Projects that specifically use sport have been shown to work well and produce positive results (Coalter, 2001). Therefore these projects must engage young people through a variety of other ways to support the decrease in antisocial behaviour and youth offending. The Audit Commission (2009) refers to projects in Burnley, Wirral and Plymouth which addresses the use of sport in engaging young people to the project. Once involved the young people can take advantage of other activities available including; educational activities (e.g. sexual health, healthy living and drug and alcohol abuse guidance), gain qualifications and develop skills needed for further education or employment. However, research from these types of programmes noted that the skills and enthusiasm of the project leaders and staff where crucial in maintaining participation (Nichols, 2007; PFT, 2004; Sport England, 2002).

2.4 Theories of sport as a diversion

Coalter (2001) identifies that the most successful of sports programmes are those that do not solely rely on sport, but instead use sport to initially attract them to the project then offer 'formal tuition in personal development, health awareness and employment training' (p.31). This demonstrates the use of sport in engaging young people is effective and can lead on to the development of crucial life skills. Diversion theories aim to divert

the attention of young people into more constructive activities when they might otherwise be looking for trouble. Nichols (2007) describes the use of 'sport as a hook', suggesting that 'active participation is needed, but not necessarily great levels of physical activity' (p. 198). He also looked at the development of pro- social skills and the way in which the role of sport could benefit both the individual and the community. The skills identified included- the development of success and self- esteem, managing risk, developing responsibility, attaining qualifications and paid work, a catalyst for mentor relationships, new peers and an alternative excitement to acts of crime (Nichols, 2007).

Blocked achievement and self- esteem is closely linked to school rebellion, if an individual is not very academic and not succeeding at school they can become frustrated or it can lower their self- esteem. This can then sometimes become an easy pathway in to antisocial behaviour. Succeeding at sport can give young people a sense of achievement and raise their self- esteem meaning that their academic failure will mean less to themselves and their peers (Schafer, 1969; Macmahon, 1990; Coalter, 1996). Sport is also seen as a catalyst for mentor relationships, many programmes have concluded the most important factor associated with long term behavioural change is the staff (Nichols, 2007). Sharing activities is a catalyst for developing good relationships of mutual trust, especially when the staff are not experts but on the same level as the participants. Sport can also be seen as a chance to make new friends, however the extent to which sport itself can offer new peers and that these peers are less likely to be involved in antisocial behaviour is very slim (Nichols, 2007). Contact with peers is more important in daily life rather than sport. Programmes have shown that new peers are important to participants in maintaining a new sense of identity and value (Nichols, 2007). However, only noticeable change in behaviour has been recognised in people who have moved to a new area with a new network of friends (Nichols, 2007).

Game Plan (DCMS, 2002) suggested that there were two mechanisms through which sport may have a positive effect on reducing antisocial behaviour which include displacement and therapeutic prevention. Displacement suggests that, individuals involved in sport are not available to commit crime. Where as therapeutic prevention suggests sport participation can act as an antidote to boredom, enhance self esteem, act as an alternative to participating in delinquent peer groups and create positive relationships with 'significant others' i.e. coaches or youth workers, who also act as role models (Coalter, 1996; DCMS, 2002; Nichols, 2007). Morris et al (2003) supports this idea

stating that there are two key aspects to sport as an intervention strategy which aim to reduce boredom and to decrease the amount of unsupervised leisure time. Coalter (1996) also looks at existing initiatives aimed at preventing delinquency. The preventative method uses sport to divert young people away from antisocial behaviour and crime, and is often delivered on a large scale (Coalter, 1996; Coalter, 2005).

Schemes which use preventative methods give young people a chance to stay active and socialise outside of school or employment. Several projects use the notion that 'the devil makes work for idle hands' therefore they seek to reduce boredom and opportunity led delinquency (Coalter, 1996). Projects which use this method have produced effective results as shown by a project run at the Galleries of Justice in Nottingham (PAT 10, 1999). The programme offers education and sporting activities over a 10 week period to young people at risk of offending, hoping to change their perceptions of the community, their responsibilities within the community and improve their aspirations and self confidence. Coalter (2007) claims that sport is more effective when being used as part of a large intervention package- sport cannot in itself reduce crime but can contribute to it. PAT 10 (1999) reported, out of the 84 young people who have taken part in the programme, only 2 remained under the scrutiny of the police. This evidence supports the theory that prevention programmes can help young people to use their leisure time productively by 'deflecting negative behaviour in to constructive activity' (Collins with Kay, 2003 p.172).

This study focuses on how Catch 22 uses sport and physical activity as an element of their programme, to reduce levels of antisocial behaviour in Llanrumney a suburb of Cardiff, South Wales. Catch 22 is a national charity that works with young people who find themselves in difficult situations. In 2008 two national charities (Rainer and Crime Concern) merged together to form Catch 22. There are numerous sites throughout England, however only two exist in Wales (Llanrumney in Cardiff and Merthyr Tydfil). Many of the Catch 22 establishments are located in deprived areas where their help is needed most, with the aim of improving lives. Catch 22 works with families and their communities where ever and when ever young people need them most. Some young people have come from tough upbringings or neighbourhoods, where poverty, crime and unemployment are common features. They may be leaving care, truanting or been excluded from school, some of them may have started getting in to trouble with the police or even got as far as custody.

CHAPTER III
METHODOLOGY

3.0 Methodology

3.1 Rationale

The purpose of this study was to explore the experiences of young people involved in a sporting based intervention programme in Cardiff aimed at tackling antisocial behaviour among young people. The study aimed to determine the extent to which engagement in sport has influence their behaviour. Consequently, a qualitative approach to data collection was important to provide an in-depth understanding of the experiences, thoughts and feeling of the young people involved. Gratton and Jones (2004, p. 22) suggest that qualitative research 'aims to capture qualities that are not quantifiable, that is reducible to numbers, such as feelings, thoughts, experiences and so on, that is those concepts associated with interpretative approaches to knowledge'. Ezzy (2002) suggested that qualitative research seeks to understand the participant's perspective through entering into their world and therefore qualitative research is very much context specific.

