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TO WHAT EXTENT CAN SPORT AND PHYSICAL ACTIVITY CHANGE THE ATTITUDES OF YOUNG PEOPLE REGARDING ANTI-SOCIAL BEHAVIOUR?

A CASE STUDY OF CATCH22, CARDIFF:
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Abstract

The aim of this study was to investigate if sport and physical activity can have an effect on changing young people’s attitudes about anti-social behaviour. “Vague and unexamined claims about sport’s ability to address issues of anti-social behaviour and crime have always underpinned public investment in sport” (Coalter, 2007, p.115). 40% of crime is committed in 10% of locations and two thirds of young offenders come from these areas. The government has invested £20 million since 2000 in to Youth Inclusion Projects (YIP’s) to try and limit youth offending and socially include more young people (MacDonald, 2007). Thus, this study wanted to investigate whether sport and physical activity actually has a positive effect on the young people attending these projects and to try and give support to its value in reducing anti-social behaviour. The research carried out on the Catch22 (YIP) in Cardiff included 8 semi-structured interviews on the young people who regularly attended. Numerous roles of sport came out of the interviews, these included; sport and physical activity acting as an antidote to boredom; sport as a form of releasing anger and changing moods; a way of diverting young people away from anti-social behaviour and an attitude that favoured sport over participating in undesired anti-social behaviours. Other issues indentified by the research included the value of other activities alongside sport and physical activity such as music and the role of the family as a possible reason for anti-social behaviour. Other challenges for Catch22 also arose, such as, not reaching out to as many young people as possible and the lack of incentives to attend, for example, transport. While some of the young people understood the meaning of anti-social behaviour, others did not and still have negative perceptions of the law. The role of the youth worker acting as a role model to the young people was very significant in changing their attitudes. Furthermore, the young person feeling a sense of empowerment through sport and physical activity was very significant in their behaviour change.
CHAPTER I
INTRODUCTION
Introduction:

The researcher had previously worked with young people in crime prevention programmes in his home town. Previous research suggested that sport and physical activity could play a big role in reducing crime and anti-social behaviour amongst young people. From this the research established an interest into the extent that sport and physical activity can have in crime and anti-social behaviour reduction. The researcher was put into contact with Catch22 Youth Inclusion Project, in Llanrumney, Cardiff and began working as a volunteer in the project. Once a positive relationship was developed with the young people who attended Catch22, the researcher sought after finding out their opinions of anti-social behaviour.

Aims and Objectives:

The aim of the research study was to look into Catch22 and to look at the role sport and physical activity played in changing young people’s attitudes regarding participating in anti-social behaviour. Once the research question was established, the researcher needed to conduct a literature review to gain understanding of the problem of anti-social behaviour and how sport and physical activity has played a role in trying to reduce it. From this several interviews with the young people who attended Catch22 needed to be conducted to obtain rich data about the use of sport and physical activity in changing their opinions towards anti-social behaviour. Then the key themes from the interviews had to be discussed, including limitations of the research, recommendations and possible implications for other projects.
Justification:

The location of the study was chosen because it was convenient for the researcher in terms of location. Furthermore, there were a number of young people who attended the project from which data could be obtained. The main reason for the research on this topic is there are many programmes and initiatives like Catch22 set up around the country, such as Second Chance Bristol and The Midnight Basket Leagues which are set up in various locations in the UK. A lot of these are aimed at preventing anti-social behaviour but the research wanted to find out whether they actually change young people’s attitudes towards anti-social behaviour, not just taking them away from an area where they may commit crime.

Definition of Terms:

Central to the research is social exclusion. The Social Exclusion Unit (SEU) often has described social exclusion as a shorthand label for what can happen when individuals or areas suffer a combination of linked problems such as unemployment, poor skills low incomes, poor housing, high crime environments, bad health and family breakdown. (SEU, 2006) As shown here the definition includes crime, According to Nichols (2007) crime could be defined as any illegal act whether one is caught or not but it is hard to define what crime actually is when a group may be perceived to be offending but not actually committing a crime. Muncie & McLaughlin (2002) support this statement by concluding that the definition of crime is not so simple. Instead Muncie & McLaughlin (2002) offer a definition by Michael & Adler (1933, p.5) who state crime is “behaviour prohibited by the criminal code”. An issue associated with crime is anti-social behaviour, According to Manning et al (2003), anti-social behaviour is extremely hard to define but state that it is traditionally described in terms of causing a nuisance or annoyance to other
people. Newburn (2007) stated that it is normally low level disorder that offensive and sometimes not even criminal. Often associated with anti-social behaviour and key to the research is youth. Nichols (2007) described ‘youth’ or ‘young people’ as the transition from childhood to adulthood, “approximately between the ages of 15 and 25” (p.4). Bouchard et al (2006) outline physical activity as any bodily movement produced by the skeletal muscles that result’s in an increase over resting energy expenditure and sport is defined as any type of physical activity that involves competition normally in the context of rules.
CHAPTER II
REVIEW OF LITERATURE
Social Exclusion:

Under New Labour in 1997, the Social Exclusion Unit was established as a means to socially include more people. The government has launched several initiatives to try and tackle social exclusion. These include major tax policy changes such as Child Tax Credit and Income support. There have been major increases in spending on public services such as transport, health and education, as well as a host of neighbourhood strategies (Bradshaw et al, 2004). Such strategies include the use of sport and physical which was outlined by the Policy Action Team 10 Report (SEU, 1999) as a key factor to tackling social exclusion. Social exclusion and inclusion ultimately have an effect on an individual’s overall quality of life (Hylton and Totten, 2008) and clearly is a major factor in government social policy.

As previously mentioned, the SEU (1998) stated there are a number of contributing factors that cause an individual to become socially excluded. Although these factors were published for the government by the SEU, they have been questioned by Bradshaw et al (2004) who conducted a review into report the produced by SEU. Bradshaw et al claimed that the report “does not explicitly include them all, examples of omissions being, exclusion from financial services, social services, leisure services, or civic and civil participation” (2004, p.5). Collins (2008) explained ‘poverty’ as one of the key characteristics of social exclusion but also explained that not being in poverty can also cause someone to become socially excluded due to other dimensions such as sexuality, gender, age, ethnicity and disability. This shows how broadly individuals are subjected to social exclusion.

The SEU’s definition of the term ‘Social exclusion’ can be viewed as ambiguous by Long et al. (2002). Long et al concluded that the SEU’s interpretation of exclusion confuses the causes with the symptoms. Therefore, “measures taken to reduce indicators of exclusion –
health, education, employment and so on – will not necessarily succeed in promoting inclusion if they fail to address the processes of exclusion” (Bailey, 2005, p. 76).

Despite the criticism of the SEU’s (1998) explanation of social exclusion, one of the key factors outlined was crime. Crime is highlighted in the SEU’s (2006) definition of social exclusion and is one of the four key indicators that sport can contribute to in neighbourhood renewal (SEU, 1999). Therefore the next area to be considered in this literature review is youth crime and anti – social behaviour.

