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<b>Student name:</b>	<input type="text" value="LAURA DURACK"/>	<b>Student ID:</b>	<input type="text" value="ST10001727"/>
<b>Programme:</b>	<input type="text" value="SM"/>		
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<b>Supervisor:</b>	<input type="text" value="MARK LOWTHER"/>		
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	<b>Introduction and literature review</b> To include: outline of context (theoretical/conceptual/applied) for the question; analysis of findings of previous related research including gaps in the literature and relevant contributions; logical flow to, and clear presentation of the research problem/ question; an indication of any research expectations, (i.e., hypotheses if applicable).		
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	<b>Results and Analysis</b> <sup>2</sup> 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.		
	<b>Discussion and Conclusions</b> <sup>2</sup> 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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**CARDIFF METROPOLITAN UNIVERSITY**  
**Prifysgol Fetropolitan Caerdydd**

**CARDIFF SCHOOL OF SPORT**

**DEGREE OF BACHELOR OF SCIENCE (HONOURS)**

**SPORT MANAGEMENT**

**THE IMPACT OF THE TUITION FEE INCREASE ON UNIVERSITY  
SPORT USING CMU HOCKEY AS A CASE STUDY**

**(Dissertation submitted under the discipline of  
Sport Management)**

**LAURA DURACK**

**ST10001727**



NAME: LAURA DURACK

UNIVERSITY NUMBER: ST10001727

CARDIFF SHOOOL OF SPORT

CARDIFF METROPOLITAN UNIVERSITY

THE IMPACT OF THE TUITION FEE INCREASE ON  
UNIVERSITY SPORT USING CMU HOCKEY AS A CASE  
STUDY

# Cardiff Metropolitan University Prifysgol Fetropolitán Caerdydd

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## Abstract

The main focus of this study was to investigate whether the recent university tuition fee increase has had an effect on university sport within the UK. The researcher conducted a qualitative study using Cardiff Metropolitan University hockey club as a case study. The sample included both male (n=10) and female (n=10) first year students who were members of the hockey club. Questionnaires were sent to these participants via email, allowing them to state their opinion on this recent change. Participants were asked to identify what expenses they had been required to pay and to provide a rough estimate of the total costs. Once these were acknowledged, participants were then able to discuss their feelings towards these costs and how it may have affected them in other areas financially. Quality of coaching and facilities available were asked to participants, this would allow a better understanding behind participation rates and willingness to pay these costs.

The study concluded that participants had a positive view on the club and all expenses paid. Although there was some dissatisfaction recognised, overall participants were still willing to pay costs for external and internal benefits. A main concern which arose from the study was the quality of the Astroturf in comparison to the standard of hockey played within the university, stating it was not good enough. This was expressed most by male participants, with female participants feeling content with the quality but felt the need for two pitches. However, this could be very expensive for the university. With there being a variety of sports provided on campus, this could limit the likelihood of finances being available to develop a new pitch.

# CHAPTER ONE

## INTRODUCTION & JUSTIFICATION

## **1.0 Introduction and justification**

With the recent increase in university tuition fees, rising from £3,375 to £9,000 (Clark, 2012b), there has been a large dip in the demand for degree courses around Britain (Boffey, 2012). Boffey (2012) develops this further by identifying; there was a greater fall in applications from young people with a wealthier background, in comparison to those less wealthy. This is due to those students not qualifying for grants, bursaries or fee discounts (Clark, 2012a). From this it may not be unreasonable to suggest that students may be affected more whilst at university. The research above suggests that students may need to economise more on certain luxuries, such as socialising and sporting commitments.

Sport is defined by the Council of Europe (1993 cited in Sport England, 2004) as “all forms of physical activity which, through casual participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels.” This is the main focus throughout university sport, with some players having a more advanced skill level than others. Both participation and performance have been defined by two researchers. The first being Burnett (2010), who expressed that, the professional career for most performance athletes have a short life span. Whereas research carried out by Fredricks and Eccles (2005) found that participant based sport focused on increasing the role of socialising children and athletes into roles of active participants. Therefore it is essential that they utilise all opportunities available in order to enhance their performance. Therefore, from this, it could be suggested that both the literature from elite performance and participation levels in sport must be reviewed. This will allow for a broader understanding of all athletes who may be participating in the study.

