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Dissertation title: What are the main barriers that younger adults (18 – 22) are faced with post full time education?

Supervisor: Melisa Anderson

Comments	Section
	Title and Abstract Title to include: A concise indication of the research question/problem. Abstract to include: A concise summary of the empirical study undertaken.
	Introduction and literature review To include: outline of context (theoretical/conceptual/applied) for the question; analysis of findings of previous related research including gaps in the literature and relevant contributions; logical flow to, and clear presentation of the research problem/ question; an indication of any research expectations, (i.e., hypotheses if applicable).
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CARDIFF METROPOLITAN UNIVERSITY

Prifysgol Fetropolitan Caerdydd

CARDIFF SCHOOL OF SPORT

DEGREE OF BACHELOR OF SCIENCE (HONOURS)

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TITLE

What are the main barriers that younger adults (18 – 22) are faced with post full time education?

(Dissertation submitted under the discipline of Sports Development)

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What are the main barriers that younger adults (18 – 22) are faced with post full time education?

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Abstract

Although there is clear evidence to illustrate the positive effect that physical activity has on a person's health; physically, mentally and socially, (Warburton et al., 2006; Hylton and Bramham, 2006; Fox, 1999) the levels of engagement in individuals aged 18 to 22 still remain less than satisfactory (Sport Wales, 2009). As a result of inactivity the levels of premature deaths are rising as well as the increasing number of children and adults suffering from obesity, chronic heart disease and diabetes. (Loland, 2004; DOH, 2004a; Warburton et al., 2006). Several studies have been completed to try and gain a better understanding of the causes of physical inactivity in younger adults, and although the findings have all showed similar conclusions, (Wolfenden, 1960; Tergerson and King, 2002; Warburton et al., 2006; SCW, 2009) activity levels remain low. In an attempt to increase the levels of physically activity performed by younger adults initiatives such as 5 x 60 and free swimming have removed the costs (Bolten et al.,2008) of participation, however other constraints such as interpersonal barriers (doing other things with their leisure time) have a strong impact upon participation and these prove harder to tackle (Coalter, 2007).

The current research was based upon individuals aged between 18 and 22 who had previously been active; however, post full time education their attitudes and behaviours towards physical activity changed as their participation levels decreased. The study involved six semi structured interviews with both males and females with the intention of gaining increased knowledge and understanding of the barriers faced by these individuals. The research revealed that structural, interpersonal and intrapersonal (Crawford and Gobey, 1987) barriers all impact upon participation for this age group, however interpersonal barriers had the strongest affect as they would rather do other things than be active in their leisure time.

CHAPTER 1 – INTRODUCTION

<u>1:0 Introduction</u>

The overall aim of the current research was to investigate and attempt to understand the barriers which preclude participation in physical activity, specifically targeting individuals aged 18 to 22. According to Andanje *et al.* (2011) the importance of regular physical activity is to not only improve an individual's health, but also, it is suggested that regular exercise is a partial solution to improving one's health and well being among all groups of individuals. Despite the well known benefits of regular physical activity participation rates are still not as high as they should be, (SCW, 2009). The Sports Council for Wales (2009) as well as other researchers also state that there are differences in participation rates between different groups in society, for example, BME groups, women, and disabled individuals because of the numerous barriers which exist. Regardless of physical activity policies and interventions such as free swimming it is particularly difficult to attract sedentary individuals to participation due to other barriers which exist.

The objectives of this study were to conduct six different interviews to both males and females to; A. Establish what motivates people to participate? B. To explore the participation trends and recommended daily guidelines. C. To identify the barriers experienced by younger adults, and D. To identify physical activity policies and Government strategies aimed at getting more people participating.

CHAPTER 2: REVIEEW OF LITERATURE

2:1 History

Despite the overwhelming evidence that sport and physical activity impacts positively on a person's health physiologically (Warburton *et al,* 2006 and Hylton and Bramham, 2008), psychologically (Fox, 1999) and socially, the levels of engagement still remain less than satisfactory (Sport Wales Date, 2009). In the United Kingdom the majority of individuals are not active enough to benefit health, (Robson and McKenna, 2008). Physical activity and physical fitness have both been linked with health and longevity since ancient times with the earliest records of organized exercise used for health promotion found in China, around 2500 BC, (Hardman and Stensel 2009). Hardman and Stensel (2009) also state that modern – day exercise research began after the Second World War in the context of post - war aspirations to try and create and obtain a better world. The current Government see's physical activity as a way of improving and impacting upon non- sport objectives, for example health, social inclusion, (Hoye, 2008) and the reduction of crime rates. In 1999 the U.K Government set a target that at least 85 percent of children at school should take part in physical education lessons for two hours every week, Boyle *et al,* (2008). Wolfenden (1960) conducted a similar study to thus in 1957, yet still there has been no dramatic change in individual's attitudes and behaviours towards physical activity.

2:2 Benefits of Physical Activity

There is unquestionable evidence of the effectiveness of regular physical activity participation on the prevention and treatment of numerous chronic diseases and the enhancement of quality of life (Loland, 2004; DOH, 2004a; Warburton *et al.,* 2006).

Participation for individuals incorporates the amount of involvement done in life situations and basic activities to complete daily activities required for survival common to all humans as well as activities and roles essential for self- being and self- development that vary from one individual to another, (The International Classification of Funding (ICF), 2001; Bitensky *et al.,* 2005). For example, being part of an activity, or to become actively involved and share the activities within a group (Collins, *et al.,* 1987)

Warburton *et al.* (2006) states that being physically fit refers to a physiological state of well – being that allows individuals to meet the demands of daily living and provides the basis for sport performance. Physical activity has well known benefits to a person's health and individuals who are physically active on a regular basis are associated with a reduced risk of premature death from any cause and from cardiovascular diseases (Warburton et al, 2006; Miliward et al., 2012). There is extensive agreement across the country that smoking cigarettes are extremely harmful to one's health. However, it is doubtful that the populations view on physical inactivity has the same consequences of smoking. Powell *et al.,* (1987) suggests there is evidence to prove this effect. Moreover, a large amount of research suggests that regular exercise has been found to enhance long term health and well being and can reduce the possibility of developing diseases such as obesity and type two diabetes, (Fox 1999, Tergerson and King 2002, Warburton *et al.* 2006, Hardman and Stensel 2009, The Sports Council Wales SCW 2009 and Burns *et al* 2011).

Furthermore, Fox (1999), Tergerson and King (2002) and Hardman and Stensel (2009) have all researched the importance of physical activity and the benefits it has on one's health. Bramham and Hylton (2008) define health to be not merely the absence of disease but complete and optimal physical, mental, social and spiritual functioning. However, Tergerson and King (2002) state that adults and children today are not doing enough exercise to positively affect their health. The three most common illnesses which can lead to fatality are coronary heart disease (CHD), certain cancers and strokes; however can all be prevented due to basic lifestyle changes and engagement in regular physical activity (Booth *et al,* 2000:, Wanless, 2004 and Warburton *et al*, 2006). Hardman and Stensel (2009) state that because of the lack of exercise children are doing it is leading to serious weight – related problems which can be life threatening in adulthood. With this knowledge in mind it puts future generations at increased concern for their health (Hardman and Stensel, 2009). Keith *et al.* (2006) state that low levels of physical activity and high levels of food intake are looked upon to be the main reason behind the increasing number of obese children and adults in society today. According to professional health officials the recommended daily guidelines which should be undertaken to have a positive impact on one's health is a minimum of thirty minutes of physical activity at least five times per week (DOH, 2004a; WAG, 2005a; Haskell *et al.,* 2007, SCW, 2009).

Not only does regular exercise help to prevent illnesses such as obesity, CHD, strokes and other diseases it also can be used as an effective treatment for both physical and mental conditions such as obesity and mild depression (SCW, 2009). According to Fox (1999) previous research into the role of exercise has shown two things. Firstly, that is can be used in the treatment of individuals suffering from mental health issues, and secondly to improve mental well – being in the general population.

 Fox (1999) also believes that regular physical activity and exercise can improve one's quality of life through enhanced self – esteem, improved mood states, reduced trait and state anxiety, resilience to stress and improved sleep. From the 1995 health survey in England the results showed that up to 20 percent of children will suffer from mild depression and seven to ten percent will suffer from moderate to severe mental health problems with extreme cases leading to suicide. Fox (1999) states that physical activity can be seen from four different views regarding its direct contribution to solving mental health problems. These are; treatment of mental illness and disorders, the prevention of the illness, improvement of mental and physical well – being of individuals suffering from mental illness and the improvement of mental well – being of the general population. Hardman and Stensel (2009) suggest that Governments monitor people's attitudes and behaviours towards health and physical activity to try and inform public health policy and to review the progress of interventions already available that aim to change people's behaviours. The SCW (2009) also adds that ultimately it is important to persuade people and educate them that physical activity can become a worthwhile and feasible part of someone's life. Sport and physical activity can also benefit the wider society, for example social inclusion and social capital, however these links are not proven. Volunteers acknowledge the importance of their role and experience enhancement of self – esteem and community solidarity, as well as enhancing their level of social capital (Putnam, 2000) and their social connectedness (Eng, *et al.,*2002).

<u>2:3 Factors That Motivate Individuals to Participate in Physical Activity</u>

According to Tergerson and King (2002) the three main reasons females exercise is to; stay in shape, lose weight and to increase their energy levels. Whereas the three main reasons males exercise is to; increase strength, stay in shape and to be competitive. The Sports Council Wales (2009) also add that males seem to involve themselves in activities which include an aspect of competition, for example golf, football or rugby where as females tend to participate more in sports which are individual, rather than competitive. Health benefits do not appear to be key motivations (Tergerson and King, 2002 and SCW, 2009).