**Youth, Crime and Anti-social Behaviour:**

Nichols (2007) highlighted risk factors as a strong predictor of crime. Farrington (2000) explained that a risk factor predicts an increased probability of later offending. An example of this provided by Farrington stated, “Children who experience poor parental supervision have an increased risk of committing criminal acts later on” (p.3). Other risk factors outlined by Farrington (2000) and Utting (1996) included “hyperactivity, poor concentration, low achievement, an anti social farther, large family size, low family income, a broken family, poor parental supervision and parental disharmony” (p.5).

Farrington explained that these risk factors had transatlantic acceptability because all nine were apparent after studying young males in Pittsburgh and London. However, many of the risk factors are interrelated (Nichols 2007), “This creates difficulties in establishing their independent significance as influences on offending and anti-social behaviour” (Utting, 1996, p.2). Another suggestion by Coalter (2007) stated crime and anti-social behaviour is a form of compensation for individuals who have low self-esteem, usually due to educational failure or unemployment. Conversely, Elmer (2001) suggested that high self-esteem could be responsible for delinquent behaviours, in particular, physically risky pursuits such as driving fast or driving whilst under the influence of alcohol. An
alternative theory (cited by Nichols, 2007) was developed by Ross and Fabiano (1985). This stated that offenders had a predisposition of cognitive deficiencies. These included: an inability to solve interpersonal problems and deal with social relationships, a lack of self control and an inability to feel empathy with others.

A summary of the main findings on crime across England and Wales in 2008/2009 (Home office, 2009) painted to different pictures. The British Crime Survey (BCS) found no change in crime while Police recorded crime was down 5%. The reason for this difference was down to two factors. The BCS does not include recorded crimes experienced by under 16’s and almost half of crime reported to the BCS is not recorded to the police. This brings in to question youth crime and how it is different to crime in general.

The impact that youth crime creates on our everyday lives is boldly outlined by the government. “Youth crime harms communities, creates a culture of fear and damages the lives of some of our most vulnerable young people” (Home office, 2009). In many countries it is young people that account for half of criminal offences (Muncie, 2009). Newburn & Stanko (1994) concluded that the most significant fact about youth crime is that it is almost committed entirely by males. Youth crime does seem to be decreasing; Muncie (2009) stated that the statistics show a decrease in youth crime over the last two decades. This is supported by NACRO (National Association for the Care and Resettlement of Offenders) (2008) but in saying this NACRO stated that even though crime is 12% lower than in 1992 there has still been an increase of 20% since 2003. A problem faced by many youths is the perception by one group that another is offending, when this actually is not the case. For example the older generation perceiving a problem with another hanging round in a public place, furthermore youth crime perceptions are
also distorted by the media (Nichols, 2007). This highlights anti-social behaviour as an issue that needs to be discussed.

Newburn (2007) highlighted that under New Labour tackling this sort of behaviour was central to tackling crime as a whole. Newburn described various forms of anti-social behaviour including, minor violence, hoax calls, graffiti and intimidating behaviour by groups of ‘youths’. A main problem with anti-social behaviour is many young people do not accept that their behaviour needs to change and this is major reason for using interventions (Coalter, 2007). Therefore, this review will now consider how sport and physical activity can help prevent anti-social behaviour amongst youth.

**The Role of Sport:**

Many issues can be dealt with through collaborative working using sport and physical activity; this is referred to by the government as ‘cross cutters’. “Cross cutters enable professionals to work to reduce social exclusion and include: Community development, lifelong learning, social cohesion, community safety, actively healthy life styles, social and economic regeneration, job creation, equal opportunities, crime prevention environmental protection” (Hylton & Totten 2008, p.44). Key to this study is the way in which sport and physical activity are used to facilitate anti-social behaviour reduction amongst youth.

The extent to which sport actually acts as a tool for crime and anti-social behaviour reduction has often been questioned (Long et al, 2002, Nichols & Crow, 2004, Nichols, 2004, Coalter, 2007). However the way in which sport can develop self discipline and moral reasoning are just few reasons that underpin the key rationale for public sector investment in sport (Coalter, 2007). Sport also has an inherent value as it has many different forms to participate in and is relatively easy to continue participating in after

The simplest of mechanisms that might reduce offending is by diversion (Nichols, 2004). This involves taking a person away from a play where they might participate in criminal activity. It also acts as a diversion from boredom and thus preventing participation in criminal acts (Nichols and Crow, 2004, p.269). This view is also shared by Coalter (2007), who stated, “much adolescent crime is opportunity led and giving young people something to do keeps them out of harm’s way” (p.120). An example of this is shown in PAT 10 (SEU, 1999). This policy document illustrated the use of the Multigame Walls which have been noted by the Thames Valley Police as “an example of a positive measure to combat crime”...“The aim is to provide sports facility which appeals to teenagers and attracts them away from street corners, shop doorways and amusement centres” (p.23). However, as Nichols (2007) stated, it is hard to compare the effectiveness of these programmes because it is hard to tell who is coming and who is not. Conversely, this still shows how sport and physical activity can be used as a diversionary mechanism that takes young people away from areas where they are most likely to commit crime.

Another way of preventing anti-social behaviour is a ‘deterrence mechanism’. “For example, if you run a programme on school premises people are less likely to throw a brick through window when you are actually there” (Nichols and Crow, 2004. p.270). This makes an individual think that they are more likely to get caught (Nichols, 2007). However Coalter (2007) highlights that the effectiveness of such programmes is
questionable. This is because of methodological issues that relate to the attempts to ‘impute casual relations between such inclusive programmes and crime statistics’ (p.121).

Rehabilitation programmes are more focused on limited number of people who have already offended and are aimed at improving their personal skills such as self esteem, self efficacy and self confidence in hope that it will reduce the risk of offenders re-offending. (Coalter, 2007). Research from Nichols & Crow, (2004) and Nichols, (2007) place such programmes under the name of pro-social development, again aimed at developing personal skills but the participants are normally high risk for committing crime and have been referred to by a probation officer. However many of these programmes work on a one to one basis (Coalter, 2007), therefore they do not reach out to as many participants as diversionary programmes. Through sports programmes young people can improve self esteem and develop a positive life attitude. As previously discussed low educational achievement can be a catalyst for anti-social behaviour. Therefore, sport can be used as a “functional alternative, an alternative way of feeling a sense of achievement and developing self-esteem” (Coalter, 2007, p.125). This will then help improve a range of social skills (Nichols, 2007). Furthermore Fraser-Thomas (2005) highlighted that participation in sport, art and music (the positive influence of these combined together is to be discussed later in the review) can foster both psychological and emotional development. However, research from Brettschneider (2001) found that girls would experience developments in self-esteem earlier than boys. Brettschneider’s research did however produce some important results. It was found that sport participation gave young people greater stress resistance and a strong opinion against drug and cigarette consumption. On the other hand, there is evidence that participation in sport can also create undesired behaviours.
Arvers et al (2000) concluded that there is a negative relationship between sport and crime. This is because athletes may take performance enhancing drugs, which is still a criminal offense. Taking drugs is also highlighted by Newburn (2007) as a main form of anti-social behaviour. Fraser-Thomas et al (2005) also highlighted several negative influences of sport. These included violence, aggression, low confidence and self esteem. Furthermore, sport programmes have been found to not change young people’s attitudes towards underage drinking (Brettschneider, 2001), a form of anti-social behaviour highlighted by Newburn (2007). As previously stated, sport is used in programmes and initiatives, therefore how they are carried out and their successfulness will now be considered.