The most common sources of data collection in qualitative research are interviews, observations and review of documents (Creswell, 2003). Interviews were used in this study as the primary method of data collection, as they were more appropriate when dealing with a small sample size, where the research is exploratory and when the information is likely to be complex (Gratton and Jones, 2004). There are numerous types of interview and it was decided that the semi- structured interview would be best suited to this study. Using structured interviewing would be ineffective as it is 'essentially a questionnaire where questions are read out by the researcher', (Gratton and Jones, 2004, p.141) which as Fontana and Frey (1998) claimed only allows for a limited level of response. On the other hand unstructured interviews which are often respondent led and have a danger of lacking focus (Gratton and Jones, 2004) would also not be suitable for gaining the in- depth understanding required. Therefore the semi- structured interview method was chosen as it ensures that all the themes are covered needed to answer the research question. Yet offers flexibility by allowing the researcher to ask additional questions or change the direction of the conversation if necessary to allow unexpected data to emerge (Mason, 2002).

Interviews allow face to face contact, therefore the researcher can assess the participant's body language, tone of voice and facial expressions (Gratton and Jones, 2004). They also

allow the researcher to investigate target groups, that may be less able to complete questionnaires or surveys such as younger or older respondents.

A semi- structured interview attempts to understand themes of the lived daily world from the subjects' own perspective (Kvale, 2009). 'It comes close to an everyday conversation' but like any other interview it has a purpose and specific approach (Kvale, 2009, p.11). Understanding various interpretations of social life requires a position of relativism (Amis, 2005). Therefore gaining as much information as possible from a participant will result in supporting a stronger argument. Patton (1990) has suggested that perhaps the most important element in gaining the required response is the way in which questions are asked. At times the interviewer will adopt the language used by individuals being interviewed. 'This includes technical language, colloquialisms and slang terms that form common parlance in the environment under investigation' (Amis, 2005, p.116). This builds a degree of rapport and trust with the individual being interviewed, as they are more likely to engage in the interview process.

As well as the strengths of interviewing, there are also some potential weaknesses which need to be considered. A fundamental issue being interview bias, where by the interviewer adds bias as a result of their often unconscious verbal and non verbal reactions (Gratton and Jones, 2004) to questions. Such reactions include 'nodding at certain responses' (Gratton and Jones, 2004, p.143), which can lead to the interviewee thinking that they are providing the correct answers therefore altering their response to the questions being asked. Also as semi- structured interviews are very flexible and conversation like, the interviewer could easily lose focus and not obtain the data needed. In order to combat this problem the interviewer must take care on how to act in the interview to limit any potential bias.

Even eliminating this bias from the interview process does not necessarily mean that it has been eliminated from the analysis and interpretation stage. The researchers own response and understanding of the interview can potentially be misleading and subjective. Providing transcriptions of each interview can help combat this subjectivity, as commentators can analyse the raw data for themselves. In addition to this interviewing can sometimes be expensive in terms of both time and travel, therefore the sample may be small and unrepresentative of the wider population (Gratton and Jones, 2004).

3.2 Sampling

Given the aim of the study and the need to derive in-depth information and explore the identified issues at length, the sampling technique used to identify participants was purposive whereby individuals were chosen for their particular experience and knowledge of the topic under investigation. As explained by Patton (1990, p.169) ‘the logic and power of purposeful sampling lies in selecting information rich cases for study in depth.’

The sample was recruited from a specific crime prevention project already established in Cardiff. The project leader was asked to identify all potential participants and to distribute information (in the form of a cover letter, see Appendix C) explaining the purpose of the study. This was so suitable participants were selected who would cooperate in the interview process and who had been attending the programme for a substantial amount of time to obtain valid data. Those willing to participate were then asked to complete a voluntary informed consent form and to include a parental consent form as the young people are under the age of eighteen. The participants ranged in age from thirteen to sixteen years old (in line with the age range of those people targeted by the project), and eight participants were used in order to address issues at length.

3.3 Pilot Interview

A pilot study is important when using interviews as it allows the researcher to test the interview questions (Denzin and Lincoln, 1994). Therefore the researcher can identify any problems with the interview questions and make the necessary adjustments. A brief pilot interview was conducted with one of the young people from the youth centre which allowed the researcher to practice their questioning and test their interview guide (see Appendix A). The pilot interview highlighted the need for good probes to allow for further exploration in to certain questions, as the interviewee found it difficult to expand on questions without being asked to. Two types of probe were added to the interview guide- clarification probes which clarified points made by the interviewee which were unclear, and elaboration probes used to trigger a more in- depth response (Gratton and Jones, 2004).

3.4 Observations

The initial contact method was made through the project manager, as it was important to clarify what the researcher was aiming to achieve and for the manager to gain an understanding of the researchers needs. Also, due to the nature of the study the manager was able to select a suitable activity for the researcher to attend. Furthermore, during the initial phases of the study, the researcher was able to seek entry in to the project as a volunteer in order to undertake observations and develop a rapport with the participants before collecting the interview data. Fontana and Frey (1998) claim that ‘close rapport with respondents opens doors to more informed research...’ (p. 60). And this is further supported by Thomas et al (2005) who claim that participants must feel they can trust you, or else they will not give you the information you seek. Therefore developing a rapport with the participants would help to enhance the validity of the data gathered during the interviews.

After the initial contact with the project manager, a Criminal Record Bureau form was completed for the safety of the young people and to allow the researcher to volunteer. Observations were firstly undertaken in order to gain an understanding of how the project operates and to examine the participants in their usual surroundings. Thomas et al (2005) stated that the researcher must gather the data in the ‘field that is, the natural setting’ (p.347). Therefore acknowledging that ‘negotiation of gaining access to the participants in their naturalistic setting is important and complex’ (Thomas et al, 2005, p.349). It does not just take place at the time of the study but extends through data collection, and continues after the researcher has left the site (Rossman and Rallis, 2003).

The researcher assembled an observation diary, recording thoughts and feelings of each session, which developed a detailed understanding of how sport is affecting the attitudes of the young people. Once a rapport was established, letters from the university and consent forms were given to the participants and to their parents for completion prior to the interviews.

