Cardiff School of Sport
DISSERTATION ASSESSMENT PROFORMA:
Empirical [1]

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Dissertation title: Factors that affect the participation of females aged between 16 to 18 from a black and ethnic minority group within a local sporting community in Cardiff
Supervisor: Dr. Lucy Wheatley

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).
	Methods and Research Design To include: details of the research design and justification for the methods applied; participant details; comprehensive replicable protocol.
	Results and Analysis [2] To include: description and justification of data treatment/ data analysis procedures; appropriate presentation of analysed data within text and in tables or figures; description of critical findings.
	Discussion and Conclusions [2] To include: collation of information and ideas and evaluation of those ideas relative to the extant literature/concept/theory and research question/problem; adoption of a personal position on the study by linking and combining different elements of the data reported; discussion of the real-life impact of your research findings for coaches and/or practitioners (i.e. practical implications); discussion of the limitations and a critical reflection of the approach/process adopted; and indication of potential improvements and future developments building on the study; and a conclusion which summarises the relationship between the research question and the major findings.

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	Presentation To include: academic writing style; depth, scope and accuracy of referencing in the text and final reference list; clarity in organisation, formatting and visual presentation

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FACTORS THAT AFFECT THE PARTICIPATION OF FEMALES AGED BETWEEN 16 AND 18 FROM A BLACK AND ETHNIC MINORITY GROUP WITHIN A LOCAL SPORTING COMMUNITY IN CARDIFF

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<u>**Notes:**</u>

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ACKNOWLEDGEMENTS

My experience at university has been one I will cherish forever. Although my name is the only one to appear on the cover of this dissertation there are many people who contributed towards the final achievement.

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This dissertation is in memory of my Grampy who supported me with my studies and sadly will never get to see what he always wished for… my graduation.

ABSTRACT

In recent years there has been an increase of BME groups integrating into society within the UK. Previous research shows sport and physical activity helps integration into a community and reduces social exclusion. However, there is limited research that looks into factors that affect participation in BME teenage girls living in a western society.

The purpose of this study was to explore the experiences of young females living in Cardiff and their attitudes towards sport and physical activity. The aim of the study was to uncover the extent to which engagement in physical activity had an influence upon their behaviours and lifestyles to enable professionals to understand ways to engage people. Six semi-structured interviews were conducted then transcribed and analysed. Data analysis was used to identify key themes and quotes that emerged from the data.

The findings display over the years factors that affect participation in physical activity had changed. However, some factors were similar to previous findings such as timing and cost. The findings also display a higher percentage of females participating in physical activity at younger ages due to them gaining higher priorities as age increases. Another factor was young females not having enough information about how to become involved in physical activity.

To conclude Waring and Mason (2010) suggest that sport and physical activity create a positive effect on social inclusion, yet there are also some underlying factors that also play a part. Sport and physical activity are part of a large process of social inclusion and aiding minority groups in a community.

CHAPTER ONE

INTRODUCTION

1.0 Introduction.

This study will explore the factors that affect the participation rates of females between the ages of 16 to 18 from black and ethnic minority groups (BME) living in Cardiff. Lupton and Power (2004) suggest that in the 1900's one of the greatest changes to Britain's society was an increase in numbers of people from different ethnic backgrounds and countries. Lupton and Power (2004) state that ethnic groups have been a minority within the United Kingdom (UK) for many years due to greater immigration to join family members already in the UK in inner urban areas leaving more rural areas of the UK with smaller numbers of ethnic minority immigration. The past decade has seen rapid development in the diffusion of multiculturalism in to British society. The participants within the study are aged 16 to 18 due to research from the Women's Resource Centre (2010) suggesting there is a high dropout rate in sport in females compared to males. The reasons why will be researched throughout this project to find ways to improve participation in BME females.

Research indicates there is a need to look into BME group participation in sport and physical activity. The main objective is to define and understand barriers to participation with this particular group of participants. By understanding ways to engage BME group females in physical activity it will enable the government to improve their knowledge, facilitating appropriate advertising of physical activity in communities, allowing for social inclusion. If the participants engage in community sport and become involved in physical activity in a club setting it could help improve integration. Bradbury (2011) suggests that the UK is becoming more 'multicultural' and sport can improve this by integrating people in societies and communities.

The main aim of this study is to explore why the factors that affect participation amongst 16-18 year old black and ethnic females living in the Canton area of Cardiff. For this study to be effective there are objectives that need to be researched to enable the best possible results. The first objective is to understand how cultures and religions affect sport within a community. The second objective is to understand female's participation rates and how they differ across ages to establish links

between participation and dropout rates. Finding out how community sports clubs aid communities can benefit the study as it is an important aspect in engaging societies in community sport.

The most recent research found on BME groups relating to the relevant age range and in Cardiff is that undertaken by Sport Cardiff in 2006. They published irregular documents on sport in schools proving that there is a need for more recent research in this area looking into possible ways to improve participation rates within BME groups in schools in Cardiff. The WHO (2003) suggests that health can be improved when adults participate in 30 minutes of heart raising activity five times a week. The implementation of local sports clubs can cut costs for members as they do not have to pay for transport; this means that there is one less barrier preventing them from participating in sport. The long term strategic plan for removing barriers to participation is to increase participation levels. However, there needs to be smaller goals along the way. Recent developments in immigration in the UK have heightened the need to look into ways of social inclusion and multiculturalism. A considerable amount of literature has been published on how physical activity can benefit a community. Hylton and Brahmam (2008) suggest that when sports development is put into practice within a community it can aid factors such as health, social inclusion and integration. Hudson (2004) suggests community sports development is linked to practitioner factors, organisational factors, and environmental factors.

CHAPTER TWO

REVIEW OF LITERATURE

2.0 Literature Review.

It is important to review previous literature associated to the topic of one's research project as it enables the researcher to gain a deeper understanding. Highlighting gaps within the literature can show where there is a need for more research, resulting in a unique, yet informed study.

This chapter will be divided into six sections that will aid the process of this project. The first section will look at different government policies and how they affect target groups in society. The second section discusses the benefits physical activity can have on one's body and mind. The third section identifies key issues within society with a BME group and looks into different social climates. The fourth section describes and discusses differences towards males and females from different ethnic backgrounds and how they link to sport and physical activity. During the fifth section BME groups and young people are discussed and different themes that have previously arisen are looked into. To conclude the sixth section discusses programmes and initiatives within the UK as a whole and how each one aims to increase participation levels and aid community life and social inclusion.

2.1 Government Policy And Target Groups.

The UK government sets policies for sport to enable the nation to make use of sporting opportunities and to create a healthier society. The Department for Culture Media and Sport (DCMS) publishes policy documents and sets targets to help deliver key sporting priorities. As defined by the Northern Ireland Assembly (NIA) (2010), there are three main topics for barriers to participation within a sporting environment; socio-cultural barriers, practical barriers and knowledge barriers. In 2002 the Government in the UK published a strategy called Game plan; Game Plan was about sport and physical activity benefits in the UK and included a variety of objectives (DCMS, 2002). Game Plan justifies public investment in sport for delivering other social benefits rather than simply sport for sports sake (DCMS, 2002).

 One of the main focuses of this strategy was to investigate ways to increase grass roots participation for health and sporting benefits. There are three main targets

within Game Plan with regards to increasing participation they are; to enhance sporting opportunities for 5 to 16 year olds, to tackle childhood obesity and to increase the number of participants in active sports by 2008. The targets were taken over and conducted by non-departmental public bodies such as Sport England, UK Sport and the Youth Sport Trust.

Increasing grass roots participation allows opportunities for people to become involved in sport and physical activity. Grass roots sport is for people who want to participate as a social or general keep fit factor. Evidence provided by McPherson *et al.,* (2001) strongly suggests that if grass roots participation was promoted in the correct manner within communities who have low participation levels improvements would be made, especially as people would have an incentive and a focus. McPherson *et al.*, (2001) state that leisure can form relationships across different groups within a neighbourhood which can aid to social inclusion.

Focusing on the local community, the Welsh Assembly Government (WAG) published a policy document called Climbing Higher in 2006 where the government specified three main targets for secondary school children. Firstly, at least 90% of boys and girls will participate in sport and physical activity five times a week for at least 60 minutes. Secondly, all secondary schools will provide a minimum of 2 hours of curricular based and 1 hour of extracurricular sport and physical activity per week with 80% of children being junior members of sports clubs or centres and in the next 20 years. Finally, all children in Wales will experience an outdoor adventure activity before the age of 12 and further experience before the age of 16 through an initiative called Climbing Higher (Welsh Assembly Government, 2006).

Looking specifically at local documentation, Sport Cardiff published a series of reports interspersed over many years that focused on participation in sport in Wales. In 2006 Sport Cardiff released a report on participation rates in Wales this data is now 7 years old so new research is required, hence this study being conducted. New conclusions are expected to be found from the more recent and relevant research in this project. This updated research looked into the participation of young people from all backgrounds in curricular and extra-curricular activities. The results showed that secondary school pupils in Wales participate in an extra 8.3 extra-curricular sports compared with previous years.

The results of different genders in physical activity shows the lowest levels of participation are in the Valley's with only 33% of young people participating in recommended levels of physical activity. The highest levels of participation are in metropolitan Wales where the results show 37% of young people take part within the recommended guidelines. Female participation levels show a slight negative correlation with age, whereas the males a slight positive correlation. Normile (2006) suggests females drop out of sport as their age increases for a variety of different reasons: always being on a losing team, too much physical stress, a need for more time to study and their parents not wanting them to participate.