The Sport Wales survey from 2011 represents that 97 percent of secondary school children took part in curricular physical education and that 78 percent took part in extracurricular activities. The results from previous surveys showed that throughout secondary schools the number of people participating has decreased (Sport Wales, 2011). In addition The Sports Council for Wales (2009) states that for children and teens the most likely factor that will encourage participation is if their peers are involved. Moreover, Tergerson and King (2002) suggest that parents need to become aware of how much activity their children are doing and also to support their aspirations to be active to ensure that they are provided with the best opportunities and family support to sustain an active life.

Furthermore Burns *et al.* (2011) purpose that students at school, college or university are more active and likely to participate in sport as it is seen to help cope with stress. Previous research has also identified intrinsic motivators for adolescents and those still engaging in education to be participating for the enjoyment and challenge factor that sport provides (Burns *et al.* 2011). Not only this but it is compulsory in schools for children to be taught and take part in physical education lessons. The Government states that they want to promote competitive sport in schools [Online, No Date] as they believe it is a key element for more people getting involved and is what sport should be about. More so, sport provides socialisation which can affect later life patterns of activity, however, regardless of physical education being compulsory and schools providing opportunities for other activities available as after school clubs the participation, especially after full time education is poor.

2:4 Participation trends

According to the most recent participation data available (SCW, 2009) only one third of adults under the age of 65 are doing enough exercise to positively affect their health. Other evidence reports that the majority of younger adults are still not involving themselves in physical activity or sport to a level which is of benefit to their health (Booth *et al,* 2000). Furthermore older adults, individuals from black minority ethnic groups, females, individuals with disabilities or those experiencing economic deprivation are the specific groups of people with the lowest records of undertaking any activity (SCW, 2009). It is also evident (SCW, 2009) that in the United Kingdom rates are currently at their highest of adults who are obese. However, from the data recorded and published in 2005 from the Sports Council Wales there is a 10 percent rise of the amount of people participating now compared to 1987 when the first data was collected. A survey was conducted by the Sports Council Wales, (2009) to gain information about participation trends. The results from it showed that 50 percent of adults (those aged 16 plus) participated in sport within the last month, 45 percent reported never undertaking the recommended daily guidelines and 13 percent stated they exercised one or two days during the week, (SCW, 2009). The graph below from (SCW, 2009) represents the drop off in the amount of participation as age increases. For example you can see from the graph that at the age of 15, 92 percent of people participated in some physical activity in the four weeks prior to the survey taking place, at the age of 25-29 this had dropped to 72 percent and at the age of 60-64 this figure is just 56 percent. This represents a steep downward trend.

Figure 1: Participation by Age: (SWC, 2009)
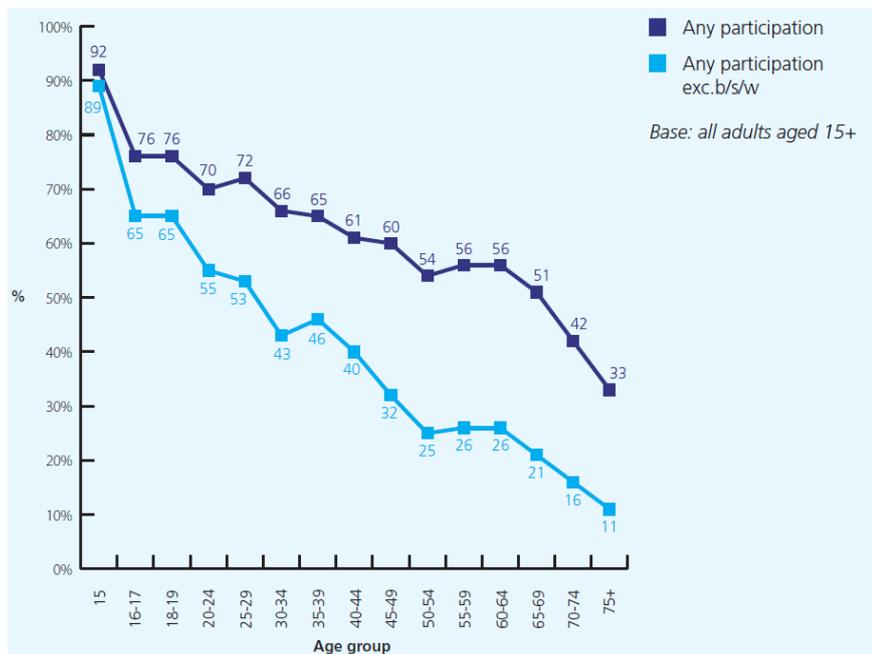
Previous research has also highlighted that the rates of participation differs considerably among local authorities and geographical areas. In Wales the rural North show the highest figure of participation with 67 percent of adults participating in at least one activity. The Metropolitan area and the Heartlands follow this with 63 percent and the Valleys show the least amount of participation with only 44 percent of adults involving their selves in at least one activity, (SCW, 2009). The Sports Council for Wales (2009) also state that individuals living in rural communities are more likely to be active and do enough exercise to benefit their health because of the prevalence of walking as an activity. Furthermore the data from the Sports Council Wales, (2009) indicates that aside from bowls (which shows an increase of participation with age) it is only walking that remains a consistent level of participation within older adults. Swimming and cycling are more popular with older adults as well, yet not as accepted as walking. Ultimately, participation trends between males and females and differences in age affect the amount of activity one does.

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2:5 Barriers to Physical Activity

Crawford and Godbey (1987) indentify three types of barriers (structural, interpersonal and intrapersonal) which can occur in all age groups when there is an interest in participation. Previous research by (Crawford and Godbey, 1987) suggests that the relationship between barriers and participation is reasonably straightforward. It suggests that if a barrier appears it results in non participation, but if no barrier appears the individual will participate. Structural barriers relate to elements such as facilities, skill level, cost, family commitments and availability of opportunity (Crawford and Godbey, 1987; Shaw *et al.,* 1991). Interpersonal barriers include the behavioural patterning of interpersonal relations, for example friendship group and ability to establish an appropriate partner to participate with, while intrapersonal barriers include depression, perceived self skill level, stress and perceived availability and appropriateness of leisure activities, although it will be effected by prior experience, for example socialisation into sport at school. (Crawford and Godbey, 1987; Wales Audit Office, 2007).

Burns *et al.* (2011) also stated that one of the main barriers that older people are faced with is the fact that they are older, and physical activity is seen to be connected to extrinsic factors, including one's appearance and the stress element it may bring. For example if an individual is not confident about their body shape then they may feel less inclined to participate. This is also supported by the (SCW, 2009) as they state that approximately 28 percent of individuals who are not active is due to a lack of fitness, and a further 19 percent was due to the individuals feeling too old to participate in sport. They also recognised that with an increase of age, the amount of participation decreases as well as the amount of club memberships (SCW, 2009). Two reasons that may encourage individuals to reduce their levels of activity after full time education are; a reduction of information about how to get involved in sport and fear or injury, Schutuzer and Graves (2004). Although regular physical activity has a positive effect on one's health it can also lead to be hazardous in certain situation, (Hardman and Stensel, 2009).

Other constraints according to Burns *et al* (2011) which may affect people from participating in sport after compulsory education are the costs, transport and it not being organised for them. Sports Council Wales (2009) also agree with this and add that family commitments are a common barrier (more so for females) and being too busy at work was a common barrier for males.

The Sports Council for Wales (2009) also suggest that for the younger generation lack of time was a main reason for not being physically active. According to Prochaska and Taylor (2000) and William (2006) the elements associated with younger people aged 15 to 22 and what they choose to do in their own time are categorised into five different sections. These are biological and demographical variables, for example age and whether your parents are obese or active, psychological, cognitive and emotional variables, for example self- efficacy and expected benefits, behavioural variables for example whether someone watches a lot of television, plays computer games or uses the internet a lot, social and cultural variables, for example traditions and parental modelling and physical environmental variables, for example whether someone has the assess to facilities, parks or safe place spaces near them. William (2006) also states that people are easily unenthusiastic and put off from participating if they do not have a safe, accessible, convenient place in which to be active.

Allender *et al.* (2006) believes that it is evident that the barriers to participation differ between groups with different characteristics. For example the participation rates are different between males and females, individuals with families, jobs or children. From a previous study done by Sport England the literature review conducted into barriers to participation showed that more research needs to be done to find out more reasons as to why people participate, or why they do not and to not treat "adults" as one homogenous group. Sports Council Wales (2009) and Foster *et al.* (2005) suggest that if more research was done this would help understand when people are most likely to participate throughout the changes in their lives and when shifts in social networks and identities occur. Ultimately people in this day and age cannot afford to have the time off work due to being injured, because of the cost factor it can come with. Moreover Hardman and Stensel (2009) suggest that for individuals suffering with asthma exercise can worsen the condition. It has been proposed that

while the rate of serious health issues among people who participate in physical activity at a moderate intensity in moderate amounts is low, the individuals who engage in physical activity at a high intensity can lead to it being hazardous, (Hardman and Stensel, 2009). Ultimately the main barriers which younger individuals aged 18 to 22 are faced with are body image and lack of funding (William, 2006), environmental factors (Trost *et al.,* 2002 and Bitensky *et al.*, 2005), lack of confidence (Stewart *et al.*, 2002) and choosing to do other things with their spare time.