**Programmes and initiatives:**

Types of prevention programmes are often referred to as primary, secondary and tertiary (Brantingham and Faust, 1976). The type of programme refers to the group of people being targeted for help, whereas a mechanism (previously discussed) relates to either prevention or rehabilitation. These are explained by (Nichols & Crow, 2004, Nichols, 2007, Collins with Kay, 2004). A primary prevention is used for modification of the criminogenic (tendency towards crime) circumstances in the physical and social environment, for example improving a community. A secondary prevention involves early identification of individuals and groups in criminogenic circumstances, therefore, targeting individuals who are most likely at risk to commit criminal offences. Lastly, a tertiary prevention acts to stop recidivism (recommittting an offence). This type programme is likely to take referrals from a criminal justice agency such as a Youth Offending Team (YOT) (Nichols & Crow, 2004).
An example of sport being used as a tool for crime prevention amongst youth is the Positive Futures programme. This was a partnership between Sport England, the Home Office Drugs Unit and the Youth Justice Board and was formed in 2000 (Nichols, 2007). Nichols described this initiative as a pot of funding and it funded at least 24 programmes across England and Wales. The programmes took different forms at local level. The aim was to use “sport to reduce anti-social behaviour, crime and drug use amongst 10 – 16 year olds within local neighbourhoods” (Nichols, 2007, p.116). Examples at local level include the Bradford Sports Web Project, Hackneys Midnight Basketball League and Wolverhampton’s Midnight Soccer League, all of which are used to combat crime (Hylton & Totten, 2008). There is general support (Astbury et al 2005, Coalter, 2001, Smith & Waddington, 2004) that sport and physical activity initiatives can help reduce crime and ASB amongst youth. The success of this initiative was reviewed by Leisure Futures, a commercial consultancy commissioned by Sport England, focusing on the impact and good practice of Positive Futures (Sport England, 2002). However, the research carried out was rather distorted. For example, Nichols (2007) explained that data on crime reduction rates may have not been provided by the local programmes because there was no change or increases in delinquency or programmes simply did not collect the data and therefore could not provide it. Sport England (2002) noted overall conclusion provided by Leisure Futures. The review concluded that Positive Futures had a positive impact on 75% percent of offenders but was less effective with juveniles who had deeper problems, for example higher risk factors. Nichols (2007) disagreed with this and stated that it is difficult to see how the conclusion was receded as only 10 in 24 programmes provided data. Furthermore, Nichols (2007) explained that Leisure Futures would not want to produce a report that undermined Positive Futures as Sport England were paying them to provide the report.
Another example of how sport can be used to divert young people from ASB is SPLASH (Schools and Police Liaison Activities for the Summer Holidays). These have been cited as being successful by Cap Gemini Ernst & Young, (2003) as they have led to an aggregate reduction in youth crime. Nichols (2007) also categorises SPLASH programmes as a deterrent from crime because they are in a position where offenders think they are more likely to get caught.

An example of a rehabilitation programme was the Hafotty Wen 14 peaks programme. This involved climbing the 14, 3000 feet plus high peaks in North Wales over 24 hours (Nichols and Crow, 2004). The achievement of doing this provided a metaphor for overcoming difficulties in the future (Nichols, 1999). Astbury et al (2005) studied the Fairbridge Programme. Astbury et al (2005) studied a sample of 312 from the ‘Fairbridge’ programme using interviews and questionnaires that were given just before, 3 months after and a year after the programme. Having found a 13% improvement and reduced reoffending it was concluded the programme was successful. However, as stated by Astbury et al (2005) and supported by Nichols (2007) the success of this programme is questionable because there was fewer changes in males with initial ‘high risk scores’ for being susceptible to crime. Unlike Astbury et al, Cameron and MacDougall (2000) studied a number of programmes internationally and the findings were very similar to those mentioned above. For example, wilderness programmes in the US and Australia were found to have reduced crime through development of character and trust. It is clear that programmes have been found to be successful but it has been commented that it is not just sport that solely plays a role in crime reduction initiatives.

For a programme to be successful, Nichols, (2004) highlighted the importance of significant others. Nichols exaggerated the need for a good relationship between participants and activity leaders so they can develop trust. This is supported by Davis and
Dawson (1996) who stated that the success/failure of programmes depended on the personalities of the coordinators. They concluded that the coordinators should be seen as authority in the eyes of the young people but not as authority figures such as the police. However, Crabbe (2006) did highlight that these relationships are hard to build due to the inconsistency of the young people who turn up. Alongside this Nichols also stated that programmes should offer a number of activities that appeal to its targeted groups.

Game Plan (DCMS, 2002) clearly supports the use of other activities in crime reduction initiatives. The key policy document stated that “playing sport will not lead to a permanent reduction in crime by itself; successful programmes require a variety of other support mechanisms to be in place” (p.60). This statement is given support by various academics (Collins with Kay, 2003, Coalter, 2007, Nichols, 2007, Hylton and Totten, 2008) who have all concluded that sport and physical activity initiatives are more successful with the use of other non sporting activities as well, for example the arts and education. In the PAT 10 report (SEU, 1999) sites a number of programmes that have used other activities alongside sport in being successful. An example highlighted included The Venture, an organisation in Wrexham which alongside sport used creative arts, dance, photography and a home work club. The organisation saw a 54% decrease in crime in the area and was judged the best play scheme in Wales in 1996. Therefore this shows how the combination of sport and other non – sporting activities can be used together in creating a successful crime reduction programme.

**Catch22:**

Catch22 is a national charity that works alongside young people who find themselves in hard situations. Over the years Catch22 has worked with thousands of young people from tough backgrounds where crime, unemployment and poverty are high. The charity works
wherever they are need most, including; within families, on the streets, community centres and in custody. Catch22 believe that as a young person becomes more positive, productive and independent, the whole community benefits. Catch22 claims that their work with young people has cut arrest rates by 65 percent. The charity makes sure that the work with young people is followed up to ensure that there is no reoffending. As well as running local programmes and initiatives, Catch22 also manages national programmes run by the government such as, Positive Futures. The particular programme from which the qualitative data is to be obtained is Catch22 Cardiff Youth Inclusion Programme. This is a primary/ prevention program and its main focus is preventing crime and anti-social behaviour. A number of activities, such as gardening, cooking and anger management take place as well as sport and physical activity. The workers at the programme start with getting to know the young people and the barriers they face then work with them to find a way out.
Rationale:

The purpose of this study was to gain an in-depth understanding of the extent to which sport and physical activity can influence the attitude and behaviour of young people who are part of an initiative aimed at tackling anti-social behaviour. In order to obtain data for this study, a qualitative research method was used. This enables the everyday experiences of individuals or groups to be recorded and these experiences can be related to biographical life histories or practices (Flick, 2007). This was important because the information wanted by the researcher could not be collected using quantitative research method. Gratton and Jones (2004) stated that if a study is interested in the feelings and thoughts of people then a qualitative method is more appropriate as data would be hard to quantify. The research was a case study of one particular project, therefore, it is important not to generalise the findings with others.

Another point to be made is whether the research is deductive or inductive. The research for this study is primarily the later. As Gratton and Jones (2004) noted, inductive research is more often associated with qualitative studies. This is because data could be collected about a chosen subject (for example interviews) and then used to develop an explanation for this. However, this study also is deductive because the use of the literature review has found theory that has been interpreted to be put in to the interview protocol.