2.2 Benefits Of Physical Activity Participation.

Research by BUPA (2012) has shown that everyone benefits from exercise. The Government in the UK- promoted participation, provided opportunities for social interaction and improved quality of life within a community through sport (Wheatley, 2007). The National Health Society (NHS) (2012) advises that 30 minutes of heart raising exercise should be undertaken by adults five times a week in order to stay healthy. The government policy document Game Plan by DCMS (2002) suggests benefits of physical activity to be: improving education, reducing crime rates and improving social inclusion with sport creating a feel good factor. The World Health Organisation (WHO) (2003); Molina-Garcia *et al.*, (2011) also suggest that physical activity for adults reduces obesity, cardiovascular disease, some cancers, diabetes, strokes, osteoarthritis, and osteoporosis. The WHO suggests 30 minutes of daily moderate intensity activity. This is reinforced by Strong *et al.,* (2005) research showed that regular physical activity can assist in the reduction of risk factors in hypertension, type 2 diabetes and coronary heart disease in adolescents.

In 2007, the Government Office for Science issued a report displaying health and economic costs for the UK as a nation. The report forecast that due to the nation having a large population of sedentary citizens, by the year 2050 it would cost the NHS £10 billion per year. For businesses, there would be an extra cost of £49.9 billion due to health issues and sickness. The NHS (2012), states that physical inactivity can lead to ill health, if this is the case then avoidable costs are a consequence, resulting in huge wastes of money to the health service. Encouraging people to participate in sport would produce a more effective and sustainable nation,

particularly as sport plays an important part in peoples' quality of life and well- being. Through increasing participation rates it would lead to a positive effect on government health costs creating lower tax rates for the general public.

Baker, (2010) states that in Western countries there has been an increasing number of people participating in sport due to a demographic shift as people are now recognising how important physical activity is to remain healthy, especially in a person's ageing years. Baker (2010) also states that Western countries now recognise the potential for sport participation to affect positive development across the lifespan and not just in the development of young people. Hylton and Bramham (2008) suggest that when people have sporting lifestyles they are found to have social and psychological gains. *Sports Activities and Youth Offending*, (Office of the deputy Prime Minister 2005) state that sport can reduce the likelihood of children becoming involved in crime and anti-social behaviour leading to sport providing role models, alternative peer groups, improving cognitive processes and improving mental health. Groups such as these can be related to social exclusion and therefore plans need to be put into place to achieve social inclusion. Vail (2007) suggests sport produces benefits such as improved self-esteem and community identity that can facilitate community development and social inclusion.

Social inclusion is defined by Block (1998) as inclusion of individuals that can enhance self- esteem and develop positive learning. Sport England published a strategy in 2008 after the UK won the bid for the Olympics called Sport for Sports Sake. This document focused on gaining more medals at the Olympics and also including every aspect of sport in order to cater for everyone in the UK. The government planned to create a lasting legacy after the Olympics. This was to be achieved by offering more funding to young people and gaining more qualified coaches in regenerated areas that would lead to increased participation rates.

Within sport there are minority groups of people who have low participation rates in sport and physical activity, they are known as target groups. Target groups are defined as groups within a community who consist of: disabled people, BME groups, women and girls, and elderly people.

2.3 Black And Ethnic Minority Groups.

Skinner *et al.,* (2008) suggests communities are linked by ties that are deep, co-operative and familiar. Field (2003) defines communities as being committed to a set of clear values that enable their behaviours to be guided through allied social norms. Zakus (1999) explains that the main understanding of community is the concept of identity. Individuals form an identity by creating narrative behaviours and taking a sense of identity from those experiences (Kay, 2006).

Skinner *et al.*, (2008) state that many communities can suffer from social problems such as high levels of migration and multiculturalism therefore young people can be at risk from exclusion and disaffection from society, words related to this can be disadvantage, deprivation and social exclusion. Research has been conducted to looking into women from BME groups and their relationship with culture and sport to see if deprivation and disadvantage relate to the results.

A comparative study conducted by Dagkas and Benn, (2006) took Greek Muslim women and British Muslim women to gain an in depth understanding into physical education and Islam. The results of the Dagkas *et al.,* (2006) study displayed positive attitudes from women towards the curriculum activities. However, there was a negative opinion when it came to extra-curricular activities due to restrictions such as time and higher priorities. British Muslim women were found to be more conscious of Islamic requirements, whereas Greek Muslim women were settled as the more dominant culture within their home country. Previous research around this topic area suggests the main barriers to participation are due to religious reasons and culture.

A study by McGee and Hardman (2012) was conducted with Muslim females aged between 15 and 16 from two different schools in England. It researched reasons into Muslim schoolgirl's identity and physical education in school based lessons. Results showed cultural and religious impacts such as kit issues, changing facilities, and Ramadan are reasons why females struggle to take part in physical activity. However the girls within this study explained how they enjoyed physical education and looked upon the subject as if it was a refreshing break from other more academic subjects.

A study conducted by Caroll (1993) involving a variety of cultures from Greater Manchester looked into the relationship between ethnicity, culture, and participation in sport and physical activity. The results show high participation rates for Christians and non-believers, whereas Muslims, Sikhs and Hindus participation rates were lower. This may be as a consequence of the discussed barriers of participation within BME groups.

The DCMS (2007) suggests that BME groups often fall into lower socioeconomic groups with Pakistani and Bangladeshi populations often living in more deprived areas due to socio economic factors. This can lead to factors that affect physical activity participation due to funding constraints. In 1999 a longitudinal health survey was conducted and displayed results showing that employment figures where lower for BME populations. Bangladeshi and Pakistani women in particular having the lowest rates of economic activity showing 31% and 24% compared to 75% for white and black Caribbean women. This could be one reason as to why Pakistani and Bangladeshi populations are living in a lower economic climate.

2.4 Males And Females.

Data has been collected within schools and higher education colleges by Quick *et al.,* (2010) to look into statistics between the differences of male and female participation rates in physical activity. Data was collected in 2010 by the department for education and that showed overall in the UK 58% of males are more likely to partake in physical education and school sport for 3 hours a week in comparison with 52% of females. Studies show as pupils get older the margin between males and females participating in sport increases, so there is a greater divide between the two genders. In the UK in 2010, 33% of females in years 12 and 13 participated in physical education and school sport in comparison with 46% of males. The total average curriculum time that all pupils in each year group spend taking part in physical education in a typical week is 32 hours for year 12 and 28 hours for year 13 this shows that a large percentage of pupils stop participating in physical education after year 11.

The Women's Resource Centre (2010) state that teenage females have a higher dropout rate in sport compared to males and the sports sector needs to take action to look into ways to advertise sport to female teenagers. The Wolfenden Report in

1957 also stated high dropout rate in female teenagers and today little has changed in the way of statistics. The Women's Resource Centre (2010) also suggest that there are reasons for the gender gap in sport being large between males and females and these reasons can be grouped into areas such as practical, personal, social and cultural constraints. It has been stated by Thrane (2000) that women have more leisure time than men in general as they take on the care of children, relatives and responsibility for housework. Women's Resource Centre (2010) state these reasons can make women more reluctant to sign up for clubs that are over a period of time as they have other priorities.

Dale and Higgins (2009) conducted a study researching ethnic differences in physical activity and obesity. Results displayed that gender differences within sport are only significant for age groups between 16 to 24 and 35 to 54 for people from the Pakistani, Bangladeshi and Chinese groups. These groups as well as white Irish men also have a greater chance of meeting the physical activity guidelines rather than their female counterparts. Within white men and women there is a significant difference between all ages in the amount of physical activity that is conducted, however for the Irish group only the 16 to 34 age group have significant differences within physical activity. Overall meeting physical activity guidelines within Black Caribbean, Black African and Indian groups there are no significant gender differences in any age group. Figures 1 and 2 (see appendix G) displays the findings of Dale and Higgins (2009) in males and females in the UK and how their age links to their physical activity.

There is a limited amount of research that focuses on women from black and ethnic minority groups in sport in western countries. Although within the literature it has been recognised that there are different reasons as to why this group of people do not participate in sport and physical activity as much as required. In 2003 Taylor recognised a less participation and lower participation rates for Muslim women from western countries due to lack of provision and opportunities. Maxwell and Taylor (2010) then conducted a study to engage Muslim women in particular into community sport organisations; barriers to participation where perceptible. Maxwell *et al.,* (2010) displayed in the results that the club they looked at did not consider religious events, dress code, or single sex training sessions. Maxwell *et al.*, (2010)

stated that cultural awareness needed to be displayed with in communities to enable social capital.

Research conducted by Cortis, Sawrikar, and Muir (2007) has shown that women from a linguistically and culturally diverse past are less active in sport and physical activity in Western countries, compared with women who are from corresponding white western female populations. Kahan (2003) and Sfeir (1985) stated that Muslim women are not prohibited from activity by Islamic tenets.

Kay (2006) undertook a study that looked into how the families of young Muslim women impacted on their daughters influence to engage in accompanied sport and education programme designed to encourage further education. The study revealed that the parents influenced the girls in the sports programme and their lives as a whole. It also showed how the girls had become westernised in their day to day lives. Conclusions explain how sport and its values are highlighted within minority groups and how there needs to be more research undertaken on young people's attitudes towards sport in relation to their religion and family influence.

It has become evident from the analysis of previous research that the factors associated with the lack of participation from black and ethnic minority groups are due to culture or religion. Providers of community sport need to recognise how barriers to participation can be lifted to enable a larger community base for physical activity. By gaining an in depth understanding about these barriers in particular could enable more promotion and changes to take place, opening a pathway for new ideas and ways for people from a black and ethnic minority group to become more involved in community sport.