2:6 Physical Activity Policies

The (SCW, 2009) have been gathering data and information on participation levels and leisure activities since 1987. The research found is used to inform policy, strategy and programme development for local authorities, governing bodies and national organisations. SCW (2009) also supply information on participation levels, sports club memberships and volunteering levels as well as providing significant information on the barriers and motivators for participating in activity. In June 2008 the Welsh Assembly Government decided that the health survey would also be used as a tool to track the progress of physical activity undertaken by adults. Burns *et al.* (2011) state that physical activity in younger children (five to 18 year olds) is more associated with interpersonal or social factors, for example because their parents participated in sport, enjoyment and achievement reasons and as a result younger children and younger adults get peer pressured into doing things because their peers do it. Whereas, after the age of 21 people's attitudes tend to change and instead of being told what to do, they make their own decisions. Moreover while an individual is still in education activities and assessable facilities are provided without having to actively search yourselves (Burns *et al.,* 2011). This is because by law the Government states that the delivery of physical activity is compulsory in schools. This provides further opportunities to individuals whom may not be likely to take part in sport out of school the chance to participate and try new sports. Furthermore, opportunities are also provided to allow individuals to take part in after school clubs as well as engaging in sport inside of school. According to the SCW (2009) the top five most popular activities undertaken by people not in education are walking,

swimming, weight training, cycling and soccer. One of the reasons behind this is because they are all activities which can easily be organised by the individual

The London 2012 Olympics could have changed the outcome of the amount of people participating while the Olympics were taking place. Kang and Stotlar (2011) state that the Olympic Games are one of the largest sporting events in the world and throughout the 2010 Vancouver Games the participation levels increased with three and a half billion viewers watching globally. Therefore, with this research acknowledged it provides a rationale that sporting events such as the Olympics and Wimbledon should increase activity levels around these times. [Online, No date] suggests that a reason for this is due to people being inspired and motivated through other peoples sporting achievements. However, research indicates that post major sporting events people will not necessarily stay active in the future. Nevertheless according to Sport England (2012) approximately 16 million people over the age of 16 are participating in sport every week and since winning the bid to host the Games in 2005 an extra 1.57 million people are participating. However previous studies warned that post – Olympic zest or "the festival effect" would be unsustainable, and that only people who were previously active would be enthused to participate more frequently, and to try new sports [Online, No Date].

2:7 Government Strategy

Game Plan (2002) was the first ever sport policy document which was authored by two Government departments. These were the; The Social Exclusion Unit (SEU) and the Department of Culture, Media and Sport (DCMS). Game Plan (2002) was the physical activity policy document for the provision and delivery of sport and physical activity by the United Kingdom's Government during 2002 up till 2008. Game Plan (2002) was initially published prior to London winning the bid to host the London Olympic Games in order to change the direction in the policy "Paying to Win" in 2008. Game Plans (2002) objection was to provide a reasonable action plan for the development of sport and the reduction of social exclusion and crime. Their mission was to do this by providing opportunities to people through sport. Playing to Win (DCMS, 2008) was a plan set up to try and increase the number of people doing sport with the aim to increase the number of sportsmen and women in England and

increase the number of medals, tournaments and records broken for our country. The Playing to Win (2008) policy represents a change in sport and unlike Game Plan (2002) this policy statement has performance and excellence at its core.

Sport England (2008) believes that sport has the influence to transform young people's lives and reverse social breakdown. They also believe that sport brings a number of social and psychological benefits, for example reversing social breakdown and increasing confidence and self esteem. This is another key reason why being involved in sport and participating in physical activity can be so beneficial not only for one's health, but for internal and external reasons such as improving ones confidence and self esteem and the medals or trophies which can be won from in.

In conclusion, there is evidence to indicate a need to conduct a study to investigate further into why there are an increased number of people that reduce the levels of activity they do once they finish full time compulsory education (SCW, 2009). According to The Sports Council for Wales, 2009 only 35 percent of males and 32 percent of females are currently active enough to meet the daily guidelines. Warburton *et al.* (2006) and a number of other researchers in the past have attempted to summarize the facts about physical activity and the benefits it has to one's health however the results seem to be overlapping reviewing the same evidence. Nevertheless there is limited research suggesting what it is that is causing individuals to reduce their activity levels from the ages of 18 to 22. As a result this is a key priority to conduct such study to gain further information regarding this problem. According to Bitensky *et al.* (2005) participation is a wide concept that involves activities which are crucial for human survival, well – being and enhancements to one's health. The amount of positive benefits that physical activity provides to one's health and the impact it has upon the NHS provides a good justification and therefore demonstrates the study would be valuable as ultimately it is the population's health at risk which could be improved with an increase of activity. If there was more research into this problem, people's attitudes and behaviours towards physical activity may change.

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CHAPTER 3: METHODOLOGY

3:1 General Design

The overall aim of study was to investigate the barriers to physical activity participation experienced by younger adults who have left full time compulsory education. When undertaking any research Robson (2002) and Gratton and Jones (2010) state that it is crucial that the most suitable method of data is selected based upon the specific kind of information that the study requires. Given the aim and objectives of the current study, a qualitative approach was selected and implemented. It is also important to ensure that the researcher can eliminate as many possible problems which could occur as the study is taking place (Robson, 2002). The following section will outline the methods utilised in the current study.

For the data collected to be a precise measurement it was important that the data was collected thoroughly and that accurate and appropriate samples were selected (Gray, 2009). In order to collect the data six individuals who have finished full time compulsory education aged 18 to 22, males and females were involved. The reason there were only six participants chosen for the study was because interviews were carried out with all six participants to try and gain a better understanding as to why there is a reduction in sport participation or physical activity after full time compulsory education and there was a need to collect rich, in-depth data which considered the thoughts and emotions of the respondents rather than descriptive data from a large sample. Denscombe (2003) explained that the method of deciding what participants to include in the study depend upon whether the researcher has previous awareness of specific people and therefore deliberately selects individuals that were most probable to produce the most valuable data (purposive sampling), or whether they choose their study to be truly representative of the whole population, for example, when undertaking large scale questionnaire research (Denscombe, 2003). However, Gray (2009) states that when choosing participants to include in a study problems can arise as sampling error is one of the main sources of variance when having a small sample size when doing interview research as it can lead to biased results (Denscome, 2003). In the current study the participants were chosen because they all had the relevant experience to supply the information that was required. The six participants were known to the researcher and were contacted either by email or

mobile number and had the choice of taking part or not. The application was available to anyone over the age of 18 up to 22.

According to Kvale (2007) researchers undertaking interviews should consider moral and ethical issues closely. Ethical problems when doing interviews occur because of the complexities of researching private issues and placing accounts in the public domain (Mauthner *et al.*, 2002, P.1), This issue can be tackled through the guarantee of confidentiality and anonymity, and carrying out the interviews in a location which is comfortable for both the interviewer and the respondent (Gratton & Jones, 2010), for example, in the current study interviews took place at the homes of the interviewers. Also, a researcher should consider their own body language and approach and seek to ensure that the respondent is provided with a neutral, non-threatening environment in which they are happy to disclose personal information (Gratton & Jones, 2010). As recommended by Kayser – Jones and Koenig (1994) a participation information sheet providing basic information of the background to the study was given to all participants being interviewed (See Appendix A). In this it clearly states that any participant can withdraw from the research at any stage. Also included were the reasons they were selected to take part, as well as the importance of the study, ensuring that participants were informed of the details of the study prior to being asked to provide their consent.

3:2 Validity and reliability

"Validity refers in ordinary language to the truth, the correctness and the strength of a statement" (Kvale, 2007. P122). According to Robson (2002) "The reliability and validity of interview data depends considerably on the technical proficiency of those in control of the interviews" (P. 231). For example a limitation to the current study is that the research will no doubt, be effected by the lack of the researchers experience, however as the interviews progress they will be improved and if the researcher was to repeat the study the skills demonstrated would be stronger. It is essential that throughout the study there is enough research and evidence to demonstrate that the reasons for the thesis are strong, sound, well grounded, justifiable and convincing (Kvale, 2007). Validity pertains to the concern of whether

the study investigates exactly what it is meant to investigate, without side tracking and that respondents provide honest, truthful answers to the questions posed. Dean and Whyte (1978) suggest two ways which interviewers can enhance validity, these are; to make sure that the interviewee is aware of the confidentiality of the interview so that truthful answers are encouraged and secondly to organise the interview so that a variety of questions may be asked on any areas that may cause concern in terms of validity, through using a form of "within – interview triangulation". For example, before any of the interviews in thus study began the respondents were all told exactly why they were being interviewed, that it was all in confidentiality and then a range of different questions were asked to gain as much information as possible.

Kvale (2000) describes reliability to be the consistency and trustworthiness of the researcher's findings. Reliability is often looked at by researchers to verify whether the same data is found after similar studies have been done. However reliability can cause issues when transcribing and analysing interviews, in reference to whether different transcribers and analyzers will come up with similar transcriptions, interpretations and analysis, (Gratton and Jones, 2001). Moreover the findings may vary if the interviews are conducted in different settings each time. As a result of this all the interviews were done in a quiet room with just the interviewer and interviewee present. In addition, following the analysis and presentation of results the interviewer discussed her interpretation with the interviewees (member checking). Although in the current study no alternations were needed, this would have provided with the opportunity respondents to amend or clarify the interviewer's interpretation, should there have been any discrepancies

3:3 Instruments

(Gratton and Jones, 2001, Robson, 2002 and Kvale 2007) states that interviews are one of the most effective ways to allow someone to collect data when doing qualitative research. The reasons for this will be explained throughout this section. In the main interviews are done for descriptive purposes, which provide information relating to people's characteristics, opinions and motives and it is suggested that that interviews are the most appropriate way to gain richer data from a smaller sample

size (Gratton and Jones, 2001 and Robson, 2002). The reason qualitative research was used as opposed to quantitative is because interviews create qualitative research which aims to capture qualities that are not quantifiable, for example one's thoughts, feelings or experiences. Gibbs (2002) and Silverman (2011) both state that interviews are more popular now than ever and are an effective way of generating information for both scholarly and professional purposes. However, interviews should not be considered straightforward; there are several key issues which require careful consideration, for example; trustworthiness, confidentially and ethical issues (Kvale, 2007), which has been discussed above.