The qualitative research method chosen was interviews. As Flick (2007) highlighted, interviews can address questions about personal experiences as well as more general issues. For example, personal experiences in this study could relate to how the participant has changed during the time participating in sport and physical activity, whereas a more general issue could be what they think about Rugby. Furthermore, Gratton and Jones (2004) stated that interviews are good because they allow unexpected data to emerge and
allow the researcher to investigate groups that may be less able to complete surveys such as young people, the target group for this study. However, interviews do come with their disadvantages.

Gratton and Jones (2004) noted several disadvantages of using interviews. Firstly, interviews are extremely resource intensive. This may be in terms of time, travelling and a suitable venue to carry out the actual interview. However, Kvale (2007) stated that the privileged access into someone’s everyday world and “the explorative potentialities of the interview can open to qualitative descriptions of new phenomena” (p.87). A second and important issue is interviewer bias. Gratton and Jones (2004) stated this happens as a result of the interviewers, often unconscious, verbal and non verbal reactions. An example of this is when the interviewer nods or makes movements after the interviewee answers a question. As a consequence of this the participant may be responding in accordance with what they think you want them to say. Kvale (2007) further highlights the importance of addressing this issue before the interview process takes place in stating “unacknowledged bias may entirely invalidate the results of an interview enquiry” (p.86). Therefore, during the interview process every precaution had to be taken in order that the data was as valid it could possibly be.

Gratton and Jones (2004) pointed out four types of interview of which, semi structured was deemed the most appropriate for the study. Kvale (2007) described these as close to an everyday conversation but as professional as an interview. It is neither an open conversation nor a closed questionnaire. The semi structured interview uses a standard set of questions or schedule where the researcher can be flexible while collecting the data as the sequence of questions can be altered. The researcher can also probe for more information using subsidiary questions (Gratton and Jones, 2004).
**Sampling:**

Flick (2007) stated “for interviews, sampling is orientated to finding the right people – those who have made the experience relevant for the study” (p.80). Thus, the sample chosen for this study were selected based on specific criteria. The literature highlighted the age of youth as between 15 and 25, thus this was the age selected to interview. The young people also needed to be engaged in the project regularly and at risk of anti-social behaviour. Eight young people who regularly take part in sport and physical activity through the services provided by Catch22 were then selected. A small sample was only required because of the length of time available to the research for the study. As Flick stated most sampling for interviews is purposeful and this applied to this study because the researcher chose a particular group of individuals to interview.

**Pilot Study:**

Once an interview schedule had been developed, it was very important that it was piloted. As well as testing the set of questions, piloting also provides a further significant function. The pilot study allows the researcher to gain confidence for the actually interviews. This is particularly important to inexperienced researchers (Gratton and Jones, 2004). Testing the set of questions in necessary because it highlights any questions that may be to sensitive for the interviewee. Furthermore, it addresses any questions that the interviewee may not understand.

A pilot study was conducted with a relative of the researcher prior to the actual interviews. The relative was appropriate because he was right age, had been involved in anti-social behaviour and was participating in a sport initiative aimed at tackling the issue. Due to the nature of the other participants it was difficult to do a pilot study with one of
the young people from Catch22. However this did provide some useful experience for the real interviews.

**Procedure:**

Initial contact was made with one of the head co-ordinators at Catch22. The researcher was then pointed in the direction of the youth workers who have a lot of contact time with the young people. Once contact was made with the youth worker a date was agreed to visit the young people. The group of young people chosen had been involved in several sports with Catch22, in particular, baseball and football. Therefore, it was possible that the group chosen would be able to provide rich data on the impacts of sport and physical activity changing their attitudes towards anti-social behaviour. No interviews took place initially because it was essential to build as much rapport as possible with the young people, helping them to relax in the interview. To build rapport the researcher worked as a volunteer one night a week for several weeks and took part in activities with the young people.

Before the interview took place the participants were asked to sign an informed consent form to ensure that they fully understood what was going to happen during the interview process and what the purpose of the research was. Once this was completed the Digital Dictaphone was switched on and the interviews commenced. Through using these methods of recording the researcher is able to concentrate on the topics and dynamics of the interview (Kvale, 2007).

The interviews varied in length because each participant gave differing amounts of information relative to individual experiences and opinions. Once the interview finished, the participants were fully debriefed. This involved asking the participants if they fully understood the purpose of the interview and explaining to them that their data would not
be shared with any one else as well as offering a right to withdraw at anytime. The data was then taken away to be analysed.

**Data Analysis:**

All interviews were fully transcribed by the researcher. As Gibbs (2007) highlighted, most researchers do this to provide a neat typed copy to work from. Furthermore, Gibbs noted that when a researcher does the transcription themselves it allows them to start their data analysis because the time spent doing so allows them to become familiar with the content.

Once the transcription process was complete, thematic coding was used to exemplify passages of the same idea. “Coding is a way of indexing or categorizing the text in order to establish a framework of thematic ideas about it” (Gibbs, 2007, p.38). This makes it a lot easier to retrieve the text and combine passages of the same idea (Gibbs, 2007). Once all the key codes had been decided, using a computer, the transcripts were read and the relevant passages were placed under the appropriate code. Gratton and Jones (2004) recommended ‘axial coding’. This allowed the researcher to search for statements after the initial coding process was complete. Once these stages were complete the data would be analysed to look for patterns and explanations in the codes.

**Reliability and Validity:**

Reliability refers to the consistency and the trustworthiness of the results obtained (Gratton and Jones, 2004, Kvale, 2007). Therefore repeating the tests and seeing if the results were similar would be a suitable way of testing this. However due to the nature of the participants and the time allocated to conduct the interviews this was not possible. The participants were also all interviewed in the same environment, Llanrumney Youth
Centre. To increase reliability the same interview schedule was used on each participant, using the same Dictaphone to record their responses. Gibbs (2007) recommended checking over the transcripts for any obvious mistakes as well as making sure codes are clearly defined and not conceptually overlapping to increase reliability. Kvale also pointed out that participants changing their answers during interviews can affect reliability.

Validity often refers to whether the method you are using actually measures what it is supposed to be measuring (Gratton and Jones, 2004, Gibbs, 2007, Kvale, 2007). The validity of this study was high because a lot of the studies read in the literature review used interviews as a valid method for measuring the proposed research question. Furthermore a pilot interview was carried out; this increased validity because it tested whether the proposed interview schedule applied to the research question. The pilot helped develop probes for the final interview schedule so the participant could clarify answers, adding further validity. This also highlighted that the questions had to be clear and concise so the participant could fully understand and give the necessary answer.

**Ethical Considerations:**

According to Kvale (2007) interviews are saturated with ethical issues due to the extent of human interaction and the exploration private lives. Thus, there are a number of ways outlined to tackle ethics in qualitative research.