2.5 Factors Affecting Participation In BME Groups And Young People.

Leppke- (2003) conducted a study looking at social factors that affect intramural sport and sports participation in middle schools and the results displayed that boys wanted a more competitive environment and were more affected by their coaches, whereas girls found it was boring and took up too much of their time. The results

show that the coaches need to focus more on participation, keeping the games fun and getting students fully involved.

Boyle *et al.,* (2008) researched physical activity among adolescents and barriers to delivering physical education in Cornwall and Lancashire. The results displayed 17 key themes of which 12 were similar to previous research. 5 new themes of research appeared in this area of physical education which involved the ethos of elitism within the schools physical education department, undervaluing activities, lower fitness leads to lower ability, the role of the school and the physical education department doing all it can. Although the government have attempted to increase provisions for physical education the author states improvement is needed in the delivery of school sport and physical education. Boyle *et al.*, (2008) suggests there needs to be more variation offered to pupils to enable more opportunities.

Within the reviewed literature key words that are associated with barriers to participation in sport and physical activity became apparent; culture, age, time, finances, transport, confidence (Hylton and Bramham, 2008). A person who has different difficulties to be able to participate in exercise on a regular basis is known to have barriers to participation. Heller *et al.*, (2000) conducted a study that highlighted factors as to why people find it difficult to participate in regular physical activity, such as lack of transport, poor knowledge of exercise facilities, and lack of support and exercise equipment at home. Youn (2011) found adult sport participation factors were due to life-course and transitional dynamics, motivational differences, and sport delivery system impacts rather than more predictable individual level factors that have proved to be more common in previous findings.

Matheri and Frantz (2011) looked into physical activity levels among young people with disabilities and their perceived barriers to participation. The results showed fear, avoidance and disability, as well as the lack of time and need to rest were the most recurring factors when it came to results. However, barriers emerged that were related to peer acceptance and inclusion within a group.

Many authors have researched barriers to participation in sport and common themes have previously been identified. Wider research into different BME groups has been researched revealing different findings concerning barriers to participation.

Broad research of barriers to participation shows that people with increased levels of sedentary behaviour are associated with barriers to physical activity (Salmon, 2003). This can be related with participants who have psychological factors connected with barriers to participation.

Caperchoine (2009) displays findings that participants in his study reported a number of psychological, cognitive, socio cultural and environmental factors which restricted their participation in physical activity. These findings are specified when researching participation barriers. Skinner (2008) looked into using sports to develop disadvantaged communities. The paper also looks at social inclusion rather than barriers to participation, however discusses how partnerships are used to understand social development.

The DCMS (2007) suggest that children from Indian and Chinese populations performed better at GCSEs compared to white children. However Black Caribbean, Bangladeshi, Black African and Pakistani children performed worse and this could be because of their parent's income and their cultural background. The DCMS (2007) also suggest that people from BME backgrounds are likely to have negative school experiences with regard to cultural activities and are less likely to engage in these activities due to their parents having low levels of cultural engagement when living in the UK compared to their home countries.

2.6 Programmes And Initiatives.

Sport England set up a scheme called 'Active England' this programme aimed to improve health for communities and individuals by promoting physical activity and sport. The programme was funded by the National Lottery with a £94.8 million pound grant. Hallikitken (2009) focused on a project involving target groups with 75 focusing on young people, 24 on disadvantaged people, 10 on BME groups, 10 on disabled groups of people and 7 on women. Results showed that out of 1.4 million participants 665,000 were from deprived areas, 636,000 were young people who had been supported, 578,000 were women and girls and 217,000 participants were from BME groups. The project came up with ideas to include target groups in sport.

Hallikitken (2009) suggests that projects involved with BME groups need to create activities within familiar surroundings and complex barriers to participation need to be understood by considering particular religious and cultural needs. Hallikitken (2009) suggests that projects working with women should focus on health rather than competition and ensure that women are comfortable within their surroundings.

In 2011 Sport Wales published a community sports strategy and researched five key areas with a priority to develop communities. Sport Wales employed stakeholders to conduct focus groups to further their knowledge in community development by interviewing volunteers and sports clubs. Sport Wales plan to increase participation levels to reduce: crime rates, obesity, and create a fitter community. In order to do this their main focus points were: thriving clubs, local decisions, quality education, committed work force, child poverty and appropriate facilities. This research helped to understand what areas needed improving to enable community sport to develop. The results displayed that main interest within the study was to create thriving sports clubs within communities. Sport Wales (2011) states that in order for clubs to increase participation levels they need a wider base of participants from more women and girls, 'lower' social grades to people looking for recreational opportunities. To increase participation Sport Wales plan to give quality education, have a committed work force, and provide appropriate facilities to aid sport.

Sport Wales (2011) state that men are four times more likely to join a sports club compared to women. Women feel that men go for social reasons and that they have no place there. Figure 3 (see appendix H) displays findings of pupils in year 3 to 11 and adults aged 15 and above in Wales and how sports club membership declines with age. Males and females slowly decrease at similar rates: however, males have a slight increase between the ages of 30 to 50 before decreasing again.

Sport Wales (2011) uses a model to explain how development through sport occurs (see appendix I). There are five areas to the model consisting of a wide base for foundation sport and getting narrower in participation rates from participation, performance to elite. The base of the pyramid is foundation where participants are learning basic sporting skills to enable them to have future participation in a chosen sport as well as providing personal development. The participation level is when

people regularly participate in a sport for enjoyment and is usually within a sports club. The performance stage is when participants learn specific sporting skills and higher quality coaching becomes essential. The top of the pyramid is the elite level with the least amount of participants in and national governing bodies that have become responsible for the participant's development at this level.

The government put policies into place to help with people's development through sport aiming to gain a larger number of people at foundation and participation levels. By promoting community sport it will enable a rise in participation levels. Black and ethnic minority groups are one of many social groups that have been researched into barriers to participation by authors such as Skinner *et al.,* (2008) and Caroll (1993). Other minority groups consist of: elderly people, disabled people, women and children.

In 2009 the National Lottery funding scheme issued the Summary of the Community Sport Initiative Year Three evaluation report. The report focused on how to engage hard to reach groups in sport. The community sports projects set up by the National Lottery aim to engage members of a community who have low levels of participation in sport and physical activity. Results showed that in Wales the projects had been successful in improving participation in community sport from target groups of disabled people and ethnic minority groups as well as 60% of the participants being female. The Metro Allan programme was set up to increase activity levels within hard to reach groups who had low participation rates. There are fifteen projects in Wales in different areas that aim to increase the use of the natural environment to achieve its aims. £6.5 million went into the project and engaged 5,110 participants within year one of activities. 85% of the participants that took part in the Metro Allan project did not participate in moderate activity five or more times a week. This shows an improvement in participation levels. The results of this project are promising for women from black and ethnic backgrounds as it shows an increase in participation levels. The Metro Allan project advertised in appropriate places within communities, they took into consideration barriers to participation such as transport, costs and self-confidence issues.

The DCMS published a document in 2007 named 'Culture on Demand, Ways to Engage a Broader Audience' The aim of the document was to improve the quality of life for all via cultural and sporting activities, support the pursuit of excellence, and champion the tourism, creative and leisure industries.

Based on the literature reviewed there is a need to investigate attitudes and feelings of females from a black and ethnic minority group to enable future groups to be given social inclusion within community groups allowing more opportunities. The issues towards barriers to participation in sport that have previously been discussed support a study such as the one suggested to ensure community sport providers have the correct knowledge and attitudes towards these minority groups when participating in physical activity. Therefore the study will be specific to the inclusion of females from BME groups in order to increase the profile of community sport through extensive research.

CHAPTER THREE

METHOLOGIES

3.0 Methodologies.

3.1 Rationale.

There are two main types of research: primary research and secondary research (Kumar, 2005, Walliman, 2001 & Patton, 2002). Primary research is when the researcher is the first person to gather the information for the first time to use within their study. Secondary research is when the researcher uses previously researched information within their study to aid their own research. For this dissertation primary research will be used to explore the factors that affect participation in BME groups. Walliman (2001) suggests that within primary research there are a number of frameworks that could be adopted to aid the project. These frame works consist of qualitative, quantitative and mixed methods.

Silverman (2005) says that a qualitative framework is one that involves opinions and a verbal in depth account of a previous occurrence. Qualitative research gives a more detailed account of previous experiences and provides the participants with a chance to describe their own experiences. It also provides the researcher with rich information and gives a deeper insight into the phenomenon. As this study focused on the use of interviews it was unnecessary to use a quantitative data collection method (Kvale, 2007). Data was needed that was subjective and emotional rather than volumetric to allow an insight into the participant's feelings on the topic.

A deductive approach was used for this study to allow the researcher to start with a broad approach and narrow down to a specific area. Flick (2007) states that deductive research moves from a broad theory to narrower themes. Semi- structured interviews have been used for this study because they allow the researcher to follow an outline, keep focus on the important questions whilst being flexible, and maintaining fluidity, allowing a wider range views from the participant as a result of their response (Kvale, 2007). Semi-structured interviews have a series of open ended questions to allow for elaboration and act as prompts for the participants (see appendix B). Patton (2002) suggests this allows participants a chance to give a deeper understanding into the topic. This type of data collection had been decided over other methods such as storytelling, ethnography, narratology and shadowing. Authors such as Silverman (2005) and Miles and Huberman (1994) suggest it allows

the researcher to find out more about the participants previous experiences and their process.