Gratton and Jones (2001) also state that interviews are the easiest way to find information out because you can simply ask the interviewee exactly what you want to know. Interviews vary according to what kind of information the researcher is seeking. For example they can be highly structured, standardized, quantitatively, quantitatively oriented survey interviews, to semi – structured formal guided conversations, to free flowing informational exchanges (Silverman, 2011). A semi - structured style was considered most appropriate in the current study and a copy of the Interview Schedule is attached at Appendix B. This approach used a standard set of questions; however it allowed the researcher to adopt a more flexible approach for example alterations to the sequence of the questions, subsidiary questions (both to maximise the flow of valid, reliable information) (Gratton and Jones, 2001 and Silverman 2011). This was beneficial because it allowed the interview to become more of a conversation rather than question, answer, question, answer (verbal tennis). It was also important to keep in mind that the questions must be comprehensive, unambiguous and relevant to the research question (Robson, 2002). For the current study the interviews were fairly straightforward. The researcher knew all the interviewees as they were all selected by the researcher therefore allowed the interviews to be more informal.

Although using interviews will help the study to be more reliable and increase the factual information because respondents generally have more time to answer (Sapsford, 1999), problems can arise when respondents are required to project (Black, 1999; Sapsford, 1999), or recall information (Hardman and Stensel, 2009). In general the questions used by the researcher in this current study were focused

upon the reasons why they are not participating currently, thus there were few issues.

3:4 Procedure

All of the interviews were completed face to face and conducted by the researcher, this meant that the researcher was able to get the exact information needed from the respondent and make sure enough information was received in each area (Gratton and Jones, 2001). This was also beneficial as it allowed the interviewer to change the interview flow for example through the use of prompts or additional questions; as well making sure the same amount of time and same questions were given for each interview. Before the first interview was done a pilot study was done as a practice for when the interviews began. This was beneficial because it gave an opportunity to change any questions or the order of questions from the original format (Gratton and Jones, 2010). It was also helpful as it allowed the researcher to see how long the interview lasted. In this particular study extra questions were added to the interview after the pilot study was completed to ensure that the interview lasts longer for the remaining participants.

3:5 Data Analysis

The interviews were audio taped and then converted into written form. The data from the interviews were analysed using hierarchical trees to see if there was a relationship between them and to see if the male results were different from females (SCW, 2009). Burns *et al.* (2011) had also previously gathered data from males and females to compare how the results were different between the two genders. The data was compared by theme (see Appendix C) and participant and results were presented in the form of text and quotations (Gratton and Jones, 2001). Examples of the results are shown below; a full version is available in appendix D.

<u>Table 1: Table of results</u>

	Theme	**Quote**
Respondent 1	Cost	Yeah, the level I play at you've got to pay to play for instance football there is match fees of £5 a match and on top of travelling because I have to drive, so it's a lot of money on petrol
Respondent 2	Cost	Yeah I do think it is expensive. I know to be in the hockey team I used to be in you had to always be in all their kit, some people then had it personalised which you had to pay for then you had to buy your own hockey stick, gum shield, knee pads and it all adds up.

<u>3:6 Conclusion</u>

The production of this study has given the researcher the chance to consider the data which has been collected, alongside previous research already obtained to discuss the implications physical activity brings and the barriers for younger adults after full time compulsory education. All the research and data collected were relevant to the aims of the study. While it must be taken into consideration that researchers should not make generalisations based upon the interview based research undertaken with this study (Black, 1999), the evidence gained can reveal important trends which can be identified and allow future investigation within this topic area.

The results, and a full discussion, are presented in the following section.

CHAPTER 4: RESULTS AND DISCUSSION

4.0: The data collected was firstly transcribed and then analysed and presented in this table below. The structure of this table was presented by high lighting the common themes with further comments and reference to the quotes from the interviews and the academic literature. This highlighted areas of common ground and areas that criticised one another.

4.1: Introduction

A concerning number of children decrease the amount of physical activity they do once they hit puberty and do not engage their selves to participate again in later years (Coalter, 2002 and Belcher *et al*, 2011). Due to the confusion around this theory, the rationale of this study was to attempt to examine and gain a better understanding of the causes of reductions of the levels of activity post full time education. The structural (Anderson, 2011), interpersonal (Crawford and Godbey, 1987) and intrapersonal (Anderson, 2011) constraints discussed in Chapter 2 had a significant impact upon participation amongst the respondents in the current research. Previous research has demonstrated the positive impact that regular physical activity has on a person's health both physically and physiologically (Fox, 1999 Tergerson and King, 2000, Warburton *et al,* 2006 and Hardman and Stensel 2009), and the fact that the vast majority of the population are aware of these benefits (SCW, 2009). However the amount of activity performed by individuals aged 18 to 22 is still not sufficient enough to have any benefit to one's health (SCW, 2009; Gratton and Jones, 2010) and this is concerning. The Sports Council for Wales (2009) revealed that generally individuals worldwide are not doing enough exercise to meet the recommended daily guidelines, and, that as age increases, participation rates decrease (SCW, 2009). The data gathered from the respondents- in contrast with previous research (Coalter, 2002; SCW, 2009) indicated that the main reasons that levels of engagement in any participation are so low mainly associated with structural barriers; however interpersonal and intrapersonal barriers were also an issue. Throughout the following sections these barriers are going to be further discussed and the results will be presented.

According to Crawford and Godbey, (1987), Shaw *et al.,* (1991) and Anderson (2011) structural barriers include issues such cost, transport, facilities, skill level, family life style and the availability of opportunity. Shaw *et al,* (1991) also states that structural constraints can be affected by, and often increase with income, and education. Structural barriers usually have less impact on an individual than interpersonal and intrapersonal barriers (Crawford and Godbey, 1987; Wales Audit Office, 2007), which is illustrated by the diagram below. It is suggested that this is because an individual will only consider structural constraints, e.g. the price of an activity, once they have expressed a desire to participate (Crawford et al., 1991). However the current study illustrated that structural barriers were a stronger constraint. The reasons for this will now be further discussed.

Figure 2: A hierarchical model of leisure constraints (Crawford *et al.,*1991, P.313)
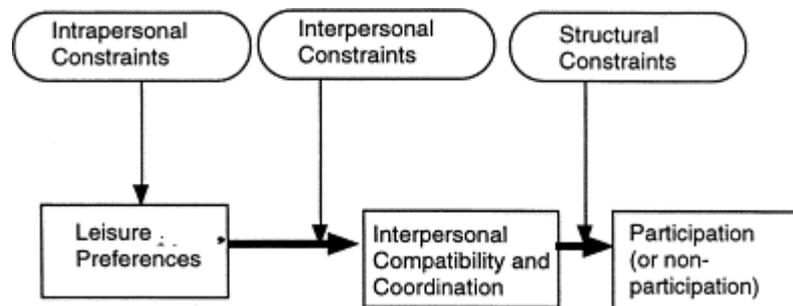
4.3 Cost

Previous research suggests that cost is not considered to be a main barrier towards physical activity (Coalter, 2002; Sport Wales, 2007). Coalter (2002) carried out a similar study to try and gain a better understanding about the main constrains to participate. Illustrated by the diagram below by Coalter (2002), the two main barriers to physical activity were 1) *There not being accessible clubs and* 2) *Not having enough time.*

Figure 3: Barriers to participating in sport more often, (Coalter, 2002)
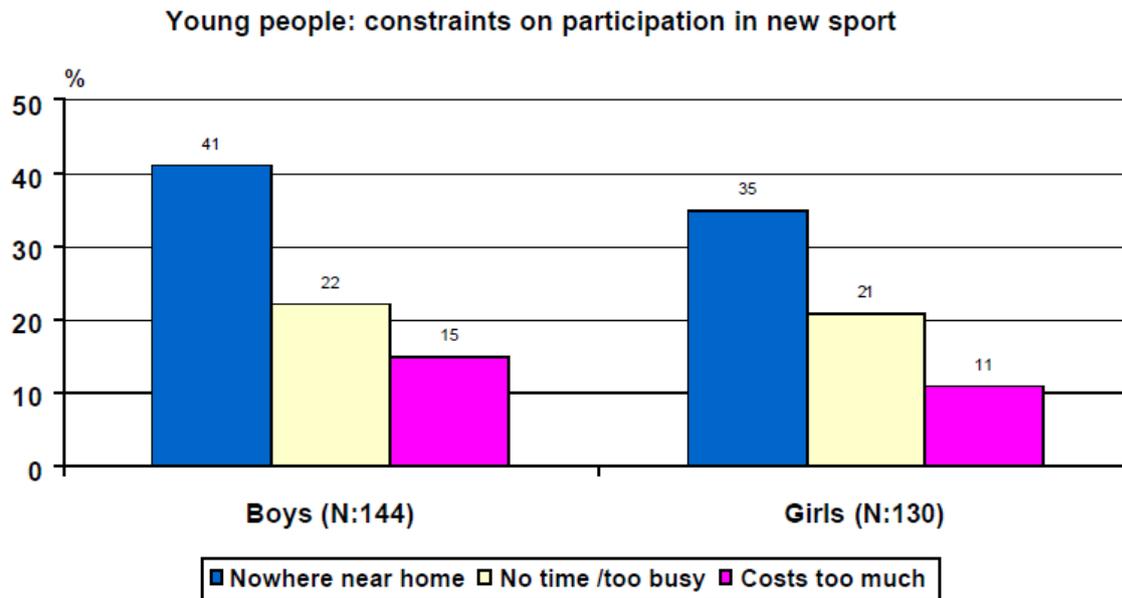
Consequently it is interesting to notice that one of the strongest barriers in thus study was cost. Although cost is included in the table it is seen as a minor barrier compared to the others. While Coalter (2002) has only included three barriers within the table he also acknowledged that accessibility and lack of local provision were perceived to be key constraints.