Informed consent informs participants about the main purpose of the investigation, design and possible risks (Kvale, 2007). This was carried out by giving a letter to each participant from the university confirming who the researcher was and an informed consent form which they had to sign and return. As some of participants were under eighteen, informed consent was required from their parents. The research proposal also
had to go through Cardiff YIP as they also wanted to fully know the purpose of the study. Once all this was completed a full briefing and debriefing was required as well conformation of the right to withdraw themselves and their data from the interview at any time (Kvale, 2007). Participants were also informed that their identities would remain anonymous. The participants were also told they did not have to answer any question they did not want to. Other ethical considerations are listed by Flick, (2007), of which, were included in the research:

- **Deception** – the participants were not given false information at any time in the research process.
- **Accuracy of data** – none of the participant’s data was altered during the research practice.
- **Beneficence** – the well being of the participants also needed to be considered. For example, making the participant feel comfortable and giving them more flexibility in choosing a time and venue for the interview.
- **Sensitivity** – The questions could not be invasive and make the participant feel upset.
CHAPTER IV

RESULTS AND DISCUSSION
Perception of the Local Area:

As previously outlined in the literature, one of the key characteristics of social exclusion was crime (SEU, 1999). When asked about what they thought of the local area this key characteristic was described by all of the interviewees. Common descriptions of the area were ‘rough’, ‘violent’, ‘it’s not nice’ and ‘it needs to calm down’. Clearly, this shows that the interviewees did not have a nice perception of the area. One of the interviewees described the extent to how ‘rough’ the area was.

“People hang round the shops and that and then like, people nicks bikes and when people try to get it back they banged just for trying it back. Trying to get his bike back and he’s just getting banged like.”

Other crimes described included, ‘stealing cars’ ‘burglaries’ and most frequently, ‘smashing windows’. Furthermore, the perceptions of the local area most often described were those of what Newburn (2007) described as anti-social behaviour.

Many of the crimes reported by the interviewees were what Newburn (2007) stated as low level disorder, that is sometimes not even criminal. The acts of anti-social behaviour described were ‘graffiti’, ‘hanging round’, ‘abusing people’, ‘getting drunk’ and ‘smoking weed’ or as the interviewees liked to call it, “getting block up”. These anti-social acts clearly link with Newburn’s description of the forms of anti social behaviour and are supported by Munchie (2009) who also categorises such offences under the term. All though it is illegal to smoke weed, abuse people and graffiti property, hanging round is not always criminal but may be seen as criminal by others.

Another description of the local area highlighted another form of anti-social behaviour stated by Munchie (2009) and Newburn (2007), violence. “It’s quite rough like, people
do have fights; we have done before with Rumney. People we hate, that’s what we do.”

Thus, the research shows support for Munchie and Newburn into the types of anti-social behaviour committed by youths. These responses can also be further explained using literature by Tuck (1989). Tuck stated young people are more likely to be the victim of violent acts due to the life styles they lead such as drinking and arguments in public places where they hang round.

‘Hanging round on the streets’ was regularly reported by the interviewees, as well as ‘boredom’ and having ‘nothing to do’. The importance of this to sport was highlighted by Morris et al (2003) who stated that two of the keys aspects to reducing anti-social behaviour were reducing boredom amongst youth and decreasing the amount of supervised leisure time. This view is also supported by Nichols and Crow (2004), previously stated in the literature, that sport acts as a diversion from boredom. Furthermore, Wilson and Kellings (1982) broken window theory highlights the importance of why anti social behaviour needs to be addressed. This theory stated that if climates of disorder are allowed to develop, such as graffiti, car crime and drug use (which were all reported by the interviewees), then the result could be more serious crime. Thus, the significance of sport potentially acting as tool for crime prevention and social regeneration is shown here.

If sport and physical activity initiatives can at the very least limit the amount of anti social behaviour such as drinking, violence and vandalism then this could create a positive image for the area. This could have great implications for future generations of young people. They may want to keep the positive perception of their area and therefore will not want to participate in anti-social behaviour.
The Combination of Sport and the Arts:

The literature highlighted the necessity of collaborative working of sport, music and the arts and the results of the interviews support this firmly. All of the interviewees commented on the other activities they like participating in when they attended Catch22.

The main interest described was music, in particular, rapping or as they liked to call it ‘MCing’. All of the interviewees stated that they liked ‘using the music room’; this was a hi-tech music studio that a lot of the young people used. One of the participants described their experience with the music room, “we make our own tracks, do what ever we want, get our emotions out!” Thus, the results from the interviews agreed with the conclusions by Collins with Kay, (2003), Coalter, (2007), Nichols, (2007), Hylton and Totten, (2008) that initiatives such as Catch22 are more successful using other non-sporting activities.

The positive impact music can have in facilitating crime reduction can be supported by the Home office (2009). This article described a community singing contest, ‘Community idol’ that was targeted at 11-17 year olds, which saw a 7% fall in crime while it was ran. However, this project was only run between July and September. This brings in to question its effectiveness after it has finished and whether similar projects cause long term change in crime reduction and anti-social behaviour.

Other activities described that seemed to draw the interviewees to attend Catch22 were ‘using the computer room’ and ‘chilling’. The use of computers as well as music is given further support by Davis and Dawson (1996). It was stated that the activities taken part in at projects had to have some permanent place is young people’s lives, for example the prospect of future employment. Davis and Dawson concluded that as well as sport, music and computer technology have the potential to excite passion and the possibility of long term participation.
This is important for developers of future programmes and initiatives. Firstly the research has identified that projects should be aimed at a wider range of young people and this can be done by offering several types of activities alongside sport and physical activity. Furthermore, this could raise educational attainment as young people become more literate with computers.

**Family Relationships and Risk Factors:**

When the interviewees were asked about family relationships they gave a variety of mixed responses. Most were responses were along the lines of either “ok” or “me and my mum don’t get on at all” The following experience described by one of the interviewees demonstrates the problems that young people can face.

“Ye its crap at the moment, I got kicked out of my mother’s so I went to live with my Nan. I lived with my Nan for seven months but moved back in with my mum because we got better; we get on better when we don’t live together. So then I got kicked out of my mum’s about two months ago so I have been living with my Nan again.”

Furthermore, one of the interviewees described how their mother had epilepsy and did not like staying home much because of it. Therefore, this gives further support to the problems that young people can face.

The results have great significance to previous literature and future research on explanations of anti-social behaviour. The findings clearly link with Farrington’s (2000) predictors of crimes, explained as risk factors. One of the risk factors outlined was family breakdown and changes in family structure, which research data clearly demonstrated. Furthermore, the results also have a connection with another risk factor, lack of parental supervision, as a young person cannot receive it if they are not living with their parents.
Families are the crucible of identity formation and the basis of a dependent child in to an independent adult (O’Brien and Scott, 2007). These findings are given further support by Hagell (2007) who stated that hostile and ineffectual parenting are associated with challenging behaviour in children. However, Hagell concluded that family breakdown only makes a modest contribution to an explanation of anti-social behaviour. This can be supported by other results related to family issues, in the next case, siblings.

The results found that it may not just be parents that are a risk factor within families as siblings could also be responsible. One of the interviewees described her relationship with her brother. “My brother can be annoying sometimes and whatever else and naughty and stuff.” While another of the interviewees commented on how the police had been round her house for her brother before. “I’m scared of the police! Um they come to the house before when my brothers were there.” This is significant to the research as it shows poor behaviour by siblings may be an explanation to why their brother / sister had committed anti-social behaviour. This finding is supported by Farrington (2000) who stated that children from criminal families are more likely to develop an anti authority attitude and a belief that offending is acceptable. However as noted in the literature by Nichols (2007) and Utting (1996) and shown by the results, it is hard to establish the independent significance of each individual risk factor. In other words what risk factor is responsible for a young person committing anti-social behaviour?