3.2 Participants.

Purposive sampling was used for this study to find a suitable group of females from a BME group. A cover letter was sent from the researcher to Sport Cardiff to see if it was possible for any of the 5 x 60 officers to find a suitable group of participants (see appendix C). 5 X 60 officers work in schools and communities in Cardiff to ensure children are maintaining 60 minutes of physical activity 5 times a week. This group then became the case study for the research project. Purposive sampling was conducted by anticipating the characteristics of possible respondents who give information to differing accounts and perspectives of their experiences; this then informs the researcher of who to invite to take part in the research project (Barbour, 2007). A group of six participants have been used due to the time consuming nature of qualitative data collection ensuring that relevant information could be collected from a variety of people but that it could still be completed within the project timeframe.

Silverman (2005) suggests that qualitative research that uses small sample sizes to explore issues in-depth rather than highlighting relationships or being able to generalise to the wider population. Walliman (2005) states that a sample is a small part of a whole population that is selected to show what the whole is like. Walliman (2001) goes on to say reliability is related to human perception and intellect and the power to reason and organise data to promote understanding. This study accounted for reliability by using the same consistent interview schedule for each participant, a dictaphone was used to record the interviews and was only available to the researcher, supervisor and participant. It was made clear to all participants that confidentiality and anonymity would remain throughout the study.

When working with vulnerable populations and participants from different cultures the researcher must understand and always apply the code of ethics. Gratton and Jones (2010) suggest that anonymity and confidentiality are important for the researcher to maintain trust, and to comply with the terms agreed. Gratton and

Jones (2010) recommend that individuals cannot be identified by using pseudonyms, however if the names and numbers are linked they must be stored in separate locations.

Flick (2007) states there are four main areas to ethical considerations; deception, accuracy, beneficence, and sensitivity. As interviews were conducted for this study ethical considerations were taken into account such as ensuring the participants had all been presented with all the relevant information and consent forms to sign. "An ethics of care emphasizes empathy and compassion in personal relationships and a concern with the just community" (Kvale, 2007: 147). To minimise ethical concerns prior to the interviews the questions were given to the participant a few days before the interview. To minimise these concerns during the interview self- awareness, empathy, and congruence were taken into account to ensure a safe and professional setting. Ethical approval was obtained during September 2012 from Cardiff Metropolitans Ethics Committee which allowed the research to go ahead.

Walliman (2001) says that informed consent is when participants give consent to be involved in a research project, having been given all relevant information regarding their involvement required. The participants for this study were all made aware that they gave voluntary informed consent and it was ensured that they read and understood the process of the study (see appendix D).

Making the participants aware of the study and its aims will allow, them to commit and enable them to gain an understanding and answer with integrity. The study was voluntary and was not driven by any reward which meant the participants wanted to be part of it and entered through free will, this means the answers should be valid. Validity is an important aspect when gaining information from participants as Sagor (2010) highlights through saying validity is linked to a person's truthfulness.

Oxford Brookes ethics (2012) states that consent forms are given to participants to be read through and signed by participant and researcher to ensure adequate information is given. By keeping the information received in the data confidential and anonymous the volume of the data is expected to be large and rich as the participants should feel they can talk confidently to the researcher knowing the data will remain confidential, creating more relevant, valid and exhaustive data.

3.3 Procedure.

Before the study officially began voluntary informed consent was gained. Informed consent is informing the participants of the studies overall aims and objectives and then gaining the participants consent to participate (Kvale, 2007). It was made clear to the participants that they could withdraw from the study at any time and were not being forced to take part. Participants were given written details explaining why the study was taking place, what would be involved and how the study would work (see appendix E). A suitable time was arranged with the co-ordinator and the participants for the data to be collected. This began with a pilot interview to enable the researcher to gain confidence, develop research skills and reassure the participants, whilst also ensuring that the questions were understandable (see appendix A). Barbour (2007) refers to piloting as a way of trying out the material you intend to use to enable the researcher to establish if the terminology and questioning are suitable for the study in hand. Piloting is an important part of the research process and can impact upon validity and reliability of data. The method of data collection is one on one interviews, this also checks the validity of the data as this makes the study more reliable because people might feel more comfortable in a one to one situation rather than expressing their views in front of a group of people.

 The data collected was then included within the final results. A pilot interview took place to enable the participants to feel comfortable when discussing issues that were relevant to the study. It also allowed the author to check and review the process in a safe environment. A pilot interview allows the researcher to improve skills such as, facilitating, moderating, listening and observing. Research by Kvale (2007) indicates that when using cross- cultural interviews there will be a wide variety of cultural factors that could affect the interviewer/ interviewee relationship.

3.4 Data Analysis.

The analysis of the data was collected thematically. Miles and Huberman (1994) explain that thematic data analysis is when data is placed in an order to enable the researcher to identify key themes within the study. Key points were highlighted by using a colour coding system helping make it simpler for the researcher to identify the main themes of the study (see appendix F). Coding can help prevent data overload and is an important aspect of forming typologies (Walliman, 2005). These concepts where then organised in to themes and patterns (Rodrigues, 2010). After the data had been organised the key themes emerged and relationships between the data and participants became evident. The key themes were placed in a table to make it easier for the researcher to see the results. All the data was protected by ensuring the data was stored in a file with a password on a computer and transcribed by the researcher. Although transcription is extremely time consuming, it is beneficial to do this yourself, as the researcher, because it allows you to engage fully with the data and gain an in-depth knowledge, crucial for coding. The data was only available to the researcher, participant and supervisor to comply with the ethics of the project.

3.5 Reliability and validity.

Seal (1999) proposed that reliability within qualitative research is the examination of trustworthiness. Seal (1999) also suggests that trustworthiness of a research report is to do with the heart of issues that were conventionally discussed as validity and reliability. Lincoln and Guba (1985) imply that there can be no validity without reliability and validity is sufficient to reliability. Patton (2001) also suggested that a researcher must have ability and skill within qualitative research to be able to recognise that reliability is the consequence of validity.

Creswell & Miller (2000) suggest validity within qualitative research is the ability to perceive the study and the researcher's choice of assumption. Reliability and validity was qualified by gaining trust from the participants, this is reinforced by Seal (1999).

Within this study the method that was used impacted on reliability and validity as it maintained data that was from reliable sources and the interviews were then transcribed by the researcher.

CHAPTER FOUR

DISCUSSION OF FINDINGS

4.0 Discussion Of Findings

This chapter will identify and then discuss the five main themes that emerged from the study's interviews. The key themes include: culture, social influences, school sport, extra-curricular sport, and community sport. Each theme will be individually discussed and the chapter will conclude with a general summary.

4.1.0 Culture.

4.1.1 Academic Work.

Weinberg (2000) identified that culture plays a vital role in influencing physical activity in females from BME groups, the effect being that physical activity is not their highest priority compared to other aspects influenced by home life. However, research found the participants had all been regularly involved in physical activity between the ages of 11 to 17. This was reinforced during the interviews, where participants indicated they enjoyed sport. Additional questioning indicated their priorities were more aligned to studying for their exams and school work. An example being: *"My parents support me with my sport but think that my school work is more important".*

Further investigation revealed their parents saw their children's academic education as more important, and influenced their choices. There are strong cultural bonds between families that are passed down through generations. Further underpinnings from the participant's responses support this. For example, a Bangladeshi child stated that their parents wanted them to have academic success, rather than involvement in physical activity: '*With school and trying to get into university and everything there is more pressure on passing that and wellbeing and being healthy is not seen as a big priority'*.

Further exploration revealed there was no compromise and that the child would prioritise academic work over physical activity leaving the child to have little choice in them participating in physical activity. This in turn has a negative effect as the child is not getting the opportunity to be physically active. Michaud (2012) suggests that physical activity can aid a child's concentration levels. Looking at school ethnic

communities this approach would have a common theme due to the parents not encouraging physical activity in their culture. In the longer term this makes participation in physical activity more difficult when the children leave full time education. One young person stated: *'it's hard to get involved in sport again when you haven't done it for a while'*.

Another aspect to consider is the female drop-out rate. Research carried out by Thrane (2000) suggested that sport at this age was secondary due to priorities at home and children would not necessarily pursue physical activity. However, this has changed over the past ten years with more females from BME groups wanting to become educated and go into further education. Normile (2006) suggested that females drop out of sport due to them needing more time to participate and their parents wanting them to study more. This is further reinforced by a response from one of the participants interviewed; *'since I was 16 I have done less sport than I used to as my A levels are more important'*.

In the UK, physical education is compulsory in years 7 to 11 and an average of one hour physical activity is recommended five times a week. The results showed that the participants all enjoyed physical education lessons and did regularly attend for reasons such as enjoyment, health and to have a break from more 'academic' lessons. This is supported by McGee and Hardman's (2012) research who suggests that BME group females enjoyed physical education and looked upon it as a break from more academic subjects.

Exams and more 'academic' subjects are prioritised over sport and physical education by all the females that where interviewed. In particular within Indian cultures, academic studies are prioritised above sport and this was revealed from the interviews: *'I didn't go to them because exams were coming up and coursework as well so then the teachers kind of said oh you've got deadlines so you can use your physical education hours to finish your work so sport wasn't seen as that important'*. Another participant also agreed that education was a higher priority than physical activity and stated: *'Sport can be done as long as people get their education done first before they do like a practical event and that'*.

Maxwell *et al.*, (2010) stated that cultural awareness needed to be displayed within communities to enable social capital. The results showed that awareness in schools

in Cardiff had been successful as all the females who were interviewed participated in sport and physical activity at some point regularly in the previous four years.