3.5 Procedure

Semi- structured interviews were used to collect in- depth information regarding participant views of sport and ways in which engagement in sport has influenced their behaviour. A Dictaphone was used to record the interviews, which assisted the analysis of

the data. Thomas et al (2005) stated ‘the use of a Dictaphone is undoubtedly the most common method of recording interview data because it has the obvious advantage of preserving the entire verbal part of the interview for later analysis’ (p.351). The Dictaphone is more effective than note taking as note taking can interfere with the interviewee’s thoughts and prohibit the point they are trying to make (Thomas et al, 2005).

3.6 Data Analysis

Interviews were transcribed and arranged into themes based on the questions and answers given. The data was examined through a method of thematic analysis. Which Boyatzis (1998, p.4) refers to as ‘...a process for encoding qualitative information’. This specific type of analysis requires an explicit ‘code’, which could be in the format of a list of themes, a complex model with themes, or a range of indicators and qualifications (Boyatzis, 1998). Thematic analysis is desirable to many researchers as it allows the combination of the richness and uniqueness of qualitative information and the precision and discipline of quantitative methods (Creswell, 1994). However, qualitative research methods require long hours of immersion in data collection and even longer hours analysing and interpreting the information (Boyatzis, 1998). Therefore it was imperative that enough time was allocated for this time consuming process in order to produce high-quality results.

3.7 Reliability and Validity

‘Reliability involves the accuracy of your research methods and techniques’ (Mason, 2002, p.39). Reliability can be improved through a planning an interview schedule, maintaining a consistent interviewing environment, recording with the interviewees’ permission and transcribing the interviews as soon as possible (Gratton and Jones, 2004). Reliability in the interview was increased by: using a pilot interview to test questions, recording the interviews using a Dictaphone and transcribing the interviews.

‘Validity is harder to ensure, given that transcriptions are a tool for interpreting the interview, rather than an analysis in themselves’ (Gratton and Jones, 2004, p.150). Using probes made sure that extra validity was ensured as clarification probes meant an understanding was clarified. Transcripts are an important element of this study for commentators, as evaluating them will provide further validity. Thomas et al (2005)

outlines that 'how the researcher manages his or her responses during data collection and analysis influences the quality of the data and the conclusions' (p.347).

3.8 Ethical Issues

An ethical issue that needed to be addressed was making sure consent was approved from the participants, especially as the study involved children. Voluntary informed consent was sought from participants and parental consent was gained from all participants. Participants (and parents/guardians) were fully informed of the study, its aim and the request for the young person's participation. Furthermore, the nature of participation was voluntary and the participants were informed that they had the right to withdraw at any point during the study. Informed consent was obtained through participants being guided through the procedures to ensure an understanding of the study and what was expected of them. Informed consent was recorded through participants signing the relevant documentation, and were also provided with photocopies of this documentation.

Participants comments throughout the interviews were confidential and not released to anyone other than the researcher and supervisor. During the programme of study personal data was anonymised (to protect confidentiality) by the researcher and thereafter only codes were used to identify participant data meaning that none of the data could be traced back to the participant. Participants received a copy of the interview transcripts to ensure the validity of the data before data analysis was under taken, after this time all data will then be destroyed.

CHAPTER IV
DISCUSSION

4.0 Discussion

4.1 Introduction

Once the interviews had been completed the researcher was able to start the analysis process. The interviews were transcribed and the key themes were identified. The key themes included: use of spare time, perceptions of other young people in the area, education, thoughts of antisocial behaviour, contribution of the arts and sport, and changes in behaviour due to the programme. These themes were tabulated, which made it easier to identify further correlations between interviewees' responses. This section provides a detailed account of the identified themes, and an analysis and explanation of the key findings.

4.2 Use of Spare Time

When asked to discuss what they the interviewees' normally do in their spare time the main activities were playing on games consoles or 'hanging around' with their friends. One interviewee argued that she didn't do anything in her spare time except 'sleep', 'or college and sleep and that's it'. Others argued 'I'd probably go out with all my friends' or 'I hang round, hang round yeah'. Only one interviewee mentioned playing sport in their spare time stating, 'football training, playstation and things like that'.

However, many of the interviewees suggested that going to the youth centre was a constructive way of spending their spare time. One interviewee claimed that in their spare time they usually go 'either round my friends house or families or I used to hang round down the street but I don't no more'. Most of the respondents stated that they go to the youth centre 'all the time, every day it's open' because they wanted 'to keep out of trouble'. The interview responses suggest that there has been a change in the interviewees' behaviour, primarily as a result of reducing the boredom factor and providing the young people with a range of positive activities to occupy their time. Morris et al (2003) outline the two key benefits of using sport and physical activity to reduce anti- social behaviour. Firstly they help to reduce boredom in youths and secondly decrease the amount of unsupervised leisure time available.

Most young people admit to using the youth centre as a means of diverting their attention away from negative behaviours. Indeed, when asked why they are attracted to the youth centre one interviewees' response was 'to get me off the streets and stop me from doing

silly things.....’ Crabbe (2000) supports this view claiming that there is a consensus among theorists that if youths lack stimulation and have little to do, they will seek their own, often antisocial activities.

4.3 Perceptions of Other Young People in the Local Area

Nearly all of the interviewees’ opinions of other young people in the local area were negative and one interviewee described their behaviour as ‘not normal!’ It humoured one interviewee that they ‘just hang around by the shops and that causing trouble.’ This is an interesting fact that many of the young people perceive themselves differently from the rest of the young people in the area, even though they admitted that they used to hang around the streets themselves. The most frequent dislikes about the young people in the area was that they ‘smoke weed,’ ‘get drunk’ and ‘just cause trouble.’

One interviewee explained ‘some of them are mugs like, they smoke weed and other score so they’re obviously going to be on the doll like when they’re older or something.....’ This evidence demonstrates that the young people are aware of the consequences of negative behaviour, and show some willingness to make a change to their own behaviour and lives. Interviewees’ responses to such behaviour included that they thought it was mostly due to the fact that other young people in the area are ‘bored,’ or ‘cos they thinks its funny.....and they think that the police won’t do nothing to them.’