The main focus of this paper is based around sport development within universities, and how student unions have adapted to the tuition fee increase, to ensure participation rates remain high. Bramham et al. (2001) state that those interacting in sports development must devise better and more valuable ways of promoting interest, participation or performance in sport. Cardiff Metropolitan University (CMU) is the institution which will be focused on during this study as it will be the most convenient place from which to retrieve the greater amount of

data. CMU Field hockey club will be the centre of attention as participant samples are easily accessible to gather data. As the club has numerous teams, and wider variety of participants with different skill levels and backgrounds can be used. This will enable a greater insight around the research problem.

All athletes at CMU must purchase an AU (Athletics Union) card in order to be eligible to play in the British Universities & Colleges Sport (BUCS). This card covers insurances for all athletes; if they were to get injured during a game, and covers both club training expenses and all transport and accommodation costs if required when playing away games (Cardiff Metropolitan Athletic Union, 2012a). However, these expenses solely cover the BUCS league, weekend fixtures are not included. As well as AU membership all hockey members must also purchase hockey membership, which stands at £75, covering training expenses and match fees.

The purpose of this study aims to develop an understanding of other additional costs these members may have incurred, and how they feel about the expenses they have had already incurred. Members may feel they are unable to attend other events due to a lack of money. CMU hockey club have a great advantage compared to some other universities. The majority of the players study a sport related subject and thus sport is seen in a positive light by the majority. Light and Lémonie (2010) identified this factor as key aspect when joining or maintaining within a club. However, with CMU Hockey's ability to maintain two men's teams and three ladies' teams, both this year and last year; it would be interesting to find out what encouraged new participants to join, after tuition fees have increased while the club fees have not changed.

To begin with, a review of the literature will be conducted. This will allow for a greater insight around the topic, through looking over previous research within a similar area, allowing a hypothesis to be developed. Critiquing these research papers will allow for a more thorough study to be produced. The reflection of common themes found within the research can help frame the study (Ryan et al., 2007), by creating opportunities for further research to be developed in areas which have not been researched sufficiently enough. This review of literature will

also highlight what type of methodology should be used to conduct this study most efficiently.

## CHAPTER TWO

### LITERATURE REVIEW

## 2.0 Literature Review

### 2.1 Common issues within the literature

#### *Geography*

A lot of the literature is based outside the UK, with the majority being produced in North America (e.g. Alexander & Kern, 2009; Smith, 2012; Stinson et al., 2012; Litan et al., 2005; Jolly, 2008). Although this research is beneficial to the tuition fee background, the culture in the United States is very different to that in the UK. In North America, students can be charged up to £25,000 in tuition fees a year (Middleton, 2011), with universities charging different amounts depending on their profiles (Anonymous, 2010). It was suggested that the successes from intercollegiate athletes may have had an impact on tuition fee increase in America (Alexander & Kern, 2009; Smith, 2012). This does not occur within the UK, as the government has set a maximum tuition rate of £9,000 per year (Paton, 2011). However, if universities within the UK were to adopt a similar strategy to that in North America, it would allow great promotions of the institution. This would present possibilities for a variety of positive indirect benefits to the university. These include mainly the raising of university profiles (Alexander & kern, 2009).

In order to avoid high tuition rates North America, allocate scholarships to talented student-athletes (Stinson et al., 2012). There is no similar scholarship system in the UK for such students, but this research has highlighted problems in itself. The criticism which was raised suggested that scholarships are seen as making student-athletes professionals with education as a secondary consideration (Nader, 2011 cited in Stinson et al., 2012). From this, it can be gathered that although this system allows underprivileged athletic students to attend high profiled universities, there is some controversy on this topic. With universities in the UK not being as expensive, student finance is able to cover all costs needed. However, if the finance allocated is not sufficient enough, students would have to find a part-time job to cover the rest of their living costs (Ratcliffe, 2012).

There were numerous research papers based in Europe (e.g. Wicker, 2011; Masmanidis et al., 2009; Light & Lémonie, 2010). Although all these papers were highly beneficial in different areas needed for this study, apart from Masmanidis et al. (2009) all of these papers were not based within universities. Wicker (2011) discovered that the main problem found, in sporting clubs facing financial problems, was due to the economic environment.