4.1.2 Male And Female Differences.

The study indicated a bias towards males in relation to sport and physical activity as the participants suggested: *'it is easier for males to get involved in sports because before it was seen as the women be the house wives and stay at home where as the men would go out and do the more physical kind of jobs and I think that's carried on but as well as that it's the culture like some cultures frown upon women doing sport'.* The participants also suggested that sport was more male dominated and females did less sport due to reasons affected by their culture, an example of this is: *'Males tend to do more exercise because they feel that they can, whereas girls feel like a bit down and they like can't do it because of the traditions'.*

Contradicting this, another participant states:

> *'I think its seen as the men to do all the physical things and the women to stay home and look after the household stuff but sometimes like its shared in different cultures but within my culture it generally depends on the family and how they were brought up but I wouldn't want to do all the household I would want it to be an equal thing'.*

This shows that it can depend on the type of upbringing the child has had which could be the same in any culture not just BME groups. Within this study the girls mentioned that males and females have different roles in different cultures, indicating that males do the more physical work than females. One participant stated: *'I'm really happy about seeing a lot of women do this, do that, keeping well, fit and even when some women who are in different types of religion'.* This suggests that currently women are overcoming factors that affect them participating in physical activity.

As mentioned earlier, previous research conducted by the Women's Resource Centre (2010) also suggests that there is a reason for the gender gap in sport being

large between males and females. These reasons can be grouped into areas such as practical, personal, social and cultural constraints.

Females can feel intimidated by participating in physical activity with males. This coincides with a participant's response: '*There was one girl that didn't feel comfortable with that and she didn't know that boys where going to be in our class and she dropped it'*. This suggests that more separate sex sessions should be promoted for sport and education to remove barriers towards sport.

In contrast with the previous statement another participant then commented saying: '*In school about one boy I don't get along with but since I've been doing a bit of sport now we have got like very close and we work as a team'*. This is supporting McPherson *et al.*, (2001) as it is the forming of relationships in a sporting environment.

4.1.3 Changes Over Time.

The NIA (2010) suggest that one of the main barriers for physical activity in a sporting environment is socio-cultural barriers. The results indicated that this is only true to a certain extent. Over 80% of the interviewees only participated in sport at least once a week due to time and financial constraints not due to cultural constraints.

Kanhan (2003) and Sfeir (1985) state that Muslim women are not prohibited from physical activity by any religious requirements. The results agreed with this statement. All the participants stated that they had participated in some aspect of physical activity over the last three years and over half of them where Muslim females.

One of the other main barriers to physical activity is knowledge about the subject. Current findings emphasise this, stating that if people were informed about the importance of physical activity there would be a greater chance of them participating; knowledge enhances participation. An example from the interviews is: '*I think it's very good there are not a lot of like overweight people now since they have been*

doing a lot of sport and everything like you know people keeping healthy and fit and since you know a lot of new people in the news'

The main form of physical activity that the participants were involved did was dance. Many of the participants competed in this and went to international competitions. However, when asked if they would carry on with this form of physical activity one female answered: *'Probably not dancing because I know that because I'm a Muslim that it's not good to listen to music, I don't know why but it's just not'.* This suggests that the participant does not know the real reason as to why she is not allowed to listen to music and may therefore be influenced into a deep religion by her parents. Consequently, it is highly likely that her parents will have the same influence over her views with her regard to physical activity, dictating what she chooses to do. This links back to a study conducted by Kay's (2006) that revealed that parents influenced Muslim females in sports and their lives as a whole. Kay (2006) study also showed that the females had become westernised in their day to day lives. This is reinforced by the findings in the study as one respondent said:

> *'I'm kind of lucky because my parents where ok, they were cool with me dancing but in some religions you are not allowed to dance or do any physical activity with males. Yes so I think it would be good if there was some kind of physical activity or awareness to the parents so they could not see sport as a bad thing cause its obviously not and it helps a person physically and mentally'.*

Another participant from a Bengali background agreed and stated: *'I have lived in Canton my whole life and don't feel that my culture stops me from taking part in different activities'.* Culture has played a large part however, the results show that times are changing and females from different ethnic backgrounds are slowly adapting. They want to be more independent as they are realising that generations have been passed down to them from their families through their elders. However, they are forming to modern UK cultures that are evolving and ever changing. An example of this that emerged from the interviews is: *'in culture there are some people who are stopped because of old traditions and people believe that girls should stay at home and not go out and not exercise but now its new and there's*

new parents and traditions are changing over time so more people are doing it now like exercise and that'.

Over time with more media coverage the views of young females from a BME group may begin to change. The participants all commented on the London Olympics and how they enjoyed seeing more females from different cultures participating. An example from one participant is: *"With the Olympics it was good to see that females were actually getting gold medals and that sort of thing".* Media coverage can aid the impact advertising has on BME group females through showing sport and sporting role models.

4.1.4 Psychological Affects.

Salmon (2003) stated that people who want to do physical activity can still have psychological barriers to participation. The participants indicated they feel embarrassed being part of a physical activity group, one stated; '*They don't want to sweat and like they think it's like a boy's thing'.* Whereas, males may be involved for many different psychological reasons such as stress release, self-esteem, and a competitive environment (Ram, 2004). Brown (1992) suggests that females take part in physical activity for reasons such as fitness, and relaxation. One participant suggests that: *'families think girls should do other things, not sport, it could be to do with confidence because some girls will be confident from year 7 to 9 but when you go to GCSE you have boys in your classes.* This implies that as females mature they become more self-conscious and psychological barriers can immerge. Maxwell *et al.,* (2010) supports this statement as research indicated that if a club doesn't consider same sex training sessions, dress codes, or religious events this can impact on BME group participation.

4.2 Social Influences.

4.2.1 Peers.

Physical activity can be influenced by peers and family members. This can be in both a positive and negative way. Results suggested that all the participants were influenced in different ways towards participation in physical activity. This is

supported by one participant who stated: *'you are going to like fail your studies, because your taking too much on for yourselves … the year just before we went to Germany we all got straight A's in our triple science'*. Although the quote shows a negative attitude from peers towards physical activity, it became apparent from the results that there can be positive effects from social influences towards physical activity, as they revealed that parents supported the participant's decision to take part in physical activity as they understood it would benefit their children both physically and socially.

Social aspects of sport and physical activity are important to all of the participants. The participants all implied that they had met new friends, who they had something in common with when attending a club. This relates with Larson's (2000) study who suggested that children were more likely to attend sports clubs for enjoyment reasons over sporting reasons.

4.2.2 Social Inclusion.

Skinner *et al.,* (2008) looked into using social inclusion methods to understand social development in communities. They suggested that communities were stronger when young people had partnerships within a society. When there are no partnerships in a community this can lead to social exclusion (Skinner *et al.*, 2008). Coalter (2009) defined social exclusion as communities having fewer opportunities to participate in society. This may contribute to higher crime, poor health and poor education due to a lower social economic climate.

Skinner *et al.*, (2008) says that communities with high levels of multiculturalism can suffer with higher levels of social exclusion. However, evidence suggests that for young females from BME groups living in Cardiff this is not the case as results reveal the participants would rather be mixing with peers rather becoming anti-social. An example being: *'I actually really enjoy sport myself and I think it's good for girls to do sport cause it's like for their benefit as well like they get healthier they get like interested in something and like for where we live and the type of people we have here it's better for them to like stay inside and play a game rather than be out on the streets and stuff'.*

By getting involved in sport from an early age it can lead to people having confidence to participate in new clubs. The participants suggested that clubs should be less regimented at the beginning to let others gain confidence: '*people could do taster sessions because when a new club is run and say it's like netball girls might feel pressured that they have to come every week so they could go to the first session to feel more confident*'. McPherson *et al.*, (2001) supports this statement by suggesting that sport and leisure can form relationships across different groups within a neighbourhood as it gives people an incentive and focus.

Game Plan (DCMS, 2002) suggests that public investment into sport should be used to deliver social benefits rather than sport for sport sake. This can benefit a community by aiding social inclusion. If a community with low levels of social inclusion participate in sport for sport sake it may help to increase their levels of social inclusion resulting in a more effective and productive community. Focusing on grass roots participation can improve both health levels and the community through the reduction of NHS health costs and greater social inclusion.

4.3 School Sport.

The participants show that they are aware of how important physical activity is for them and also state how times are changing in western countries with regard to school sport. One of the respondents said: '*A lot of girls now who take physical education are joining more sports and some girls are not embarrassed to do anything with boys*'. However, more promotion of sport needs to be conducted in schools to encourage females to join in. There are higher percentage of males taking part in school sport that females after year 9. One participant explained: '*There are not many people in my class at school that are girls, after compulsory physical education it doesn't seem like girls are very interested*'. This is supported by previous research conducted by Quick *et al.*, (2010) that suggests a large percentage of students drop out of physical education after year 11, in the UK only 33% of females in years 12 and 13 participate in sport compared to 46% of males.

The physical education teachers showed it was acceptable for girls to miss lessons to complete coursework or revise; however, this could have a negative effect on the girls' academic lifestyle. This has been proven by Jouper and Hassmén (2009) who say exercise can reduce depression levels due to the endorphin chemical that is released in your body when exercising and can therefore improve concentration levels.

Boyle *et al.,* (2008) suggests that there needs to be more variation offered to pupils in school to promote sport and physical activity. Sport Cardiff does this, offering over six different sports in a variety of schools across Cardiff. It can be seen from the results that sport is not encouraged enough females in schools in Cardiff: *'In primary schools it's good but when you get to high school lots of girls don't want to take part in sport and they miss physical education and it doesn't get encouraged as much as it does with boys'* . If teachers encourage and promote school sport and physical education it will aid their pupils in both physical and mental aspects.