‘Research has suggested that several biological, psychological, social and environmental factors might predispose certain children to be more likely than others to display antisocial or criminal behaviour’ (McCarthy et al, 2003, p.16). A dominant social factor which affects many young peoples behaviour is the relationship with delinquent peers. These delinquent peers can first be established at school, or just in the community. Hagell (2007) claimed that ‘disruptive young people seek out like-minded friends and peers, and then those groups of friends continue to reinforce disruptive behaviour’ (p.130). Therefore, the use of sport acts as a theoretical justification for the development of self confidence, mental well being and an alternative peer group (Nichols, 1998). In comparison to this McCarthy et al (2003) identified that the various protective factors that these programmes present such as personal skills and external support, can encourage some children at risk to avoid such behaviours.

This information highlights the fact that many of the young people in the area need constructive activities to occupy their time, or otherwise they seek entertainment through other means such as smoking, drinking and hanging around on the streets with their friends, generally causing trouble. One of the interviewees maintained that the opportunity to take part in the course at the leisure centre organised through Catch 22 had given them something positive to do, 'Cos there's nothing else to do man, well I didn't think there was nothing else to do till I came up here and did youthy.' Therefore this demonstrates that offering constructive activities appears to diminish the sense of lethargy that is present for many young people living in Llanrumney.

4.4 Education

As Llanrumney is a relatively deprived community in Cardiff, academic achievement is, generally speaking, quite poor with young people either leaving school without any qualifications or only attaining poor grades (Llanrumney High, 2008). Additionally, many of the young people often truant or are excluded from school. The perception of school appeared to be mixed among the interviewees, with the majority of young people claiming they didn't really enjoy it. Hagell (2007) identifies that 'school effects can contribute to antisocial behaviour, both through the quality of the school as a social institution, and through the influences of other pupils through bullying and delinquent peer groups' (p.130). Therefore if the young people socialise with delinquent peers at school this could in turn inhibit their potential educational achievement and ability.

One young person declared her dislike for school was 'cos I get shouted at, I don't like my class.' Others claimed 'teachers don't really care for you like , they shout at you.....nah I don't like doing games.....cos, my umm P. E. teacher, I hates him and he hates me like.' Another said that she does not take part in any other form of physical activity outside the youth centre simply because she's 'too lazy.' Research on the relationship between educational difficulties and antisocial behaviour has shown that antisocial behaviour problems could be responsible for educational difficulties, therefore treating the behaviour could improve educational problems (Trzeniewski et al, 2006).

Four of the interviewees admitted they didn't mind taking part in physical education at school. Most of the interviewees expressed their love for football- 'In school I play for my school, but I play for Cardiff City Ladies outside school.' Another interviewee had recently only been attending P. E. lessons as she had been excluded from everything else.

When discussing playing football she claimed ‘I haven’t this year cos we haven’t got enough girls for a team...’, but she would like to play for a team outside school. This reveals that even though these young people are interested in taking part in sport and physical activity, there is a lack of knowledge and opportunity to become involved in sport in the area.

Research has evidenced that poor educational attainment is associated with low physical activity levels for people of all ages (Climbing Higher, 2005). Therefore schools can act as an excellent environment for promoting physical activity and healthy living (Robson and Mckenna, 2008). The importance of sport and physical activity as an educational tool is documented in the PE and Sport Strategy for Young People (PESSYP), (DCMS, 2002). PESSYP places huge emphasis on school links with local communities and especially sport clubs. The objective being that physical activity can impact upon educational attainment just as educational attainment can impact upon sporting uptake. Learning does not just stop at the school door, relationships learned between physical activity and health allow young people to make informed choices about the lifestyle they would like to lead in the future (Flintoff, 2008).

Coleman and Hagell (2007) recognised another key issue between antisocial behaviour and the education system. They claimed that the transition to secondary school is becoming increasingly demanding for certain groups of adolescents. The rising emphasis on academic testing has become more stressful for some, as no alternatives for non-academic youths are available. Focusing on this point, the academic world in society has set impossible goals for these young people. Therefore youths accept they are unattainable and in response set their own goals in their sub cultures and delinquent peer groups (Hagell, 2007). This can in turn result in rebellion and can lead to self fulfilling prophecy, for that reason the young people have little or no aspirations (Coalter, 2007; Nichols, 2007).

4.5 Thoughts of Antisocial Behaviour

It was interesting to discover what the interviewees new about antisocial behaviour, and whether they considered themselves to take part in any antisocial activities. The interviewees responses ranged from ‘Ah it’s like graffiti or smashing windows innit?’ to ‘being naughty.....not listening and things like that.’ One interviewee, stated she new ‘a lot’ about antisocial behaviour, ‘people being silly, going and smashing things up and

doing things they shouldn't, like being nasty to people they shouldn't be nasty to.' A more accurate account of antisocial behaviour was described as, 'people acting naughty like.....graffiti.....drinking on the streets.....smashing things up' Some of the interviewees' described these types of activities because they had previously been involved in such things themselves. They claimed they would behave in this way 'cos it's boring.....' in the area or they 'just did it cos everyone else did it.' Where as others just described what they thought antisocial behaviour meant.

None of the interviewees admitted that they were still taking part in any form of antisocial behaviour since attending the youth centre. Two interviewees claimed that they had never taken part in any form of antisocial behaviour, whilst the other six claimed they 'used to but not anymore'. The reason given for this change in behaviour being, because they had now 'got something to do' by going to the youth centre or leisure centre.

It frustrated one interviewee that other young people behaving anti- socially had given the area a bad reputation, 'it makes people not wanna come here'. Research suggests that it is important to remember that the role of the community matters (Hagell, 2007). Children who are removed from their community because their behaviour is too troublesome to be dealt with locally, inevitably return to those communities relatively quickly, therefore long term community support is needed (Hagell, 2007).

4.6 Contribution of the Arts and Sport

The project not only uses sport as a diversionary method from antisocial behaviour but incorporates other activities. Such activities mentioned by the interviewees' include: 'MC-ing', 'singing', using the 'music room', 'cooking' and 'going on the computers'. While the majority enjoyed going to the youth centre to take part in physical activity (mainly football and pool) some interviewees' favourite activities included MC-ing and singing in the music room. One individual shared his feelings for MC-ing: 'it makes me happy when I do it like' the youth centre provides the equipment and a music room to 'make tracks' and record a 'mix tape'. Similarly another interviewee claimed she enjoyed going in the music room the most explaining, 'I'm a good singer like and I just goes in there often and gets my emotions out.' She also discussed how she aspired to be a music youth worker like her role model who had just left the youth centre. 'He's just someone you can talk to, he's a good character, he's wicked.'