If put in to practice, the results could have great implications on policy developers aiming to reduce anti-social behaviour. For example, policy developers could try and address issues such as delinquent siblings. By targeting their brothers and sisters, policy developers could try and eradicate any attitudes within families that anti-social behaviour is justifiable. Furthermore, through the use of sport programmes family members could
become closer. For example if an individual pursued in a sport and became successful at it.

**Sport Diverting Young People from Anti-social Behaviour:**

The results of the interviews clearly demonstrated that sport plays a key role in diverting young people away from a place where they might participate in criminal activity. All of the interviewees described why they wanted to attend Catch22 as well as what they think they would probably be doing if they did not.

‘Because it gives me something to do’ and ‘there is nothing else to do’ are just couple of answers given by the interviewees that are clear indicators that Catch22 is acting as an antidote to boredom. The potential role of sport and physical activity reducing boredom has already been discussed but these results obviously show it being put in to practice. Therefore, these results have great significance to the literature by Morris et al (2003), Nichols and Crow (2004), Nichols (2004) and (2007). The importance of sport acting as an antidote to bored is given further support by Coalter (2007) who stated, “The devil makes work for idle hands” (p.120). Therefore, Coalter is stating that if young people have nothing to do, something bad will happen because of it. Although it is important not generalise as this is a case study, the results show that sport programmes can help in reducing boredom. However, the other activities available at Catch22 must also be taken in to consideration, as these are what may be acting as the antidote to boredom. On the other hand, the individual role of sport was highlighted by one of the interviewees, who stated “Because you’re allowed to play football here.” Overall, Catch22 is using sport and physical activity as one of many resources to reduce boredom while also developing the protective factor “neighbourhood resources” (Coleman and Hagell, 2007, p.11). As
well as reducing boredom, the literature review highlighted a diversionary mechanism is used to stop young people participating in criminal acts.

The interviewees demonstrated that they understood what the consequences would be if they were not attending Catch22 while also highlighting that sport and physical activity is a useful tool in anti-social behaviour prevention. One of the interviewees suggested, “It keeps you out of trouble.” While other interviewees stated, “I’d prefer to be here because then I won’t get in to trouble with the police” and “Because I don’t want to get in to trouble.”

These examples demonstrate a distinct link with the literature that a diversionary mechanism reduces the risk of young people participating in criminal acts. Conversely, these results can be linked with literature on Farrington (2000). This means that the diversionary mechanism is working by addressing risk factors. The key risk factor here is hyperactivity, which Prior and Paris (2005) and Farrington (2002) place alongside “impulsiveness” (p.666). Other risk factors placed under impulsiveness by Farrington were sensation seeking, risk taking and failure to understand the consequences. Therefore the results demonstrate that the young people may feel the need to take risks but Catch22 is offering them an alternative. This is given further support by Nichols (2007) who stated, “Risk in legitimate activities such as sport, could be an effective substitute for risk in illegal one” (p.13). However, the interviews found that while Catch22 is diverting young people from anti-social behaviour, it may not be reaching out to all young people.

Most of the interviewees described how they travelled to Catch22 and this was predominately ‘I walked.’ This suggests that the young people have to attend off their own accord and there is no one actually forcing the young people to go. While the young people should not be forced to go, the results are significant because this may be the
reason why others do not attend. Thus, this can be linked back to the literature by Nichols (2007) as a possible reason of why it is hard to tell who is attending and who is not. Thus, the implication of this finding to Catch22 is that they may need to provide other incentives, such as transport, to get more young people to attend. This can be supported by Nichols (2004) who highlighted that programmes need to meet all participants needs and transportation to the programme may be one of them. However, key to the young people attending was the staff at Catch22.

The literature highlighted that for a programme to be successful it was necessary that the coordinators had to be trusting and someone to look up to (Davis and Dawson, 1996, Nichols, 2004). This was also evident in the data provided by the interviewees. The general feeling was that their relationship with the youth workers was ‘great’ or ‘wicked’ (really good). One of the interviewees went as far as saying, “I get on better with them than my mother like!” Thus, the importance of the youth worker-young person relationship was firmly demonstrated by the interviewees while also supporting the findings from the previous literature. Furthermore, these results fall in to line with other results from Crabbe (2006) on youth workers in Positive Futures, which Catch22 manages. It was found that the removal of a youth worker who had formed close relationships with young people had a negative effect on one of the programmes. Therefore, the results of this research are very significant to previous literature.

In addition, this could have implications on future programmes. Even though the literature highlights that a successful programme needs good relationships between young people and youth workers, it is clear that these should not be allowed to breakdown.
The Role of Sport:

Central to the research project was the extent to which sport and physical activity changed a young person’s attitude and behaviour towards anti social behaviour. When asked if sport or physical activity, in general, has had an influence on them, the interviewees gave a variety of positive responses. One of the interviewees stated, “I’ll ask my brother for a football and he will give it to me to calm down.” While other interviewees similarly explained “When I’m moody or I’m depressed, I go out with the girls and go out and have a game of baseball or a game of football or something” and “Um like when I argue with my sisters I go and play football and it makes me happy again.”

Evidently, the results show that playing sport, especially football, has changed the mood of the young people. The results show a clear link to the literature review, in this case, developing pro social and personal skills (Coalter, 2007, Nichols & Crow, 2004, Nichols, 2007). This is finding is very significant as Hagell (2007) pointed out, anti-social behaviour can be caused through lack of control and aggression. In addition, Coleman and Hagell (2007) noted protective factors as an explanation for resilience to anti-social behaviour. These are the different kinds of resources a child has to resist adversity. One of the protective factors outlined by Coleman and Hagell was a positive temperament and this may have developed as a result of participation in sport and physical activity. Furthermore, although Catch22’s primary aim is to act as a diversionary mechanism, the results show that the initiative has also had a rehabilitative effect on the young people.

This could have vast implications in schools. For example, the government target for 2017 is to offer five hours of sport and physical activity a week (DCMS, 2008). Therefore, if young people are participating in more sport or physical activity it could
also be controlling their mood at the same time. This could then help young people have greater educational attainment, as well as being pro-social outside of school.

As well as an ability to control their mood playing sport and physical activity, the young people also demonstrated an attitude that anti-social behaviour by over people was unacceptable. The interviewees had very strong opinions against the people similar to themselves who did not attend Catch22. One of the interviewees spoke of their friend, “Not going to have a good education and not going to have a good job when there older and things like that.” And another interviewee had the same opinion, “Mugs, like my mate who I hang round with smokes weed all the time and don’t go to school so he is going to be on the doll or something when he is older.”

These quotes show that the interviewees had acquired an attitude that was against participating in anti-social behaviour. This supports findings from the literature that sport can develop self discipline and moral reasoning (Coalter, 2007). This also supports Fraser-Thomas’s (2005) conclusion that participation in sport can foster psychological and emotional development as the young people demonstrated a more mature attitude about anti-social behaviour. Furthermore, the results agree with Brettschneider (2001), that through sport young people develop a negative attitude towards drugs consumption, one of the attributes of anti-social behaviour. However, the research did not seek to discover if sport had influenced young people to take performance enhancing drugs, thus this could be an issue for further research.