4.4 Extra- Curricular Sport.

Many different cultures have higher priorities over physical activity. Muslim females for example have priorities at home in the evenings and have to help with the family chores. The results display that lunch time clubs are more popular than after school clubs: '*First it started off with like my group of friends we used to dance together with no teacher and then we got introduced with Sport Cardiff and then we attended some clubs at lunch time as after school we were busy'*. This is supported again by a different participant: *'I think so in school time especially for girls, some of my friends, their parents are stricter on when they have to be home more than the boys so I think lunch time clubs would be better or straight after school would be better than evenings'*. This outlines that to encourage BME groups to participate in sport and physical activity, clubs and extra-curricular sport must be available during suitable times as suggested by the participants.

Some of the participants stated that their parents were not happy with them taking part in dancing at school as they were worried it would over run into their academic studies and home life. An example of this is: *'My parents don't mind me dancing but*

not during school time as other things are more important'. This suggests that parents would be happy with them dancing but during times that do not affect other aspects of their lives and in particular their education.

The Welsh policy 'Climbing Higher' (2006) stated that they wanted all secondary schools to provide at least 1 hour of extra-curricular activity per week with at least 80% of the children becoming involved in sports clubs in the next 20 years.

This is an ambitious aim and seems to be unlikely as there are many factors that affect participation such as family influences, the area in which pupils live and their family's social economic status. There are a high percentage of Bangladeshi and Pakistani families living in Cardiff today and the DCMS (2007) suggest that Bangladeshi and Pakistani populations can often fall into lower economic groups and can therefore drop into categories with low participation levels. Organisations such as Sport Cardiff providing extracurricular clubs with qualified coaches for free within a school can aid to physical activity participation if promoted correctly.

4.5 Community Sport.

Putnam (2000) defines Social Capital as connections between individuals linked to social networks and the norms of reciprocity and trustworthiness that arise from those connections. A community that has high social capital will have high levels of trust and interest, leading to good health and high employment. A society needs to use building and bridging to enable them to have a positive future in a community. Sport can be used to build relationships between groups of people that would not normally socialise with each other, allowing relationships to be reinforced through encouragement and promotion of community sports groups.

Collins (2009) argues that poverty is the core of social exclusion and this factor needs to be taken into account when looking into community social inclusion. This can be linked back to the high rates of Pakistani and Bangladeshi students in Cardiff and the low levels of income and attainment**.**

The results show that females feel there is not enough promotion or advertisement of community sport in their local area and feel this could make a significant difference.

One young person suggested: *'There needs to be more belief in their children that can do more than their average footballer because there are a lot more activities to do but people just don't know about them'*. However, the participants feel that over the past 6 years community sport in their area has been promoted more regularly and the facilities have improved. To support this one participant stated: *'We have a lot of good equal opportunities to participate around here'.* This suggests that there are equal opportunities for everyone to participate in sport; this was specifically identified in the Canton area of Cardiff.

The results revealed that participants wanted more local 'women only' classes in the Cardiff area, as they felt that they would be more comfortable participating in this environment. An example of this is: '*unless I find like a women's gym only also like my father didn't particularly want me to like be involved with sports with men'.*

This suggests that having local, female only classes, would help to encourage females to participate in physical activity in a motivational climate that they feel comfortable with.

CHAPTER FIVE

CONCLUSION

5.0 Conclusion.

The aim of the current study was to explore factors that affect participation in BME group females in physical activity. There was a need to conduct this study within Cardiff, as similar research had not been conducted since 2006; therefore the given hypothesis of this study was produced. Research has implied that there are many different factors that affect participation for different minority groups. However, females from a BME population living in the UK have a high dropout rate in sport for many different reasons.

The interviews undertaken established several themes that are linked to sport and physical activity. However, other factors that are not linked to sport were revealed as factors that affect participation. These themes included culture and social influences. Both of these factors play a large part in understanding how to lower the dropout rate of sport and physical activity in females from a BME background. Many of the participants were able to describe their different experiences with sport and felt comfortable to talk about their religious backgrounds. Some of the barriers that have been previously identified in society are becoming less of an issue currently. Conversely, there are still some factors that affect participation rates for this particular group that are the same as previous studies such as Hylton and Bramham (2008) who identified; cost, time and transport.

The participants all showed one main factor in common that was that academic commitments over ruled any other. The physical education staff supported them and were happy with the participants to miss their lessons to enable the participants to complete academic work. The relationship between school staff and pupils needs to be a democratic situation, to enable the staff to guide the pupils in the direction of balance.

The results indicated that all the participants agree on physical activity having a positive effect on one's life and that there are no reasons that prevent this particular group of participants from doing some form of physical activity. The participants all agree that their academic work is a higher priority as opposed to physical activity. In spite of this, they also understand the benefits of incorporating both into one's

lifestyle. In addition, the main topic from the interviews that supports the argument is culture.

It became apparent that culture plays a significant part with factors to physical activity. Yet, due to cultures in the UK changing over time, people are integrating with others and cultures are adapting.

5.1 Limitations.

The time scale of this study was a major limitation, as it did not allow the researcher to interview participants from different areas of Cardiff; thus creating a rapport with participants from diverse cultural backgrounds and religions. If the researcher had more time, it would be beneficial for the study to interview a larger number of participants from different areas of Cardiff and see if there were significant differences in the findings. By having a longer time scale, it would allow the researcher to go into more detail and depth. The researcher may also have decided to compare and contrast using different areas of Cardiff. The other commodity that was revealed in the results of the study was a lack of promotion and awareness in community physical activity. This can be solved via information being distributed in the correct manor. Furthermore, due to the inexperience of the researcher, the study lacked reliability in terms of results. In addition to further research, more relevant questions should be conducted within the interviews.

5.2 Recommendations For practise And For Future Research.

From the research there are some possible recommendations that could be proposed to local schools, organisations and community clubs that would help improve and maintain participation levels of not only BME group females, but all young females living in Cardiff. If females from BME groups are comfortable to mix with females from other cultures, it could be argued that it can contribute to increasing social capital and social inclusion, as it would encourage females from different cultures to interact and develop a better understanding of the different cultures that exist within their society. It became apparent from the interviews that

advertising female only groups was not prioritised within communities and therefore the participants were not aware of such clubs. By providing local female only clubs, it would encourage people to be more involved, as they would be aware of the timings. This would allow people with more opportunities who may have higher priorities due to culture than physical activity.

The interviews also displayed findings of females not feeling comfortable exercising with males and therefore it would be beneficial to promote more separate gender classes in community centres to create more confidence. Based on the main findings and limitations of this study, there are some possible ideas for research in the future. A project using BME ethnic females from different areas of Cardiff, would allow an in-depth understanding into specific factors that effected participation rates in different types of physical activity. The researcher could identify what was productive in some areas and not in others and suggest reasons why. This could then lead to an increase in participation in all young females.

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APPENDICIES

APPENDIX A

PILOT INTERVIEW GUIDE

Appendix A.

<u>Pilot Interview Guide</u>

Participant:

Date:

What are the factors that affect the participation of females aged 16 to 18 from a black and ethnic minority group within a local sporting community in Cardiff?

Interviews:

Introduction questions:

What do you think about society and women in sport?

What are your values and beliefs towards sport?

Culture:

Could you tell me what ethnic background are you from?

Will you talk to me about your culture? I would like to know how it influences your opportunities to take part in sport and physical activities.

As a young female what role does sport play in your culture?

How is sport perceived in your culture towards males and females? Are they treated equally?

How do you see yourself having equal opportunities to participate in your community?

Can you tell me a little bit about ways you feel to promote physical activity taking into account different cultures and responsibilities?

Social influences:

Are there any ways you can think sport can help you feel more socially included?

Can you tell me about how your family view sport and physical activity?

Can you explain social factors that affect ways in how and when you participate in physical activity and sport?

What are the reasons for you wanting to take part in sport so much?

School sport:

Thinking about your time at school what where your experiences with sport?

Positive:

What made you feel that way?

Can you tell me what sports you participated in?

Did you play competitive sport at all for a team?

Negative:

What made you feel that way?

What are the main reasons you didn't participate in sport at school?

Extracurricular:

In what ways have you been involved in extracurricular clubs at school?

What opportunities where there to participate in extracurricular clubs?

Community sport:

Can you tell me your experiences of participating in a community sports club?

What are your views on community sports clubs?

Positive:

Why?

Negative:

Why do you feel this way?

APPENDIX B

INTERVIEW GUIDE

Appendix B

Interview Guide

Participant:

Date:

What are the factors that affect the participation of females aged 16 to 18 from a black and ethnic minority group within a local sporting community in Cardiff?

Interviews:

Introduction questions:

What are your views on society and women in sport?

What are your values and beliefs towards sport?

Culture:

Could you tell me what ethnic background are you from?

Can you talk to me about your culture? I would like to know how it influences your opportunities to take part in sport and physical activities.

As a young female what role does sport play in your culture?

How is sport perceived in your culture towards males and females? Are they treated equally? Why?

Do you see yourself having equal opportunities to participate in your community?

Can you tell me a little bit about ways you feel to promote physical activity taking into account different cultures and responsibilities?

Do you feel it is important promote physical activity at times that are more suitable for people who have other priorities to do with their culture?

Social influences:

How has your experience of sport helped you feel socially included?

Are there any ways you can think sport can help you feel more socially included?

Can you tell me about how your family view sport and physical activity?