This research suggests that using sport alongside other (non- sporting) activities can aid the reduction in antisocial behaviour among young people, in a supportive community setting (Cameron and MacDougall, 2000). Participation in sport alone is not enough to generate commitment to institutions and non- delinquent values (Coalter, 2007). As Segrave and Hastad (1984) found, that sport was only one out of a number of priorities and social experiences which influenced young people's attitudes and behaviour. Many diversionary schemes have developed and changed, where by a 'sports plus' approach has been adopted. This approach has been proven effective as it offers young people, 'more focused and structured developmental activities, such as advice on anger management, alcohol and drug abuse, personal health and hygiene, and vocational training' (Coalter, 2007, p.121).

There was a divide in terms of the interviewees' views of sport, some with the opinion that they participate because '...there's nothing else to do', and some with the belief that it makes them feel happier and, '...it's fun to do'. The most popular sport to play was football, this ranged from playing with friends, just for fun, to playing competitively at school or in community clubs.

Many of the interviewees' argued that they participate in sport 'because it keeps you off the streets and that.....people can have a laugh without doing bad things.' MacMahon (1990) suggests that depression may be reduced and self- esteem increased among youths through intensive aerobic exercise. One interviewee argued she enjoys football, 'because I'm good.....it saves you from getting in trouble with the police and that.....and keeps you fit.' This shows that sport can help increase young people's self esteem and self efficacy as the interviewee described herself as good at football. 'From this perspective sport is viewed as a sort of "functional alternative", an alternative way of feeling a sense of achievement and developing self- esteem' (Coalter, 2007, p.124). Therefore it is important that sport is able to give young people a sense of achievement (particularly if they have not been achieving in other areas of the lives e.g. school). If they believe they can achieve something they are more likely to persevere with it (which helps ensure sustained participation). This highlights the need to promote a range of activities so that young people can find something they are good at and get a sense of achievement. Appropriate provision and process of participation can help to promote increase self-esteem and self efficacy (Fox, 2000).

However one interviewee assured the researcher that she wouldn't bother going to the youth centre or leisure centre if she couldn't play football as she would, 'rather cause trouble!' This proves the opportunity to take part sport is essential for some young people. Without the chance to participate they may turn to their own forms of entertainment, such as antisocial behaviour.

4.7 Changes in Behaviour due to the Youth Inclusion Programme (YIP)/ Youth Centre

All of the eight interviewees' agreed that their behaviour had improved as a result of going to the youth centre and the project at the leisure centre. When asked whether interviewees' thought that their behaviour had changed, response ranged from, 'a bit' to 'yeah loads!' This could relate to the length of time that the young people have been attending the youth and leisure centre. It became apparent that those who have been attending the longest were the ones who have evidenced a greater behaviour change. This relates to the Transtheoretical Model of Behaviour Change which suggests a change in behaviour takes time (Moran, 2004; Hagger and Chatzisarantis, 2005). Many theorists have linked this model to physical activity participation as it can usefully be applied to how sport is promoted and used in intervention projects (Hylton and Bramham, 2008).

The young people acknowledged the fact that the activities at the youth centre and leisure centre were having a positive impact on their lives..... 'because it's keeping me off the streets and stopping me from getting into trouble.' Another young person agreed if her behaviour did not change, 'it'll just mess up my life like, got an ASBO and that, and it'll just mess up everything. Like you can't get a job or anything like that'. This evidence suggests that reducing the amount of time available to take part in antisocial activities can result in improved behaviour outside the project.

Some of the interviewees' disclosed that their behaviour had improved and they had learned new skills since attending the youth centre, 'If I didn't come I would just be hanging around getting into trouble.....like since I've come here I've been cooking and everything.' However one interviewee was unsure whether attending the youth centre would prevent her from behaving antisocially in the future. Therefore the need for follow-up support or after care is essential in keeping these young people away from antisocial behaviour and on the road to a healthier future (Coalter, 2007).

Another major factor contributing to the positive change in the interviewees' behaviour was the good relationship and characteristics of the project staff (Astbury et al, 2005). The interviewees' described the staff as, 'cool', 'wicked', 'brilliant', 'safe', 'kind' and 'nice', with only two interviewees' claiming, 'they're alright'. Having a good relationship with the youth workers seemed important to the young people, one interviewee described how, 'they get to know you more and put trust in you and they let you do things like you're an adult not a baby like.' When participants define their relationship with adults connected with the programme in terms of support and trust, the relationship facilitates positive outcomes for the participants (Petitpas et al., 2004). Another young person who described them as 'brilliant' argued 'because like if we've got any problems they'll like help us...' Girginov (2008) claims that 'the most powerful adult- participant relationships are those in which the adult is able to empower the participant to take ownership of the programme, embracing the intended goals and processes of the programme' (p.137). The evidence suggests that these relationships are apparent at the youth centre and leisure centre as the young people are very positive about the adults and staff that work there.

This evidence reveals that relationships are at the core of participants' experiences of sports programmes (Girginov, 2008; Green, 2008). It was clear that the youth workers needed to be perceived to have relevant knowledge and expertise without being seen as an authority figure (Smith and Waddington, 2004). Furthermore, intervention staff should be focusing on assisting participants to learn the skills to make healthier choices, not by telling them (a key complaint about school teachers made by the interviewees' and other disaffected youths) by providing them a warm, close, caring relationship (Green, 2008). 'For many disaffected and at risk youths this may be their first supportive, caring relationship with an adult' (Green, 2008, p.139).

CHAPTER V
CONCLUSION

5.0 Conclusion

Research has implied that there has been divided opinion on the types of programmes that are effective in reducing youth antisocial behaviour and crime, an important political issue over the past few years (Audit Commission, 1996, Collins 2003, Farrington, 1996). In general, society's view of sport is to 'teach basic rules of social behaviour and to inculcate fundamental societal values such as hard work, competitiveness and sacrifice' (Green, 2008, p.130). The problem with antisocial behaviour among young people may in reality not be such a big predicament as it is perceived (Nicholas et al, 2007). It seems we as a nation are becoming overwhelmed by the problems of antisocial behaviour in the younger age group (Hagell, 2007), which often stems from constant negative media attention. This continuous portrayal can result in further damaging effects on young people (Hagell, 2007).