The results found that the interviewees had mixed opinions on the police but did show understanding to what anti-social behaviour was. The interviewees all gave similar responses to what they thought anti social-behaviour consisted of and these had a direct link to the perception of the local area. Responses included, ‘hanging round out side of
shops’, ‘smoking weed’, ‘causing trouble’, ‘getting chased off people’. The results would seem to show that the interviewees understood that anti-social behaviour was not acceptable. This would suggest that Coalter’s (2007) conclusion that many young people do not accept their behaviour needs to change is not entirely applicable to all. However, some of the young people demonstrated that this conclusion was correct.

A couple of the young people thought anti-social behaviour was acceptable, as well as displaying negative perceptions of the police. For example, one of the interviewees stated, “Whatever we do we gets gripped and we gets done for it.” This was after the interviewee complained that he was not allowed to ride round on his motor bike that he was not old enough to use. Furthermore some of the interviewees described the police as “grasses” and “dirty pigs” suggesting that they had no respect for the law, which would give further support to Coalter’s (2007) conclusion. On the other hand, some of the young people did show a positive change in attitude towards anti social behaviour and the law.

Positive answers to perceptions of the police included, “Well all of the PCSO’s and that I get on with them all like.” While another interviewee commented on the benefits of the police, “There good because they keep you safe and they help you get off the streets and they put you in a better place.”

Evidently, the results display a change in attitude towards the law. However, it is hard to conclude whether this is solely down to sport and physical activity. Firstly, Catch22 uses a number of other activities alongside sport and physical activity. Therefore, these could be responsible for the attitude change. Secondly, the change in attitude could be down to personal experience. If the young person has had positive interactions with the police, it is probably more likely that they will have a good perception of the law. Furthermore, is sport and physical activity actually having a positive effect on the young people? In
addition, a possible implication of this could be the implementation of education about the police into projects to try and create positive perceptions of them.

Nearly all of the interviews commented on how sport had made them angry or violent. For example; “When I lose, I get angry, fuming!” One of the interviewees described more deeply how he got angry. “Ye I used to be in goal and I used to say if you score a penalty I will beat you up. I used to chase them round the pitch.”

These findings clearly agree with the literature that sport can lead to violence and aggression (Fraser-Thomas, 2005). As already mentioned, sport and physical activity may develop protective factors such as a more resilient temperament. However, these results clearly indicate that sport and physical activity may do the opposite. Further understanding to this issue is provided by research by Gardner and Janelle (2002) who found that these behaviours were more acceptable within the sports environment due to its competitive nature. However, as already defined, sport is a competitive form of physical activity therefore, physical activity may not be as responsible for negative influences such as aggression.

These findings could have implications on sport and physical activity programmes. For example, due to sports competitive nature some sports should not be implemented in to schemes if they are going to develop negative behaviours. However, as previously mentioned, programmes need to appeal to a wide range of people in order to be more successful, thus a number of different sports and physical activities need to be on offer. Overall, it is obvious sport is going to have positive and negative outcomes due to its diversity and contexts (Coalter, 2007).

A final issue that emerged from the research was one of empowerment through sport. The interviewees described that they could do what they wanted, for example: “Because they
“let me do whatever” and “Do whatever we want, get our emotions out.” Blinde and Taub (1999) described empowerment as the process of acquiring self perception and skills to become pro-active in improving their life situation. In the interviewee’s case, the problems they face daily in the local area related to anti-social behaviour. Blinde and Taub went on to suggest that through empowerment an individual can realize undeveloped potential and gain a capacity to become successful. The results have great significance here as it shows the potential value of sport programmes. Furthermore, this can be linked with the literature that sport creates self esteem, as a young person could potentially feel more important. Therefore, the implementation of this in to sport and physical activity programmes could have great implications to young people realising their potential. For example, young people can use any discovered potential to focus on a particular sport if they want to become successful at it and this could stop them from committing anti-social acts.
CHAPTER V

CONCLUSION
Conclusion:

The research has shown that the problems young people face everyday associated with anti-social behaviour do exist or as Farrington (2000) suggested, the risk factors that draw them to delinquent acts. In particular, family relationships were found to be a key risk factor. Furthermore, those individuals possessing the higher amount of risk factors are at greater risk of various social problems (MacDonald, 2007). The young people’s perceptions of the local area and their experiences with anti-social behaviour clearly show that this is an issue that needs to be addressed. Additionally, the research has proved the need to get more young people socially included, otherwise they could participate in some of the undesired behaviours described by the interviewees. Therefore, the study has found that sport physical activity can be a catalyst in anti-social behaviour reduction/prevention.

Evidently the literature has shown a link between sport, physical activity and anti-social behaviour reduction (Morris et al 2003, Nichols and Crow, 2004, Coalter, 2007, Nichols, 2007, SEU, 1999). The literature divided the way in which sport and physical activity can do this in to two categories, diversion and rehabilitation. The project studied was focused on diversion from anti-social behaviour and the research suggests that Catch22 was a successful in using sport and physical activity to do this. However, the extent to which sport and physical activity is individually responsible for this diversion is questionable as highlighted by previous literature. The interviewees further proved this when they described how the use of other activities such as music and computers were influential in diverting them away from anti-social behaviour. Furthermore, the role of the project coordinators and youth workers played a key role in the project.
The foremost question in this study was the extent to which sport and physical activity changed young people’s attitudes towards anti-social behaviour. The study did find that sport and physical activity can change a young person’s attitude regarding anti-social behaviour. This was shown by the interviewees outlining their desire to participate in sport and physical activity rather than hanging round on streets and being at greater risk of getting in to trouble. This finding was further proven by the interviewees demonstrating that they thought other people who did not attend the project were just going to get in to trouble and it was not worth it. These findings coincided with other results showing that the interviewees had developed positive perceptions of the law and demonstrated an understanding of future implications if they participated in anti-social behaviour. However, the research has proven that sport but not necessarily physical activity can create undesired behaviour and possibly lead onto anti-social behaviour.

Overall, it can be concluded that sport and physical activity can be very successful in changing the attitudes of young people towards anti-social behaviour. However, its individual capacity to do this is difficult to measure. Furthermore, the need for collaborative working with other activities plays a very large part in changing young people’s attitudes, suggesting sport and physical activity cannot do it all by itself. Therefore this could be an issue for further research.

**Limitations:**

While interviewing the participants a few limitations arose. Firstly, one of the participants withdrew before the interview took place. Secondly, as the participants were young, some of them did not give as much information as the researcher would have liked to have. Lastly, the time agreed to carry out the interviews was during the time when the project was ran. This was hindered by the fact that some of the interviews attendance was
inconsistent. This can be summarised by Nichols (2007), “Any research project is a compromise between what one might ideally like to and the resources available” (p.194). However, these limitations did not come unexpectedly as the researcher had already discovered possible problems while reviewing the literature on interview methods.