Can you explain social factors that affect ways in how and when you participate in physical activity and sport?

What are the reasons for you wanting to take part in sport so much?

School sport:

Thinking about your time at school what where your experiences with sport?

Positive:

What made you feel that way?

Can you tell me what sports you participated in?

Did you play competitive sport at all for a team?

Negative:

What made you feel that way?

What are the main reasons you didn't participate in sport at school?

Extracurricular:

In what ways have you been involved in extracurricular clubs at school?

What opportunities where there to participate in extracurricular clubs?

Community sport:

Can you tell me your experiences of participating in a community sports club?

What makes you want to / not want to participate in community sport?

What are your views on community sports clubs?

Positive:

Can you tell me a few reasons to why you like to participate?

Negative:

Why do you feel this way?

Can you tell me a few reasons as to why you don't participate in community sport?

APPENDIX C

COVER LETTER

Appendix C

<u>Cover Letter</u>

Sport Cardiff

King George V Drive

Heath Park

Cardiff

CF14 4EP

Dear, Sir

I am currently in my final year at Cardiff metropolitan University studying Sport Development. I am conducting a project titled:

Factors that affect the participation of females aged between 16 and 18 from a black and ethnic minority group within a local sporting community in Cardiff.

For this project I need a group of females from a black and ethnic minority group aged between 16 to 18 to conduct semi structured one on one interviews.

If you feel you know of any participants who may be able to help me with this study please contact me:

St10001715@outlook.uwic.ac.uk

Yours sincerely,

Polly Burns

APPENDIX D

CONSENT FORM

<u>Consent Form</u>

CARDIFF METROPLOLITAN

INFORMED CONSENT FORM

CSS Reference No:

Title of Project: What are the factors that affect the participation of adult females from a black and ethnic minority group within a local community in Cardiff?

Name of Researcher: Polly Burns

Participant to complete this section: Please initial each box.

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

2. I understand that my participation is voluntary and that it is possible to stop taking part at any time, without giving a reason.

3. I also understand that if this happens, our relationships with the Cardiff Metropolitan University or our legal rights will not be affected

4. I understand that information from the study may be used for

reporting purposes, but I will not be identified.

5. I agree to take part in this study on

_____

Name of Participant

_____
_____

Signature of Participant
        Date

_____
_____

Name of person taking consent
        Date

_____

Signature of person taking consent

* When completed, one copy for participant and one copy for researcher's files.

APPENDIX E

INFORMATION SHEET

Appendix E

<u>Information Sheet</u>

Project Title: What are the factors that affect the participation of females aged between 16 to 18 from a black and ethnic minority group within a local community in Cardiff in sport and physical activity?

This document provides a run through of:

1) the background and aim of the research,
2) my role as the researcher,
3) your role as a participant,
4) benefits of taking part,
5) how data will be collected, and
6) how the data / research will be used.

The purpose of this document is to assist you in making an *informed* decision about whether you wish to be included in the project, and to promote transparency in the research process.

1) Background and aims of the research:
There are many benefits to physical activity and by providing opportunities to everyone in a community will allow greater participation levels. To gain a clear understanding there is a need to look into the barriers to participation within females from black and ethnic minority groups.

2) My role as the researcher:
The project involves me (Polly Burns), the researcher conducting one to one interviews.

3) Your role as a participant:
Your role is to complete the interview questions as honestly as possible. The questions asked in the interviews are not compulsory, and you do not have to respond to every question should you wish not to.

4) Benefits of taking part:
The information we obtain from this study will allow better insight into the types of individuals that have barriers to participation to community sport. It will allow us to understand ways of overcoming these barriers to create a wider opportunity to be able to participate in sport.

5) How data will be collected: As alluded to above, data will be collected solely from the interviews I will conduct.

6) How the data / research will be used:

In agreeing to become a _voluntary_ participant, you will be allowing me to use your responses to the interviews and include them within a larger data set that includes the data of other participants. Your personal data will be anonymous and will not be reported alone, but within the total sample of participants.

Your rights

Your right as a _voluntary_ participant is that you are free to enter or withdraw from the study at any time. This simply means that you are in full control of the part you play in informing the research, and what _anonymous_ information is used in its final reporting.

Protection to privacy

Concerted efforts will be made to hide your identity in any written transcripts, notes, and associated documentation that inform the research and its findings. Furthermore, any personal information about you will remain _confidential_ according to the guidelines of the Data Protection Act (1998).

Contact

If you require any further details, or have any outstanding queries, feel free to contact me on the details printed below.

Polly Burns
Cardiff School of Sport
Cardiff Metropolitan University
CF236XD, United Kingdom
E: st10001715@outlook.uwic.ac.uk

APPENDIX F

EXAMPLE TRANSCRIPT

Appendix F

<u>Example Transcript</u>

Participant 4:

25/01/13

I: so I'm just going to ask you a couple of introductory questions. What are your views on women in sport in society?

P: erm I think that sport is more about men in sport than it is about women in sport because like obviously with the football you don't really see like enough women doing sport in the media but obviously like with the Olympics it was good to see that females where actually getting gold medals and that sort of thing

I: so you would say it was a good thing but in your eyes it more male dominated?

P: yes

I: ok you personally what are your values and beliefs in sport? Do you participate in sport and physical activity?

P: I don't do any sport now but I used to when I was younger like I was involved in a dance group. But last year I got into sport to keep fit and healthy and dance was just something I enjoyed doing as it was like less stress from education so it was trying to balance everything out but now I don't do any because year 13 is exams and everything but last year I had a gym membership and they were taking money and I wouldn't go but I would like to get involved in more sport as I feel sport should be compulsory for a level pupils because once you get in the habit of starting to revise

and stress people start eating more so I think it would be good to be compulsory so you can like watch your health as well

I: so you're saying when you get to 16 and people who carry on with a levels sport isn't in the curriculum to do PE so it would be a good thing to have a balance?

P: yes

I: ok um so you said you were in a dance group and did you stop doing that this year or your first year of A levels?

P: I stopped doing it after GCSE

I: Just talking a little bit about when you did that at school and like school sport and things like that what where your experiences with PE at school? Did you go to your PE lessons? Did you enjoy them?

P: erm I did go to them but some of the lessons I didn't go to because like exams where coming up and coursework as well so then the teachers kinda said oh you've got deadlines so you can use your PE hours to finish your work so sport wasn't seen as that important. But there are varieties of activities within school that you can do like gym , sports hall and swimming and so I thought that was like you know better than being in a class situation and writing and listening to the teacher you could just like chill out basically.

I: so if you where to go back to your time at school do you think that you would go to more PE lessons now you've realised that you can balance your work and sport ?

P: yer defiantly and I think if I had gone to more PE lessons and stuff I think that dance and sport would be in my life right now.

I: so what about with sport Cardiff and 5 x 60 did you attend any of that?

P: yes that's how I got involved in sport like with dance and everything like they started bringing dance teachers and I started doing a few classes and we built up a team and started doing a few competitions through 5 x 60 and Dan (officer) would find us competitions like going to Germany and stuff so that's how I got involved with it.

I: where you involved with that dance group that went to Germany?

P: yes and then I left when they went to Austria

I: that's interesting, so did you enjoy that and meet lots of new people?

P: Yes because I've never really been aboard, well only when I was younger and I can't really remember that so we met loads of different people and we were in a new country and it wasn't just about dance it was about more than one factor so I think that was like a really good life experience for me

I: you must have got lots of confidence?

P: yes

I: and why did you decide to join that? Was it advertised around school?

P: erm

I: how did you sort of hear about it? Can you remember?

P: erm it was so long ago but I think there was assemblies and I think the 5 x 60 officer came in and just said what they were doing and I think yer there were a few posters around the school saying like where the dance lessons would be and stuff so

I guess in lunch times with the cold weather we didn't have much things to do and stuff so I think we just went along to the sports hall and then just participated

I: cool ok so what about community sport like outside of school do you have anything to do with that? Do you have any dance classes or gym membership? Was that at school?

P: No that was outside of school

I: and how long did you do that for?

P: er well I did it for a year but I wouldn't say I attended for a year

I: just sort of on and off?

P: yer but I was still paying the membership sort of thing

I: so do you think the community sport like going to the gym is quite expensive?

P: erm when I started it was about £15 because I was still in school but then it started going up and that kind of put me off when it started going up and I knew that I wasn't that committed to it but I was still paying it but yer I think it does

I: do you think you would have gone more if it had been a little bit cheaper?

P: yer defiantly yer and I still would have kept my membership knowing that it doesn't cost that much

I: so how did you get there? Is it close to you or do you have to get the bus?

P: oh no I just walked there

I: you could walk there?

P: yes

I: so there are places where you live where you can go and get involved in stuff?

P: yes

I: and they are well advertised?

P: erm depends

I: ok so is there like posters and advertisements in your community where you live so people think "I want to go to that" ?

P: In canton there is a community centre and sometimes they do advertise stuff like leaflets about Zumba and stuff like that.

I: ok so there are ways that people can hear about it. If you're happy to talk about it can I ask you about your culture and how that influences you playing sport?

P: yes

I: could you tell me what ethnic background you're from?

P: erm? sorry I get mixed up with the whole ethnic thing (giggle)

I: that's ok so where are you from?

P: well my parents are from Bangladesh

I: ok both of them?

P: yes

I: And are you religious in any way?

P: erm I don't know I have a religion but I wouldn't say I'm like really religious compared to other people

I: ok so thinking about your culture and your back ground and stuff like that does that influence your opportunities to take part in sport?

P: yes

I: it does?