 When the data was gathered and compared the results for the current study generally showed similar perceptions regarding structural barriers. Although the respondents who were involved in the study no longer participate in sport and physical activity, the results revealed that generally males possessed a stronger intention to be active compared with females as they still have gym memberships, however some of the respondents stated that they probably do not get their money's worth. This was an interesting factor because five out of the six respondents stated that to remain physically active it is too expensive, yet they can afford to buy gym memberships and not get their money's worth which made one question whether or not cost really was a barrier for this particular age group. This point will further discussed later on. The following comments illustrate the respondent's thoughts on the cost of participation:

Yeah that's quite expensive; I probably don't get my money's worth out of it
(Respondent 1: Male)

Yeah I do think it is expensive. I know to be in the hockey team I used to be in you had to always be in all their kit, some people then had it personalised which you had to pay for then you had to buy your own hockey stick, gum shield, knee pads and it all adds up. (Respondent 2: Male)

Yeah I do. You have to pay like fifty pound to join the leisure centre (Respondent 3: Male)

Coalter (2002) explains that cost is a main constraint to participation; nevertheless it can be controlled. He suggest that if cost was taken out of sport completely then people's attitudes and behaviours towards physical activity and sport may change, however if it was free and no match fees had to be paid, no entrance fees, no charge for equipment, gym memberships, coachers or clothing had to be considered then people may take advantage and lose respect for sport and feel that if they are not paying then, the quality of experience may be less (e.g. unqualified coaches) which could have an impact on both participation and performance in sport. Participation in the vast majority of sporting activities comes at a cost generally by way of a few or a membership to be paid. Most people find this acceptable and worthwhile as they feel they are getting something valuable in return. Free membership may in fact not necessarily lead to increased participation as Coalter (2002) suggests. Coalter (2002) states that there is commonly a weak relationship in terms of an individual's expressed intent (I would take part if it was cheaper or free) and their subsequent actual behaviour which confirms that further investigation is needed into pricing and motivation to participate. It supports alternative research that suggests cost may not actually be a constraint as the respondents can often afford to sustain gym memberships but cannot be bothered or do not have the motivation to actually go which leads to more interpersonal barriers rather than structural.

Coalter (2002) also adds that cost in sport can be divided into two different sections. These are fixed costs and variable costs. Fixed costs in sport entail the expense of the sports clothing and footwear, sports such as badminton, squash or golf also require renting or buying equipment. While variable costs can range from entrance fees, food and travel (Coalter, 2002). For developers and providers variable costs may pose a problem because they are harder to predict and therefore plan, whereas

fixed cost remain unchanged consequently meaning that you are aware of the initial cost before the event. In addition initiatives in socially deprived communities sometimes look to subsidise or reduce fixed costs by providing swimming costumes or other equipment free of charge (Bolton *et al.,* 2008). This can help to encourage participation as well as being a useful tool that developers can use to increase the amount of people participating.

Penultimately, cost in sport is equalised by targeting the individuals with a higher income to those with a lower income (Coalter, 2002) for example, private leisure facilities such as Banatynes provide people with a higher income the opportunity to be part of a private organisation rather than using local authority facilities such as leisure centres. The reason for this is too increase more opportunities and choice of sport for the individual. Finally Coalter (2002) believes that no one should be excluded from participating in sport and physical activity, purely because of the fact that they cannot afford the costs and, this is one of the key reasons why initiatives such as Free Swimming and 5x60 have removed the cost (Bolton., *et al* 2008).

Ultimately sport developers consider structural barriers easier to tackle because they are looked upon to be environmental or supply barriers (Anderson, 2011) rather than interpersonal and intrapersonal barriers which are more associated with personal behaviour and demand barriers, (Crawford & Godbey, 1987; Wales Audit Office, 2007; Anderson 2011). Research undertaken on Free Swimming, a Welsh Assembly Government initiative, suggest that free initiatives can be designed to engage the general public especially targeting those individuals who are hardest to reach, (WAG, 2005) but the removal or reduction of cost is not likely to engage the most sedentary of individuals (Bolton et al., 2008; Anderson, 2011). Likewise, sport developers need to consider future initiatives and interventions to ensure that the levels of participation cease to decrease. For example, Street Games is an initiative designed to target individuals from deprived areas to sustain sports participation on the basis of trust, respect and enjoyment [Street Games, 2007].

4.4 Transport

Although transport is a structural barrier and therefore regarded as easier to tackle compared to some other constraints, the participants in this study viewed transport as a strong barrier as it related to cost. Most of the respondents owned their own car

and stated that it was too expensive to run, let alone drive to non – essential venues, e.g. different sporting destinations. The following comments illustrate this:

Yes I do have a car but again that's expensive. I mean for me I live out of town so for me to travel to the gym every night the short journeys cost a lot (Respondent 2 Male)

Yeah, I have my own car so obviously that's expensive too, I have to drive everywhere (Respondent 4 Female)

The Wales Audit Office (2007) suggest that transport is one of the potential reasons why physical activity levels remain low, however by improving public policy, for example improving access and transport links then there is no reason why physical activity levels cannot increase (WAO, 2007). On the other hand, The Social Exclusion Unit (2005) and Collins *et al.,* (1993) discuss that public transport can be difficult as buses and trains may run only sporadically and that it may not reach areas which people require.

4.5 Accessibility of local clubs

Previous research from Milner (2005) and Cerin *et al,* (2010) suggest that having access to facilities are necessary for participation in regular physical activity. However, Cerin *et al,* (2005) also states that although it is necessary it is not sufficient. The reason for this is because if someone really wanted to exercise then it does not have to involve travelling to a club, they can simply go for a walk or run outside. Therefore having assessable facilities may not always be regarded as a major constraint; in reality it does not stop an individual from being physically active. However, though by not participating at a club, social elements of participation can be missing which is a big aspect for encouraging youths to stay active (Bolton., *et* al 2008; SCW, 2009).

In the current study the respondents were all asked whether or not they thought having accessibility to clubs was a major constraint, and whether or not the participants had access to clubs. The following comments reveal what was said:

No, my parents lived in a village called Driffiled which was about 5/6 miles outside of Cirencester so I always had to get lifts, then obviously when I drove I would drive but that was expensive. (Respondent 1 Male)

No, except the opposing schools, nothing else was really advertised. (Respondent 2 Male)

To be honest I do know of a couple but they are for younger children, I do know there are some football clubs about but most of them are male orientated only. (Respondent 6 Female)

Cerin *et al,* (2005) purposed that to ensure access to clubs does not become a major barrier two options can be put in place. These are also elements that sport developers can consider to guarantee participation for those individuals not able to have the access to clubs. Firstly, Cerin *et al,* (2005) suggest that depending on how many people can drive, you can look at arranging a bus service or carpools, and secondly to bring the facility to them. This can not only benefit communities, by bringing them closer and engaging with everyone, but also if it were a private business, in- home personal training is an opportunity to enhance and develop the industry (Cerin *et al,* 2005).

Sport Wales Community Strategy (2012) also suggest that sport should be focused on a front line delivery approach; which is clearly managed to produce the best environment, the best opportunities, rooted in quality, and for anyone to take part. They want to increase the amount of sport participation and believe that it is not just about increasing the number of elite medals won, but to strongly inspire greater achievements in attaining bigger, better outcomes in sport by stretching their selves in all areas (SWCS, 2012). Furthermore Sport Wales (2012) believe that every child should be hooked on sport for life and capable of fulfilling interest and desire right through to adulthood.

Ultimately structural barriers do have an impact on sports participation in younger adults which is evident from the above sections. However they are not considered to have a stronger influence compared to interpersonal (Crawford and Godbey, 1987) and intrapersonal (Anderson, 2011) constraints, which are going to be discussed in further detail throughout the next sections.