Additionally, the governmental concern about the problem of youth antisocial behaviour, combined with the search for a solution has led to the growth of policy initiatives (Pitts, 2003). These initiatives have incorporated a particular approach in to the running of certain projects such as Catch 22. The approach adopted includes 'risk' factors that appear to have a causal relationship with crime, combined with 'protective' factors (Farrington, 2000). McCarthy et al (2003) identified that 'the more risk factors experienced by a child, the more likely they are to become involved in crime and/ or engage in antisocial behaviour' (p.16). Therefore it is essential for projects to find the right balance between the risk factors and the protective factors. The protective factors are provided by the intervention or project to counteract the risk factors (Farrington, 2000). For that reason the use of sport connects the two and contributes to the development of self confidence, personal skills and an alternative peer group.

Green (2008) recognised the importance of social networks between youths and that peer relationships support their antisocial behaviour, the most obvious being gang membership. Gangs provide youths with a sense of belonging, status and valued identity (Petitpas et al, 2004). Yet, sports based interventions can also provide these factors (McPherson et al, 1989). However, Green (2008) claimed that 'these relationships are built over time and require the development of a positive and supportive environment to flourish' (p.139).

The interviews undertaken established several themes to do with the use of sport and physical activity. However, other factors not necessarily linked to sport were also recognised to help with preventing antisocial behaviour among youths. These themes included- creating good relationships with staff, building self esteem and self efficacy, and developing confidence. All of which are essential skills needed to provide a good quality of life and in turn increase life chances. Physical activities are regularly used by the project to divert the youth's attention away from antisocial behaviour and as the interviewees' found to reduce the 'boredom factor'. The interviewees' understanding of antisocial behaviour was good, many were able to describe antisocial acts but not all distinguished the impact this had on the wider community.

The interviewees' also had a strong belief that it was important to them to have a good relationship with the project staff. The youth workers at Catch 22 are able to manage the ideal relationship with the young people at the project, as they provide support and authority whilst acting friendly and caring. Sport can therefore be used as a vehicle to initiate contact with young people, but can not necessarily be solely used to make long term differences to their lives. Coalter (2007) supports this theory claiming that, sport is just part of a bigger intervention package; sport cannot in itself reduce antisocial behaviour and crime but can contribute to it. To summarise Pawson and Tilley (1997, p.79) stated, 'it is not programmes that work, but the generative mechanisms that they release by way of providing reasons and resources to change behaviour.'

5.1 Limitations

One of the main limitations experienced by the researcher was the restricted time scale of the study. In order to develop a sound rapport with the young people involved in the study, the researcher had to dedicate a lot of time and act as volunteer at the project. Even though the researcher was successful in attending the project for a period of at least five weeks, it was unpredictable whether the young people would even turn up themselves as attendance at the youth centre and leisure centre was not compulsory.

As the attendance of the young people was unpredictable, this made it difficult for the researcher to develop good relationships. Therefore the responses given to the researcher were sometimes quite vague. This could have been due to the Hawthorne Effect- whereby subjects improve aspects of their behaviour due to the fact that they are being studied

(Berg and Latin, 2004). To improve this situation the researcher would need to spend more time with the young people in order to establish a high quality rapport.

Another limitation of the study was that only one project was researched. In order to produce further reliability and validity of the research question, a range of different projects could have been used from a number of different locations not only in Wales but throughout the UK.

5.2 Recommendations

The researcher found several on going challenges that the project might need to address in order for the programme to continue to be effective. Issues that should be considered are: the need for trustworthy, friendly and caring staff, access to a range of different activities, easily accessible facilities, structured and unstructured activities, a stable level of funding and possibly using younger volunteers that could relate better with the young people and act as peer role models.

The researcher found that even though the young people could take part in physical activity at the youth centre, it was very unstructured and involved the youths just kicking a football around. Even though this was keeping them active and preventing them from using their spare time negatively, the young people could benefit even more from further structured sports sessions. Structured sessions could allow the young people to try a range of sports, therefore catering to the majority of the young peoples needs. This would in turn increase participation in physical activity and improve the young people's confidence and self- esteem. As previously mentioned, self esteem is often an issue for young people who feel that they are underachieving in many areas of their lives. Using sport and physical activity could help improve this problem if the young people were able to find a sport they really enjoyed and were good at.

The course running for girls at the leisure centre seemed to be working well, even though sometimes the sports development officer did not turn up to the sessions. Consequently, this could have a detrimental effect on the girl's participation, because if they are showing enthusiasm and putting their trust in to the coach attending, and the coach fails to arrive their effort in to this relationship will be affected in a negative way. As previously stated, in order to create any long term changes to the young people's behaviour it is fundamental for strong relationships to be established. In addition to this, the leisure

centre implemented a buddy mentoring system, which consisted of some of the older girls mentoring the younger ones. This enabled the older girls to adopt a level of responsibility as their role included: showing the others how to use the equipment and how to behave accordingly at the leisure centre. For this scheme to work successfully the staff had to incorporate a degree of trust into the young people. This level of trust is an example of how the relationships between the young people and the staff can be developed, if this method is successful then mutual respect can be gained by both parties.

Finally, in order for projects such as Catch22 to be successful in reaching their goals, substantial funding is needed as working with such a delicate group of vulnerable individuals requires a lot of dedication and motivation. A stable environment that the young people can turn to and rely on is essential in attempting to combat antisocial behaviour. At present the effectiveness of such projects is limited, with the majority of funding being concentrated on provision rather than on the importance of evaluation (Coalter, 2007). For future projects to thrive, constant measuring of performance indicators must be undertaken to evaluate the effectiveness of sport on combating antisocial behaviour among youths.

CHAPTER VI
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APPENDICES

APPENDIX A

PILOT INTERVIEW GUIDE

Why did you decide to join/ what do you like about it?

How long have you been coming to the youth centre/ leisure centre?

How did you find out about it/ Who introduced you to it?

What non-sporting activities can you take part in at the youth centre?

Which ones are your favourite?

What sports are available here at the youth centre/ leisure centre?

What ones do you enjoy?