P: yes because I don't know like erm for the gym for example like the way you dress like for some religious people have got to cover up and it kind of stops them going to the gym unless the find like a women's gym only also like my farther didn't particularly want me to like be involved with sports because I don't know how to explain it, erm Oh I don't know how to explain it like?

I: so would you say he was sort of traditional?

P: yes

I: so your mother does she do any physical activity or any sport?

P: yes she erm has got a gym membership and it's a women based class thing

I: so it's a women's only group?

P: yes

I: oh that's good and is that local to you?

P: no she gets a lift from a friend

I: so they have to drive?

P: yes so if the person driving couldn't go then it stops all of them going as well.

I: so in the gym you went to there no women's only group?

P: no

I: no?

P: no

I: ok so if they had that there you could go to that and it would be easier?

P: yes

I: so as a young female from your culture is sport a big role, do you learn a lot about sport?

P: No

I: not at all?

P: no

I: is it more academic? It's that what your family push you to do or is it a bit of both?

P: it's a bit of both

I: ok so how does sport differ between males and females in your culture? Do you think it's more of a man's world or do you think women have the same opportunities?

P: I don't think women have the same opportunities to do with culture as it's the way how society sees it and yer the whole media thing and you don't really see women taking part in sports.

I: so that's probably influenced on you?

P: yes

I: do you think is stems from grandparents to your parents then to you? Do you think its passed down? Does that make sense?

P: yes yer yer because I wouldn't say my mum was particularly healthy person

I: so it's like a knock on effect?

P: yes yer

I: do you feel it's an important thing for people to do physical activity and promote it? Do you think people should start thinking about it over the next 5 to 10 years?

P: defiantly! Most people are saying that the UK is going to be the 2nd obese country so I think that's a really big problem but if we had more physical activities that could prevent that problem from happening from the core of that so I think that would be good.

I: so do you reckon then that from you and your friends and the people that you know do you think it will change in families with deep cultures now they know more about it and how important it is to do physical activity?

P: I think it's going stay the same

I: do you?

P: yes

I: why?

P: because I don't think like well to me it is seen as important trying to get healthy and trying to participate and stuff like that but I don't see it like I'm not like erm with

school and trying to get into university and everything like there more pressure on passing that and that's not wellbeing healthy is not seen as their big priority when it really is because when your stressed you can like eat junk food and you don't have time to like eat healthily and like quick snacks and stuff like that

I: so I suppose it's sort of having time when you're trying to concentrate on exams and getting into university sport is a minor detail really.

P: yes yer

I: ok is there anything else you can think of that I would need to know or anything else to talk about?

P: erm no

I: happy with that?

P: yes

I: ok thank you very much

APPENDIX G

FIGURE 1 & FIGURE 2

% meeting physical activity guidelines by agegroup by ethnic group – males age 16+
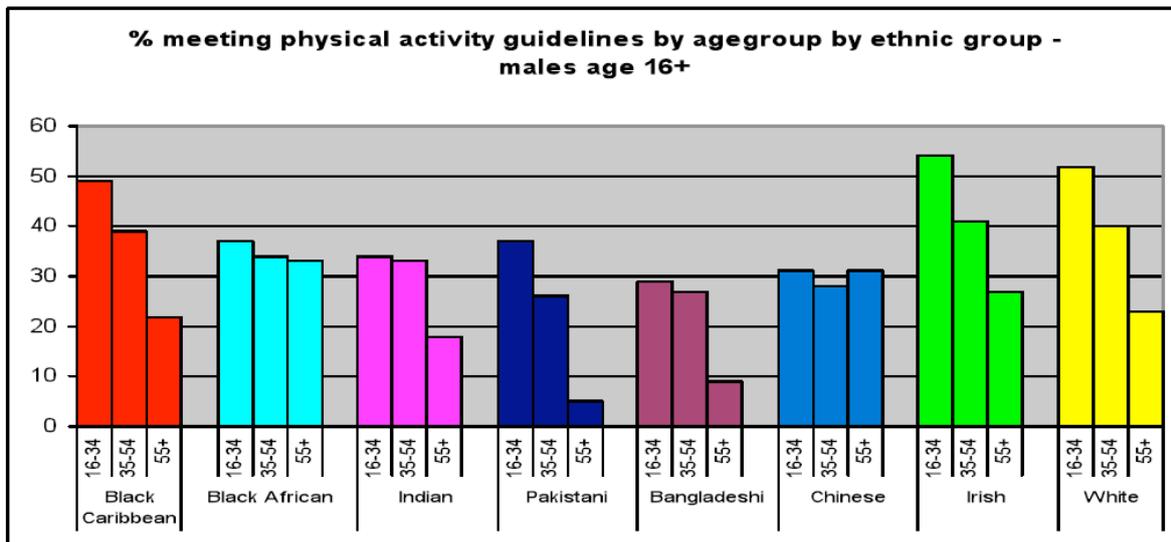
Figure 1:

Percentage meeting physical activity guidelines by age group by ethnic group – males aged 16+

Source: Dale, A & Higgins, V. (2009). 'Ethnic Differences in Physical Activity' *Understanding Population Trends and Processes*. 3 (2), p8-13.
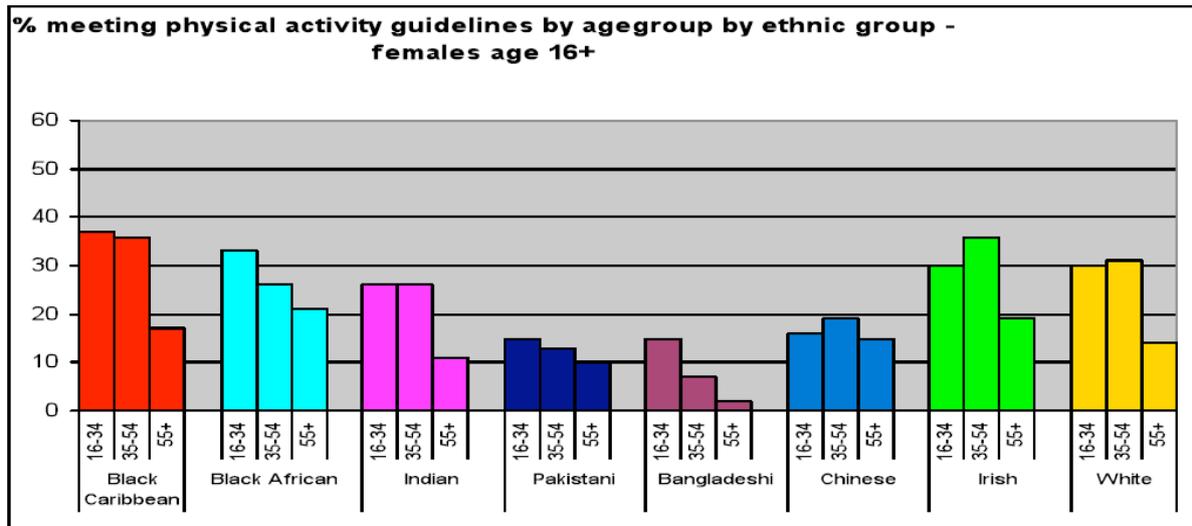
% meeting physical activity guidelines by agegroup by ethnic group – females age 16+

Figure 2*:*

Percentage meeting physical activity guidelines by age group by ethnic group – females aged 16+

Source: Dale, A & Higgins, V. (2009). 'Ethnic Differences in Physical Activity' *Understanding Population Trends and Processes*. 3 (2), p8-13.
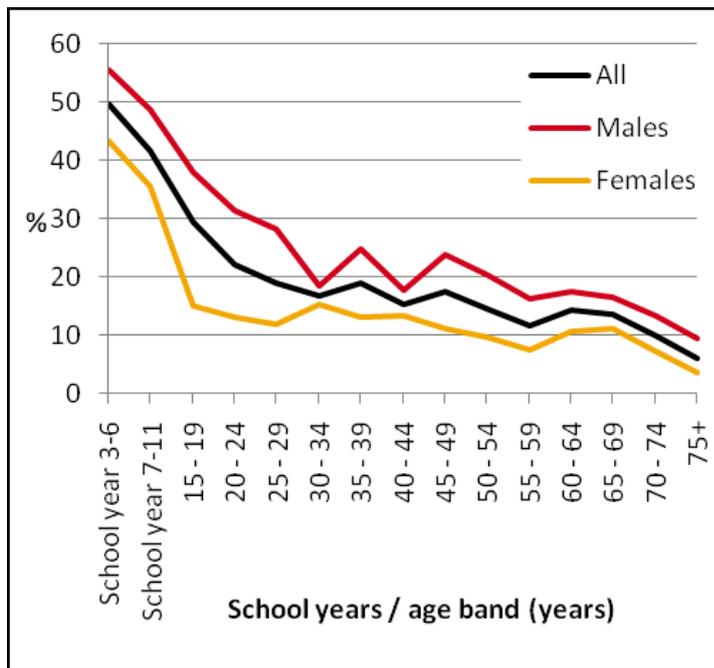
APPENDIX H

FIGURE 3

Figure 3:

 A graph displaying pupils in year 3 to 11 and adults aged 15 and above in Wales and how sports club membership declines with age.

Source: School Sport Survey (2011) Active Adults Survey 2008-09. Available at: http://www.sportwales.org.uk/research--policy/tools-and-resources/publications.aspx#2009pub [accessed: 4 December 2012]

APPENDIX I

FIGURE 4

Figure 4:

Sport Development Pyramid

The pyramid model of sports development (adapted from Tinning, Kirk and Evans, 1993)