4.6: Interpersonal Barriers

Interpersonal barriers consist of interaction or the behavioural attitudes of the specific individual (Crawford and Godbey, 1987), for example the friendship group

they associate their selves with or their family history. Belcher *et al,* (2011) views family support as a crucial element and that low family social support can have a huge impact on a person's participation levels. Coalter, (2002) also agrees with this and adds that lack of people to participate with is one of the biggest constraints as to why people don't participate. This is illustrated by the following comments, taken from the current research:

If my mates got involved a bit more that would encourage me (Respondent 1 Male)

If my friends became more active I would do it with them. If I have someone to go with I always find that motivates me more. (Respondent 4 Female)

Furthermore, family and social support has constantly been found to be positively related to physical activity in youth (Coalter, 2002; Bolton *et al.,* 2008) and there is clear evidence that demonstrates physical inactivity when family social support is lacking. Although there is little evidence that provides information regarding how providers can engage with family, the Fresh Start for Families initiative by Fraenkel (2006) suggests that there are 10 steps which should be considered when engaging family support. He suggests that the 10 steps provide movement from initiating the plan and can include collaborative professional partnerships to understand their family background; carrying out in-depth research to understand problems, resources, contexts and recommendations for the specific family. The Welsh Assembly Government's free swimming initiative also encouraged family group participation, allowing free access for family groups during school holidays (Bolton *et al.*, 2008)

4.7: Intrapersonal Barriers

Intrapersonal barriers are more associated with stress, depression, perceived skill level, appropriateness of the activity and the availability (Anderson, 2011), impacting upon leisure preferences rather than actual decision to participate. Crawford and Godbey *et al.*, (1991) suggest that leisure preferences are more so a stronger barrier if the individual has previously participated but failed to continue participation due to personal preference. Throughout the following sections intrapersonal barriers will be discussed in detail.

4.8 Leisure time preferences

The findings from this particular section in the study were consistent, with all the results being the same. Compared to the structural and interpersonal barriers for physical activity, there was one significant difference. This was that all the participants were in agreement that they would rather do other things in their leisure time rather than be active. Although the respondents all knew the health benefits that physical activity infers upon health and the recommended amount of exercise being five times thirty minutes (SCW, 2009) of moderate physical activity per week they all stated that "it was too much effort" and "they would rather relax after a busy day at work". This was demonstrated by the following comments:

If I'm not working I'm normally out with my friends or seeing my boyfriend
(Respondent 4)

If it's not catching up with friends that are back from uni or seeing family that I haven't seen for a while, I do like to do some shopping, or watch my little brothers play football because they both play for teams on a Sunday so I like to watch them.
(Respondent 6)

Similar research was also found in a study carried out by Coalter (1993) as he suggested that sport and physical activity is seen as an important aspect in life, however it is allocated a lower priority than other lifestyle factors. Furthermore, although lack of time is repeatedly cited a barrier to physical activity (Coalter, 2002; Williams, 2006; SCW, 2009), most individuals choose to spend their time engaged in sedentary activities (Henderson and Bialeschki, 2005), therefore it is likely that for most, the concern of time is perhaps associated to rationalisation of priorities, (Williams, 2006).

Lack of time is a contentious barrier (Williams, 2006). Although it is a regularly cited barrier to physical activity, most adults spend their leisure time engaged in sedentary activities and the average American spends more than 20 hours each week watching television but reports to feel under enormous time pressure (Henderson & Bialeschki, 2005). It is likely, therefore, that for most the issue of time is probably related to rationalisation of priorities (Williams, 2006).

A key message emerging is that researchers and practitioners must understand how people choose to use their free time if they are to develop and promote activities which are accessible and utilised (SCW, 2009; Williams, 2006; Sport Wales, 2012).

Furthermore recent research from Belcher *et al,* (2011) also suggests that only approximately 35 percent of young adults met physical activity recommendations, while approximately 25 percent would rather play computer games for more than three hours per day every week and approximately 36 percent watched television. Roberts and Brodie (1992) also suggests that generally most free time is allocated to watching television. Previous research by Deflandre *et al,* (2004), Tumusiime (2004) and The Sports Council for Wales, (2009) found that the most common perceived barriers were the fact that 1) *There are more interesting things to do in my leisure time and* 2) *I want to do other things with my time.* Coalter (2002) also found 42 percent said that lack of time was a key barrier to participation, closely followed by a lack of interest in physical activity overall.

Sport Developers need to seriously think about this issue and find new ways in which they can sustain participation, this may be sustainable through a flexible approach allowing them to adapt to changes in the environment or the current initiatives set by the government. The Wales Audit Office (2007) also state that in some circumstances "a one size fits all approach" can be applied especially with environmental barriers, but to overcome behavioural barriers a more individual style approach may be necessary, for example market segmentation which is going to be further discussed later. Sport Wales (2012) reiterated that a "plethora of activities (p.6)" need to be available, across a range of settings as a response to the changing lifestyle demands of the population, e.g. pole dancing, parlour.

Street Games was set up in 2007 to change lives and communities for the better (Street Games, 2007). Their method was that sport needs to be "at the right time, for the right price, to the right place and the right style (online)" to ensure that young people want to participate. Street Games (2007) research also revealed that for younger males, they wanted music and socialising to be part of their physical activity opportunities. This is a key point that developers and providers should be concentrating on to ensure they know what the different type of age's want with their participation to make them more likely to want to take part. The Sports Council for

Wales (2008) also recognised that different age groups want different things by creating "Market Segmentation". The market segmentation was assembled from using the sports participation data from 2004/05 survey to help understand individual's motivations, attitudes, latent demand, behaviours and barriers towards physical activity (SCW, 2008). It was broken down in to 12 different segments each targeting at different ages with recommendations with what they might be influenced or hindered by affecting their participation rates. For example, the most specific segment for thus study was segment seven, "Lisa". This was aimed at individuals aged 18-35, receiving low income and is likely to be on benefits. This is considered to be extremely useful for sport developers as it allows them to tackle different target groups with a carefully considered and tailored approach. Furthermore Street Games also offer other projects such as Us Girls to maximise their chances of creating positive change through a targeted approach. (Street Games, 2007).

4:9 Reasons for participation

Although there are many factors in the current study that act as a barrier to physical activity, there are also many aspects that encourage physically activity. Some of these are now going to be discussed.

Within thus study all the respondents were asked what would convince them to start participating again. The Sports Council for Wales (2009) and Belcher *et al,* (2011) believe that social support is an essential factor to determine whether someone will be active or not. As well as sustaining social support, Warburton *et al,* (2006) and Belcher *et al,* (2011) state that environmental factors can have a major influence on someone's health behaviour. For example, individuals who live in rural areas are more likely to be active compared to those from suburban areas. Moreover all of the respondents stated that if it was cheaper then they would be more inclined to participate, as well as if they had extra time. This is illustrated by the following comments:

If I had more time and money (Respondent 1)

I guess if I had the time, and I think if it was cheaper because that's a big element for me. (Respondent 3)

(Coalter, 2002, Milner, 2005, SCW, 2009 and Belcher *et al,* 2011) then go on to say that social and environmental factors are particularly significant for younger adults as they are at the transitional phase where both family members and peers play a strong impact on their health behaviours. Furthermore, the Sport Wales Community Strategy (2012) suggests that for developers to sustain participation levels a plethora of activities can be provided in a variety of settings and environments for all ages, a diverse passionate and skilled work force; both paid and voluntary can also be designed to inspire and support participants, and a talent identification programme can be assembled in a variety of different community settings to allow a competition element for those who want it.

4.10: Olympics

From winning the London Olympic Bid in 2005 a key element following the planning for the Games was a commitment to "inspire a generation" and create a sporting legacy (London Olympic, 2012). Furthermore the London legacy's (2012) approach was to excite the population and engage them in physical activity. They believed that the London Olympic Games was not just a focus of the two weeks, and hoped that the population would remain more physically active through the "festival effect". More on the festival effect and the Olympic Zest will be discussed throughout this section.

Following these statements the participants in thus study were asked whether the Olympics inspired them and whether or not it had an impact on their participation performance. The following comments illustrate this:

Yes, I was very inspired by the Olympics I was very motivated by it I thought it was very well done and I saw some interesting sports that I would like to try in the future. (Respondent 3 Male)

Yeah it did a lot, because you were more inclined to watch it more because it's in your country so you want to know who's participating and it just opens your eyes at how many sports you can actually do. I think it does motivate you to be healthier and look the way you want to look. (Respondent 5 Female)

Yeah absolutely, seeing all the hard work paying off and the physical condition they were in was amazing. (Respondent 6 Female)

Following on from this, Kolt (2012) saw the Olympics Games as a chance to evaluate the effect it had on sport from a wider range. From his findings he critically

discussed the prospect that elite sport can have on non elite sporting athletes because of the technological and physical developments. Kolt (2008) also discussed the television coverage as having a positive impact on the Games itself because more people seemed to be watching it than in previous Olympic Games (Kang and Stotlar, 2011). However although there were more people watching, according to the Olympic Zest, only people who had previously participated would be more inclined to participate more regularly [Online, No Date]. Furthermore Kolt (2008) believes that the reason more children increased their participation after the Olympics was a result of children being inspired and wanting to achieve the same goals.

4.11: Discussion of Implications

Ultimately, from all the implications discussed above elements need to be put in place to ensure that 18 -22 year olds remain physically engaged with any participation. The Sport Wales Community Strategy (Sport Wales, 2012) suggests that opportunities need to be modernised and made flexible. For example, exit routes from schools need to be put in place and good communication between schools and local clubs need to be established to allow children to carry on participation in an activity they enjoy when they leave school. They also suggest that physical education and school sport challenges and provides opportunity to young people to enable them to sustain the correct skills, confidence and enthusiasm to be "hooked on sport for life" (SWCS, 2012) but, developers and providers need to have more focus on engaging hard to reach groups to ensure they do not get in to bad habits earlier in life which result in negative behaviour towards physical activity later on (SWC, 2009). There also needs to be more Government awareness of physical activity and maybe more funding towards non elite sport which may well help retain participation levels (SCW, 2012) Previous research indicates that younger adults, in particular, seem to be less cognitively and more emotionally driven (Belcher *et al,* 2011) therefore it is essential that these individuals have social and family support, and that teachers are more effective in their delivery of physical activity in schools (SCW, 2009; SCW, 2012). Furthermore, it is essential to recognize adaptable determinants for both sedentary behaviour and physical activity to ensure that provision can be targeted to expand and develop thriving behavioural interventions to prevent people developing and maintaining a negative attitude to physical activity (Belcher *et al,* 2011).