Why do you think taking part in physical activity is good for you?

What do you like about it?

What do you do when you are not at the youth centre?

What do other young people your age get up to?

What do you think about the police in the area?

Have you ever been in trouble with the police?

What do you know about anti social behaviour?

Would you consider yourself to be take part in anti-social behaviour?

Has your behaviour improved since going to the youth club? Or since doing outside activities

Do you think taking part in sport in the youth centre may prevent you taking part in anti social behaviour in the future?

Have you learnt anything from taking part in sport?

APPENDIX B

INTERVIEW GUIDE

Questions: (Recorded)

1. How long have you been coming to the youth centre/ leisure centre?

- How did you find out about it/ Who introduced you to it?
- Why did you decide to join/ what do you like about it?
- How often do you go to the youth centre?
- What are the staff like here at the youth centre?
- How are they different from other adults? (teachers, parents etc.)

2. Before I ask you about sport and physical activity...

- What non-sporting activities can you take part in at the youth centre?
- Which ones are your favourite and why?

3. What sports are available here at the youth centre/ leisure centre?

- What ones do you enjoy?
- Do you play any sports outside the youth centre? What are they?
- Where/how do you take part in these sports?

4. Why do you think taking part in physical activity is good for you?

- What do you like about it?
- Do you think you would still come to the youth centre even if you couldn't take part in sport or physical activity?
- What is the reason for this?

5. What do you do when you are not at the youth centre?

...After school?

...Weekends?

- Negative answer - Why do you do that?
- Do you think you get in trouble more than other people your age?
- Positive - Why do you like doing that?

6. What do you think about the police?

- What are they like in Llanrumney?
- Have you ever been in trouble with the police?
- Why did you get in trouble?
- What did you do?

7. What do you know about anti social behaviour?

- Is a problem in Llanrumney? Why?
- Do many young people take part in anti social activities in Llanrumney
- Why do you think they do this?
- Would you consider yourself to be take part in anti-social behaviour?

8. Has your behaviour improved since going to the youth club/ leisure centre?

- Why do you think it has/ hasn't changed?
- Do you have any role models?
- Do you think taking part in sport in the youth centre may prevent you taking part in anti social behaviour in the future?
- Why is this so?
- Have you learnt anything from taking part in sport?

APPENDIX C

20th January 2010

Dear Parent/ Guardian

I am writing to confirm that I (Rachel Barnes) am currently conducting a research project in part submission for completion of my undergraduate BSc Sports Management degree at UWIC.

My chosen subject is an investigation into sports development and the impact of physical activity/ sporting based intervention programmes that assist the prevention of antisocial behaviour among young people.

I am writing to request, the time of your son/ daughter in helping me to complete my project by taking part in a short interview about their views on antisocial behaviour.

Please feel free to contact me, should you require additional information either by phone 07971 *** ** or email r.e.barnes@outlook.uwic.ac.uk.

Yours faithfully,

Rachel Barnes (Year 3, undergraduate student)

APPENDIX D

UWIC PARENT/ GUARDIAN CONSENT FORM

UREC Reference No:

Title of Project: How effective is the use of sports participation in combating youth anti social behaviour in a deprived area of South Wales?

Name of Researcher: Rachel Barnes

Parent/ Guardian to complete this section: Please initial each box.

I confirm that I have read and understand the information sheet outlining the purpose of this study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

I understand that the participation of my child(ren) is voluntary and that it is possible to stop taking part at any time, without giving a reason for doing so.

I also understand that if this happens, our relationships with UWIC, or our legal rights, will not be affected.

I understand that information from the study may be used for reporting purposes, but that my child(ren) will not be identified.

I agree for my child(ren) to take part in this evaluation of how sport helps prevent antisocial behaviour among young people.

Name of Child:

Name of Parent/ Guardian:

Signature of Parent / Guardian:

Date:

Name of person taking consent:

Date:

Signature of person taking consent :

APPENDIX E

UREC reference number:

Parent / Guardian Information Sheet

Title of Project: How effective is the use of sports participation in combating youth antisocial behaviour in a deprived area of South Wales?

Background information

This study aims to explore how a project such as Catch 22 uses sport and physical activity to prevent and reduce youth anti social behaviour in Llanrumney, South Wales.

Why your child has been asked to take part in the research project

Your child has been invited to take part in this study as agreed by the project supervisor as a suitable participant. Participants will be asked about how they feel sport and physical activity helps them from partaking in anti social behaviour, and how attending the project and taking part in these activities has a positive impact on their future.

What would happen if you agree for your child to take part?

If you agree for your child to take part in the study, two main things will happen.

1. They will be observed completing activities at the local leisure centre, which will allow them to feel more relaxed in familiar surroundings.
2. They will be asked to take part in a couple of short interviews about their experiences of taking part in the project.

Are there any risks?

We do not think there are any significant risks to your child from taking part in the evaluation study. If s/he should do anything that s/he doesn't want to - just tell us.

Your rights

Joining the study does not mean that you give up any legal rights. In the very unlikely event of something going wrong during the evaluation, UWIC fully indemnifies its staff, and participants are covered by its insurance.

What happens to the results of the study?

Participants comments throughout the interviews will be confidential and not released to anyone other than the researcher and the supervisor. During the programme of the study personal data will be anonymised by the researcher and thereafter only codes will be used to identify participant data meaning that none of the data can be traced back to the participant. Codes will be used during the write up and for the five years which the data has to be stored. Participants will receive a copy of the interview transcripts for personal viewing. After this time all data will then be destroyed.

What happens next?

With this letter you'll find an information sheet for your child. There are also two forms to complete. The first is for you to give permission for your child to be involved in the study. The second is a different form for your child to complete to confirm that s/he is willing to take part. If you are willing for your child to participate, and s/he is too, these forms should be completed and returned to the projects supervisor.

How we protect your privacy

Everyone working on the study will respect your privacy. We have taken very careful steps to make sure that you cannot be identified from any of the information that we have about your child. All the information we do have will be stored securely away from the consent and assent forms. At the end of the study we will destroy the information we have gathered about your child. We will only keep the consent and assent forms with your name. We keep these for ten years because we are required to do so by UWIC.

Further information

If you have any questions about the research or how we intend to conduct the study, please contact us.