**Recommendations:**

The interviews and the researcher being a volunteer in the project highlighted some issues for Catch22 and other programmes alike that may need to be addressed. Firstly, it became apparent that the young people who attended Catch22 were often required to get their own transport to the project. Therefore, if there was bad weather they may not attend. As the literature highlighted, a number of incentives need to be put in place to attract as many young people as possible to the project and transport, for example a mini bus. Secondly, the youth workers should be given more knowledge about the young people that attend the project, for example, more information on the problems that the young people face. If these issues can be understood more fully it could allow the youth worker to build a more positive relationship with the young people. Furthermore, it may help establish the youth workers as a more effective role model. The young people seemed to admire one particular youth worker and if she was not attending one night they may not be as well behaved. For that reason there should be a higher volume of staff with as much respect. In addition, contact time with local police officers could be helpful as this may build positive relationships with the young people. Lastly, while a number of activities were on offer, Catch22 and other projects should make every effort to offer as many sports, physical activities, arts, etc so that they socially include as many young people as possible.
A final issue that needs to be addressed is one of evaluation. Nichols (2007) stated that evaluating projects can be expensive, for example conducting follow up interviews and analysis of offending records. Therefore, having a link with a university could be very beneficial to Catch22 as a student could do the evaluation for free as part of their dissertation or research project. This could save a lot of time for project coordinators who then could focus more on improving the project in other areas such as attendance.

To gain further understanding in the chosen research area, future studies should be more longitudinal. Studies should do follow up interviews (for example, 10 years later) and collect more data (such as attendance records) from projects to see if the young people are still not offending and whether their attitude regarding anti-social behaviour has changed again. Furthermore, if the time and resources were available, future research would study a number of projects to obtain a broader amount of data.
CHAPTER VI

REFERENCES
Reference List:


Fraser-Thomas, J. Cote, J. Deakin, J (2005) Youth sport programs: an avenue to foster positive youth development. Physical Education and Sport Pedagogy, 10, (1) 19–40


http://www.homeoffice.gov.uk/rds/pdfs09/hosb1109summ.pdf [Accesed October, 2009]


Interview Questions:

1. **Tell me about the area you live in…**

2. **How long have you been attending the youth centre to participate in sport?**
   - Is this regular or do you only come when you feel like it? Why?
   - How did you initially become involved?
   - What time do you usually come here and for how long?
   - What types of sports are on offer for you here?

3. **What other types of activities are available to you?**
   - Do you take part in these as well?

4. **How did you initially become interested in sport?**
   - If you do participate in sport or physical activity both with catch 22 and with a different sports club which is it you prefer – why?
   - What is it you like about sport?

5. **Tell me about your relationship with the youth workers?**
   - Do you have a lot of trust?
   - Has this relationship changed over time?
   - Is this relationship important to you?

6. **Can you tell me about your relationship with your family?**

7. **What does the term Anti-social behaviour mean to you?**
   - Has there ever been a point where you feel you are victimised? Explain.
   - How do you think you are perceived by older generations?
   - Why do you think this is?

8. **What do you think of the police?**
   - Have you ever been in trouble with them?
9. If you were not participating in sport or PA at Catch22 what else would you have to do?
   - Why do you think this?
   - What do you think you would be doing now?

10. What do you think about school?
    - Do you attend for any reason?
    - Career aspirations?

11. Do you think sport has taught you anything?
    - What have you learnt while participating?
    - Does sport have any negative influence on you? Why?

12. Is there anyone in sport that you look up to?
    - Why?
    - Would you like to be like them?

13. Can you explain to me a time where sport has helped you when you are feeling bored, angry or upset?
    - Do you feel better about yourself? In what ways?
    - Is there any change in your confidence?

14. Would you rather be here or doing something else?
    - Why?
    - What do you think of people who don’t come here and are just hanging around with nothing to do?

15. Overall do you think participating in sport has changed your attitude towards life in anyway? How?
    - Anything else you would like to add?
APPENDIX B
Young Person ASSENT FORM

Title of Project: The extent that sport changes the attitude of young people against anti social behaviour
Name of Researcher: James Foss

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 the purpose of 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 am happy to be doing the interview with James ☐ ☐ ☐

________________________________________________     ___________________
Your Name                                      Date

________________________________________________
Your Signature

________________________________________________     ___________________
Name of person taking consent                                      Date

________________________________________________
Signature of person taking consent
Parent/ Guardian Consent Form.

Title of Project: The extent that sport changes the attitude of young people against anti social behaviour
Name of Researcher: James Foss

Participant to complete this section: Please initial each box.

I confirm that I have read and understand the information sheet dated ………. for this evaluation study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

I understand that the participation of the young person selected is voluntary and that it is possible to stop taking part at any time, without giving a reason.

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

I understand that information from the study may be used for reporting purposes, but that the young people will not be identified.

I agree for the young people to take part in this study.

__________________________________      _______________________________
Name of young person                                        Name of Parent/Guardian

________________________________________________     ___________________
Signature of Parent/ Guardian                                Date

________________________________________________     ___________________
Name of person taking consent                                Date

________________________________________________
Signature of person taking consent
**Title of Project:** The extent that sport changes the attitudes about of Anti Social Behaviour

This studies purpose is to see if sport and physical activity can change the attitudes of young people to committing anti social behaviour. In brief, sport regeneration programmes are set up to try and detter young people from committing anti social behaviour. I want to see if the programmes actually have an effect on the attitudes of young people. The data will not be shared with any other 3rd party.

**The young person’s participation in the research project**

Why the young person has been asked to take part in an interview:
To put points across about how they feel about anti social behaviour since taking part in their sport.

**What would happen if you agree for the young person to take part in the interview?**

They will have already got to know me and will then be asked to attend an interview which should not last longer than half an hour and they will discuss their attitudes towards anti social behaviour.

**Are there any risks?**
I think there are no potential risks. The young person does not have to answer any questions they do not want to and can leave at any time.

**Your rights**
Taking part in the interview 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 interview?**
The responses to the questions will be recorded and coded in to groups to be analysed to see if there is any link to my aim. Their names will not be used at any time in the study. The results will be published in my dissertation.

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

If you have any questions about the research or, please contact me.

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APPENDIX E
**Title of Project:** The extent that sport changes the attitudes towards of Anti Social Behaviour

This study's purpose is to see if sport and physical activity can change the attitudes of young people to committing anti social behaviour.

In brief, sport regeneration programmes are set up to try and deter young people from committing anti social behaviour. I want to see if the programmes actually have an effect on the attitudes of young people.

The data will not be shared with any other 3rd party.

**Your participation in the research project**

To put points across about how they feel about anti social behaviour since taking part in their sport.

**What would happen if you agree to take part in the interview?**

You will take part in an interview which should not last longer than half an hour and discuss your attitudes towards anti social behaviour.

**Are there any risks?**

I think there are no potential risks. You do not have to answer any questions you do not want to and can leave at any time.

**Your rights**

Taking part in the interview does not mean that you give up any legal rights.

**What happens to the results of the interview?**

The responses to the questions will be recorded and coded into groups to be analysed to see if there is any link to my aim. Your name will not be used at any time in the study. The results will be published in my dissertation.

**How we protect your privacy:**

As you can see, 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 you.

All the information about you will be stored securely away from the consent and assent forms. At the end of the study I will destroy the information we have gathered about you. We will only keep the consent and assent forms with your name and address. We keep these for ten years because we are required to do so by UWIC.

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