CHAPTER 5: CONCLUSIONS

5.1: Concluding remarks

There is strong evidence that demonstrates the importance of regular physical activity upon individuals of all ages (Booth *et al.*, 2002; Warburton *et al.,* 2006; SCW, 2009; SCW, 2012). These benefits are not only physically and mentally, but also related to physiologically (Warburton *et al.*, 2006; Hylton and Bramham, 2008), physiologically (Fox, 1999) and socially. Regardless of this, the majority of individuals aged between 18 and 22 still fail to meet the recommended amount of physical activity (Sport Wales, 2009) being 5 x 30 minutes of moderate intensity physical activity per week (SCW, 2009). It is also becoming progressively noticeable that those individuals from minority groups such as BME (black and minority ethnic groups), females and those from a low income household are at more risk to physical inactivity (Collins, 1987; SCW, 2009) so there is a need to obtain additional information to explain the factors which motivate and discourage participation.

The current research backed up previous findings (Wolfenden, 1960; Crawford and Godbey, 1987; Sport Wales, Date) that suggest that a wide range of barriers affect participation amongst adults. Throughout this study, structural, interpersonal and intrapersonal barriers were explored. According to (Coalter, 2002) structural barriers are the easiest to tackle, however this researched revealed that structural barriers had a very strong impact upon the participants as they all stated one of the main reasons for not participating was due to the cost it brings. The research also looked into the implications if cost was removed from sport and indeed it already is from 5 x 60 and free swimming (Bolton *et al.,*2008), however issues such as transport and behavioural attitudes to sport would remain an issue to participation. Although it was discussed in the research that cost can be controlled (Coalter, 2002) for example, entrance charges. It is still not considered to be the strongest barrier relating to participation.

The study also illustrated that despite the persistence of structural barriers, other constraints such as interpersonal barriers also had a strong effect upon participation. For example, lack of time, and priorities of leisure preferences. These types of constraints are deemed to have much more impact upon participation (Collins, 1987; Coalter, 2002; SCW, 2009) and the current research revealed that personal preferences related to leisure time meant that for many, activities such as socialising

were far more attractive than sport and physical activity. Furthermore, the research illustrated the need for more in-depth relationships with partnerships working with those who are active and inactive to plan a more targeted approach to enable and engage 18 to 22 years old to participate and a real need to tailor activities to meet the needs of particular groups through projects such as Market Segmentation (Sport Wales, 2009).

5:2 Limitations

The limitations from thus study were the lack of experience the researcher had. For example experience when doing the interviews. Gratton and Jones (2010) state that interviews are one of the best ways to gather data, however when the interviewer is lacking in experience they could be affected. Also, from the first interview done to the last one the quality and content may have been dissimilar, which may have impacted upon the data obtained. Furthermore all the respondents were from the same area and had similar educational experiences, as a result of this it could have limited the data received.

5:3 Recommendations

Ultimately from the findings from thus study questions have arisen for further investigation to encourage participation in 18 to 22 year olds:

A) The hypothesis was due to the barriers to participation for individuals aged 18 – 22. The data revealed in the study, illustrated that primarily cost and wanting to do other things in their spare time were the main barriers. Market Segmentation can divide the population into groups to enable them to participate with their own motives. For example, social group or having music when participating. Therefore, this suggests that by dividing the population into separate age groups and motivating factors, participation rates of all ages should increase.

B) Seeing that the study was conducted around the time when the London Olympic Games were taking place. It would be necessary to repeat the study to see whether the Games had any effect on participation. Although, the "Festival Effect" illustrated that only people previously active will be more

inclined to try new sports and become more active as a result of the Olympics (Online).

CHAPTER 6: REFERENCE LIST

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APPENDICIES

Participation information sheet

Project Title: <u>What are the main barriers that younger adults (18 – 22) are faced with post full time education?</u>

This document provides a run through of:

1) The background and aim of the research,

2) My roles as the researcher,

3) Your role as a participant,

4) Benefits of taking pat

5) How the data will be collected, and

6) How the data/ research will be used.

The aim of this document is to support you in making a knowledgeable decision about whether you wish to take part in the study.

1) **Background and aims of the research**

   Previous research has shown a decrease in participation as age increases, however some researchers have stated that there is no real reason as to why there is a decrease in participation as age increases, other than they feel they are lacking in fitness. The aim of this study is to conduct more research into what it is that causes people to reduce the levels of activity they do from the age of 18 to 22.

2) **My role as the researcher:**

   The project involves me (Ashleigh Trinder) giving interviews to six chosen participants. The interviews will be 30 minutes long and the style of the interview will be semi structured to allow more of a conversation and possibly discuss issues that the interviewee may bring up which I did not initially write down to talk about.

3) **Your role as a participant:**

Your role is to have an interview and be as honest as possible when answering. The interviews will include open questions about your past experiences in sport or participation and the reasons for why you may/ may not still be participating now. When answering questions during the interview, it is not compulsory to answer each question if you do not wish to discuss a certain issue.

4) **Benefits of taking part:**
The information and research gathered from this study will help to gain a better understanding as to what it is that causes individuals to reduce their levels of activity after from the age of 18 to 22. The information will allow us to try to prevent individuals from reducing the levels of activity they do. If we know what it is that is causing them to reduce their participation in the first place. We will be happy to share the information we receive with you, to give you a better insight to the issues that have been addressed.

5) **How the data will be collected:**

When the interviews are taking place they will be recorded on tape and some notes might be taken if necessary.

6) **How the data/ research will be used:**

As you have voluntary agreed to take part in the study, you are allowing me to use your information that you give me during the interview to include it within other information which I receive from other participants, however your personal information will be anonymous

Your rights:

As you are taking part in the study as a voluntary participant you have the right to withdraw from the study at any point. Any personal information which you may have already given us will be returned or destroyed.

Protection to privacy:

All personal information will remain anonymous, fake identity's will be given to each participant when being interviewed and any further personal information will be confidential according to the guidelines of the Data Protection Act (1998).

Contact:

If you wish to ask any questions or you feel you do not know enough information then feel free to contact me on the following details:

Miss Ashleigh Trinder

Cardiff Metropolitan University

CF236XD, United Kingdom

Email: atrinder@cardiffmet.ac.uk

Interview schedule

1) Name:

2) Age:

3) Can you tell me a little bit about yourself? E.g. you interests, hobbies, work etc.

4) Tell me about your past sports participation?

-how much sport you used to do? What sports? How often? In school? Why? Out of school? Why?

-if it's changed now, why? When did things change? Are other things more important now? What?

-Do they wish they were still doing them now?

-What would they need to do to become more active and what is stopping them?

5) Discuss some of the main barriers to participation interviewee's thoughts...? Is there anything in particular stopping you participating now?

- Cost.. Gym memberships, club memberships, personal equipment needed, kit?

-Transport

-Not enough local clubs.. Standards too high? Not the right activities?

-No spare time

-Is there any that would convince you to start participating again?

6) What do you do with your leisure time?   Evenings? Weekends? With whom?

7) Do you have a job?
   - If so, what is your job title? Are they active as part of their job?
   - How far from your house is it?

- How do you travel to work? Mode of travel? Could they walk / get off the bus a stop earlier? Why / why not?

8) Could you exercise before/ after work?

9) Are your friends active / take part in sport? Need detail on this

10) Were you inspired by the Olympics?

Data compared by theme

		Theme	Quote
Respondent 1		Cost	there is match fees of £5 a match and on top of travelling because I have to drive, so it's a lot of money on petrol,
Respondent 2		Cost	Yeah I do think it is expensive. I know to be in the hockey team I used to be in you had to always be in all their kit, some people then had it personalised which you had to pay for then you had to buy your own hockey stick, gum shield, knee pads and it all adds up.
Respondent 3		Cost	Yeah I do. You have to pay like fifty pound to join the leisure centre
Respondent 4		Cost	Motivation from going to the gym and seeing other people doing it as well then that's expensive.
Respondent 5		Cost	some gyms you have to pay about £70 a month and yeah they do have good facilities but I just can't afford that every month
Respondent 6		Cost	Umm I think to keep fit it's too expensive. With match fees that you have to pay and I know if you join clubs now and you drive you get asked to drive to the away matches which can be costly,
Respondent 1		Gym Membership	Yeah I do, Yeah that's quite expensive; I probably don't get my money's worth out of it,
Respondent 2		Gym Membership	Yes I do at the minuet but luckily the gym that I go to is fairly cheap otherwise I wouldn't be able to afford it.
Respondent 3		Gym Membership	Yes
Respondent 4		Gym Membership	Not at the moment no. I did when I was at university but then I stopped
Respondent 5		Gym Membership	No, I had one over the summer when I was home for the holidays and that was only £15 a month so that wasn't too bad actually
Respondent 6		Gym Membership	I have got a gym membership at the moment it's a standard one
Respondent 1		Leisure time	I like watching sport, I watch a lot of sport, play a bit of x-box., I've got some friends from sixth form that I hang out with.
Respondent 2		Leisure time	I do try and go to the gym 2 to 3 times a week. Umm at weekends I socialise with the girls, sit in and watch TV just have some me time.
Respondent 3		Leisure time	I mainly look after my son and just chill. Watch some TV or catch up with friends in the evenings.
Respondent 4		Leisure time	Umm if I'm not working I'm normally out with my friends or seeing my boyfriend
Respondent 5		Leisure time	Umm I had a part time job, like socialising a lot and there's always studying to do. Sometimes I go on the occasional run with one of my friends from uni.
Respondent 6		Leisure time	Umm if it's not catching up with friends that are back from uni or seeing family that I haven't seen for a while, I do like to do some shopping, or I will go down the gym or watch my little brothers play football because they both play for teams on a Sunday so I like to watch them.
Respondent 1		Local assessable clubs	No, my parents lived in a village called Driffiled which was about 5/6 miles outside of Cirencester so I always had to get lifts, then obviously when I drove I would drive but that was expensive.
Respondent 2		Local assessable clubs	No, except the opposing schools, nothing else was really advertised.