Thank You for your time.

Rachel Barnes

r.e.barnes@uwic.ac.uk

APPENDIX F

UREC Reference No:

CHILD'S ASSENT FORM

Title of Project: How effective is the use of sports participation in combating youth anti social behaviour in a deprived area of South Wales?

Name of Researcher: Rachel Barnes

Please fill this form by ticking the face by each question that you think is best for you.

If you agree, tick this face ☺

If you aren't sure, tick this face ☹

If you disagree, tick this face ☹

I understand my involvement in the study and I know what will happen ☺ ☹ ☹

I have had a chance to ask questions and get them answered ☺ ☹ ☹

I know I can stop at any time and that it will be OK ☺ ☹ ☹

I know that information about me might go into a book or magazine, but nobody will ever know that it's me ☺ ☹ ☹

I am happy to be taking part in the study ☺ ☹ ☹

Your Name:

Date:

Your Signature:

Name of person taking consent :

Date:

Signature of person taking consent:

APPENDIX G

UREC reference number:

Young Person Information Sheet

Title of Project: How effective is the use of sports participation in combatting youth crime in a deprived area of South Wales?

Welcome!

I am undertaking a study into how sport programmes have helped children to reduce the chance of being involved in antisocial behaviour. And how attending projects such as Catch 22 have a positive impact on your future.

What will happen?

I will observe your behaviour at the project you attend, you will not have to do anything at this stage except behave as you normally would. After a few weeks you will be asked to complete a short interview with me, about your feelings and experiences at the project. It won't take very long and there is nothing to worry about as it is very relaxed just like having a conversation.

Do I have to?

No, you don't. No-one is forcing you. And if you start and decide you don't want to carry on, that's fine. There's no problem, just tell me or the project leader.

What do we do?

When I have got our information I will write a report, in the report your name will not be mentioned and I will not say who took part.

Have you got any questions?

If you have any questions just ask. You can ask me yourself, or you can get your parent/guardian to ask me.

Thank you for reading.

Rachel Barnes

r.e.barnes@uwic.ac.uk

APPENDIX H

TRANSCRIPT OF INTERVIEW WITH YOUNG PERSON

I: Right you go to the youth centre as well yeah?

P: Yeah

I: Umm, how long have you been going to the youth centre?

P: I used to go regularly, or not that regularly I used to go once a week, but now I go like every single day the youthy's open

I: Yeah

P: Since for about 5 months I've been doing that

I: Yeah that's cool, who introduced you to it?

P: It's based on my school premises like, so I knew it was there anyway

I: Yep, umm why did you decide to go?

P: To get me off the streets and stop me from doing silly things

I: Umm and what are the staff like at the youth centre?

P: They're wicked man, they're good

I: Yeah, why are they different to like other adults like teachers

P: Cus, they get to know you more and like they put more trust in you and they let you do things like you're an adult not a baby like

I: Yeah, that's cool. Umm, what like non sporting activities can you do there?

P: You can go on the computers, you can do cooking, go in the music room

I: Yep, and what's your favourite ones?

P: Music room

I: Yeah? Why's that?

P: Cus like I'm a good singer like and I just goes in there often and gets my emotions out

I: Yeah, that's good. What sports can you do at the youth centre?

P: We do football, they let us go in the barn for football, or pool if you call that a sport. Umm they sent us for a power league before, football tournament

I: Yeah that's good, what's your favourite?

P: Favourite sport?

I: Yeah

P: Football

I: Yeah, why's that?

P: I've done that since I was a baby, I've always been good at it

I: (chuckles) Yeah?

P: Yeah

I: Do you do it at school as well or just there at the youth centre?

P: I haven't this year cus we haven't got enough girls for a team, but we still do netball this year

I: Yeah?

P: Yeah

I: Would you like to play sport outside school, like football?

P: Yeah, I used to play for Cardiff City but I don't anymore though

I: Yeah, why do you think taking part in sport is good for you?

P: Keeps you fit, keeps you off the street

I: Yeah

P: Mix with different people as well

I: Yeah, Would you still go to the youth centre or come here if you couldn't play football or

P: Oh yeah course

I: Yeah? Why is that?

P: It's wicked down there like, you meet new people and just talk about things you don't have to talk about when you're at home

I: Yeah, umm what do you do when you're not at the youth centre or here. Like at home ore after school?

P: Either round my friends house or families or I used to hang round down the street a lot but I don't no more

I: Yeah, what do you know about anti- social behaviour?

P: A lot

I: A lot, can you tell me about it a little bit?

P: People being silly going and smashing things up and doing things they shouldn't, like being nasty to people they shouldn't be nasty to

I: Umhm, what are the kids like in Llanrumney?

P: Rebels, sit there smoking weed all day, and getting drunk

I: Why do you think they do that?

P: Cus there's nothing else to do man, well I didn't think there was nothing else to do till I come up here and did youthy

I: Yeah, umm what do you think about the police in Llanrumney?

P: Most of the PCSO's we have are alright but there's some like idiots, who gets you into a lot of trouble for something you haven't done

I: Yeah, umm do you think your behaviour has changed since coming here and to the youth centre?

P: Yeah loads

I: Why do you think that?

P: Because it's keeping me off the streets and stopping me from getting into trouble

I: Umm do you think like sport may change you in the future, like as a person?

P: Yeah

I: Why do you think that?

P: I just do man

I: Have you like learnt any thing from sport?

P: I've learnt more things like I can do in sport

I: Have you got any role models

P: Yeah Baz

I: Any sporting role models?

P: Not sport models, nah

I: No ok, who's Baz?

P: The music man who just left down Llanrumney youth centre

I: Oh yeah, what did you like about him?

P: He's just someone you can talk to like, he's a good character, he's wicked

I: Will you be like sad that he's gone now, yeah?

P: Yeah

I: Umm, what do you want to do when you're older?

P: Umm be a music youth worker like Baz was when he was down the youthy

I: That's cool, so overall do you think sport is going to have a good effect on your future?

P: Yeah

I: Yeah, why?

P: Cus like it'll just keep me fit, keep me healthy

I: Yeah and do you think it will like help you stop doing anti-social behaviour?

P: Yeah, cus it keeps you off the streets init

I: Yeah, that's it. Thank you.