Respondent 3	Local assessable clubs	No there isn't any local basketball clubs around here
Respondent 4	Local assessable clubs	I know there was quite a few I think the closest one was a 5 minute drive then the others were probably about half an hour away
Respondent 5	Local assessable clubs	Still at university, doesn't participate in clubs anymore
Respondent 6	Local assessable clubs	To be honest I do know of a couple but they are for younger children, I do know there are some football clubs about but most of them are male orientated only.
Respondent 1	Main Barriers	Don't have enough time.
Respondent 2	Main Barriers	Don't know enough about it, time and money
Respondent 3	Main Barriers	Not enough time, too expensive and don't drive
Respondent 4	Main Barriers	Not enough time, too expensive.
Respondent 5	Main Barriers	Too expensive and no one to do it with
Respondent 6	Main Barriers	Not enough time or energy after a full time job
Respondent 1	Olympics	I watched a lot of the Olympics, I actually took time off work to go to a couple of the events, umm I went to go see table tennis and volley ball which I really enjoyed.
Respondent 2	Olympics	Yeah, I did watch a lot of the Olympics. The diving, swimming and the running I really enjoyed. Some of the athletes were very inspiring.
Respondent 3	Olympics	Yes, I was very inspired by the Olympics I was very motivated by it I thought it was very well done and I saw some interesting sports that I would like to try in the future.
Respondent 4	Olympics	Yeah absolutely, seeing all the hard work paying off and the physical condition they were in was amazing.
Respondent 5	Olympics	Yeah it did a lot, because were your more inclined to watch it more because it's in your country so you want to know who's participating and it just opens your eyes at how many sports you can actually do. I think it does motivate you to be healthier and look the way you want to look.
Respondent 6	Olympics	Yeah I really enjoyed them, I think just a bit after your sort of like wow I want to be like that, like how fit they are and the motivation that they have every day to train.
Respondent 1	Participate again	If my mates got involved a bit more that would encourage me, if I had more time, money
Respondent 2	Participate again	More advertising, even in the local newspaper if it said "fancy coming along to join your local netball team" things like that would get me more interested I think
Respondent 3	Participate again	Umm I guess if I had the time, if more of my friends were active, and I think if it was cheaper because that's a big element for me.
Respondent 4	Participate again	If my friends became more active I would do it with them. If I have someone to go with I always find that motivates me more.
Respondent 5	Participate again	I think it's the people that you do sport with, so if all my friends did it then I would probably do it as well and money as well. If it was cheaper then I would be more inclined to participate more.

Respondent 6	Participate again	If I had more time I would defiantly get fitter and join a team sport again.
Respondent 1	Transport	Drives
Respondent 2	Transport	Yes I do but again that's expensive. I mean for me I live out of town so for me to travel to the gym every night the short journeys cost a lot
Respondent 3	Transport	I don't drive I have to get a bus or something
Respondent 4	Transport	Yeah, I have my own car so obviously that's expensive too, I have to drive everywhere
Respondent 5	Transport	Yeah I drive to the gym, I probably could walk but it's just more convenient to drive really.
Respondent 6	Transport	Yeah I do drive and I find it very costly.

Full results from the interviews

Theme	Description	Concluding Quotes		
Structural barriers • Cost • Transport • Local Assessable Clubs	The main structural barriers throughout this study were cost, transport and local assessable clubs. However, Anderson (2011) states that other structural barriers can also include skill level, family life style and facilities.	**Respondent 1 Male**: there is match fees of £5 a match and on top of travelling because I have to drive, so it's a lot of money on petrol, **Respondent 2 Male**: yeah I do think it is expensive. I know to be in the hockey team I used to be in you had to always be in all their kit, some people then had it personalised which you had to pay for then you had to buy your own hockey stick, gum shield, knee pads and it all adds up. **Respondent 3 Male:** Yeah I do. You have to pay like fifty pound to join the leisure centre **Respondent 4 Female:** motivation from going to the gym and seeing other people doing it as well then that's expensive. **Respondent 5 Female:** some gyms you have to pay about £70 a month and yeah they do have good facilities but I just can't afford that every month	**Respondent 1 Male:** Drives **Respondent 2 Male:** Yes I do but again that's expensive. I mean for me I live out of town so for me to travel to the gym every night the short journeys cost a lot **Respondent 3 Male:** I don't drive I have to get the bus or something **Respondent 4 Female:** Yeah, I have my own car so obviously that's expensive too, I have to drive everywhere **Respondent 5 Female:** Yeah I drive to the gym, I probably could walk but it's just more convenient to drive really. **Respondent 6 Female:** Yeah I do drive and find it very costly.	**Respondent 1 Male:** no, my parents lived in a village called driffiled which was about 5/6 miles outside of Cirencester so I always had to get lifts, then obviously when I drove I would drive but that was expensive. **Respondent 2 Male:** No, except the opposing schools, nothing else was really advertised. **Respondent 3 Male**: No there isn't any local basketball clubs around here **Respondent 4 Female:** I know there was quite a few I think the closest one was a 5 minuet drive then the others were probably about half an hour away **Respondent 5 Female:** Still at university, doesn't participate in clubs anymore **Respondent 6 Female:** To be honest I do know of a couple but they are for younger children, I do know there are some football clubs about but most of them are male orientated only.

Interpersonal Barriers • Participate Again	Interpersonal barriers consist of interaction or the behavioural attitudes of the specific individual (Crawford and Godbey, 1987). The main intrapersonal barrier which was discussed in this study was leisure what would convince the participants to participate again. This was further analysed in the text.	**Respondent 1 Male**: If my mates got involved a bit more that would encourage me, if I had more time, money **Respondent 2 Male**: More advertising, even in the local newspaper if it said "fancy coming along to join your local team" things like that would get me more interested I think **Respondent 3 Male**: I guess if I had the time, if more of my friends were active, and I think if it was cheaper because that's a big element for me. **Respondent 4 Female:** If my friends became more active I would do it with them. If I have someone to go with I always find that motivates me more. **Respondent 5 Female:** I think it's the people that you do sport with, so if all my friends did it then I would probably do it as well and money as well. If it was cheaper then I would be more inclined to participate more **Respondent 6 Female:** If I had more time I would defiantly get fitter and join a team sport again.		
Intrapersonal Barriers • Leisure Time Preference	The main intrapersonal barriers which was discussed throughout was leisure time preference. Intrapersonal barriers are more associated with the specific individual, for example, stress, depression and perceived skill level (Anderson, 2011).	**Respondent 1 Male:** I like watching sport, I watch a lot of sport, play a bit of x-box., I've got some friends from sixth form that I hang out with. **Respondent 2 Male:** I do try and go to the gym 2 to 3 times a week. Umm at weekends I socialise with the girls, sit in and watch t.v just have some me time. **Respondent 3 Male:** I mainly look after my son and just chill. Watch some TV or catch up with friends in the evenings. **Respondent 4 Female**: if I'm not working I'm normally out with my friends or seeing my boyfriend **Respondent 5 Female:** I had a part time job, like socialising a lot and there's always studying to do. Sometimes I go on the occasional run with one of my friends from uni. **Respondent 6 Female:** if it's not catching up with friends that are back from uni or seeing family that I haven't seen for a while, I do like to do some shopping, or I will go down the gym or watch my little brothers play football because they both play for teams on a Sunday so I like to		

		watch them.
Olympics	Inspiring a generation and creating a lasting legacy (London Olympics, 2012). This was the key focus after the winning of the Olympic Bid in 2005. Throughout the text it will be discussed whether or not the Olympics had an effect on performance and whether more people were active when the Olympics were taking place.	**Respondent 1 Male**: I watched a lot of the Olympics, I actually took time off work to go to a couple of the events, umm I went to go see table tennis and volley ball which I really enjoyed. **Respondent 2 Male:** Yeah, I did watch a lot of the Olympics. The diving, swimming and the running I really enjoyed. Some of the athletes were very inspiring. **Respondent 3 Male:** Yes, I was very inspired by the Olympics I was very motivated by it I thought it was very well done and I saw some interesting sports that I would like to try in the future. **Respondent 4 Female**: Yeah absolutely, seeing all the hard work paying off and the physical condition they were in was amazing. **Respondent 5 Female**: Yeah it did a lot, because were your more inclined to watch it more because it's in your country so you want to know who's participating and it just opens your eyes at how many sports you can actually do. I think it does motivate you to be healthier and look the way you want to look. **Respondent 6 Female**: Yeah I really enjoyed them, I think just a bit after your sort of like wow I want to be like that, like how fit they are and the motivation that they have every day to train.