### *Currency*

Some of the research conducted was found to be slightly outdated, especially in the field of drop-out rates within sport (e.g. Weiss & Chaumeton, 1992; Augustini & Trabal, 1999). Therefore the conclusion of the research may need to be developed further since they were published and results may differ now. It was recognised that some principal reasons for dropping out could be due to the lack of success or improvement, lack of playing time and boredom (Weiss & Chaumeton, 1992). From this it could be suggested that if athletes are not challenged to a sufficient degree, it could result in them becoming bored of the participation in playing and training for their game. It was found by Augustini and Trabal (1999) that the most important factor to motivate athletes to dropout is an absence to participate at varying group levels. There are different teams for different ability levels at CMU Hockey Club, so athletes are more likely to fit into one of those ability levels.

### *Choices of sport*

There has been little to no research conducted around field hockey within this problem area. A lot of the research being based in North America, sports such as American football (Smith, 2012) and basketball (Alexander & Kern, 2009), were largely focused on. Other sports such as boxing (Augustini & Trabal, 1999), swimming (Light & Lémonie, 2010) and athletics in general (Stinson et al., 2012) were researched into.

### *Participation and performance impact*

There has been a lot of research surrounding performance sport (e.g. Alexander & Kern, 2009; Smith, 2012; Stinson et al., 2012; Burnett, 2010). These

researchers focused on the elite level of performance, compared to those who focused mainly on club level (e.g. Wicker, 2011; Light & Lémonie, 2010; Augustini & Trabal, 1999). However, the participation literature does not focus on university sport; it is only based around clubs targeting a range of ages. With CMU Hockey club containing some county and national players (Cardiff Metropolitan Athletic Union, 2012b) as well as recreational players, it is important to include research from both areas. In order to gain a broader understanding of different athlete's motives, before conducting the research. There has been little research found including both participation and performance together in one study.

### *Exceptions*

Research from Weiss and Chaumeton (1992) permitted a wider understanding behind drop-out rates. This can be an issue in university sport due to certain constraints student-athletes may have to consider (Masmanidis et al., 2009). It was recognised that some reasons behind dropping out were that there could be a lack of success or improvement, lack of playing time and boredom (Weiss & Chaumeton, 1992). From this it could be suggested that if athletes are not being challenged a sufficient amount, resulting in them becoming bored of the game. It was found by Augustini and Trabal (1999) that the most important factor to motivate athletes to drop out is an absence of group levels. There are different teams for different ability levels at CMU Hockey Club, so athletes are more likely to fit into one of those teams depending on their skill levels.

From this it can be seen that the majority of the research found was based in North America, using American sports as their focus when gathering data. It could be suggested that there is a gap in the research, with this topic not having been conducted around university sports within the UK or focusing on field hockey to gather data. Both performance and participation has been researched. However, there was been no research found where both are brought together in the same study.

## **2.2 Common methods within the literature**

### *Questionnaires*

The majority of the research found used questionnaires as part of their data collection (e.g. Augustini & Trabal, 2009; Light & Lémonie, 2010; Wicker, 2011; Burnett, 2010; Adie & Wakefield, 2011; Masmanidis et al., 2009; Hasen & Gauthier, 1992). From this it can be noted that questionnaires are commonly used within this subject area. Online surveys are one way to collect data through questionnaires. Couper and Coutts (2006) discovered that this system was less expensive, faster and more confidential than written questionnaires handed out.

### *Interviews*

Augustini and Trabal (2009), Light and Lémonie (2010), Burnett (2010) all used interviews to gather more qualitative data once they had received all their questionnaires back. This suggests that researchers are then able to gain a wider understanding of participants' opinions, as questionnaires didn't allow detailed response. However, all types of interviews are relatively expensive because of their one-to-one nature (Morgan & Harmon, 2001). Although this method can be time consuming, due to the amount of time needed to collect and analyse the responses (Wimmer & Dominick, 1997), it allows participants the benefit of answering questions freely. This allows participants to feel like they are in control of the interview (Oatey, 1999).

### *Observation*

Light and Lémonie (2010) found this method useful during their data collection process. This is because peoples' behaviours can be captured through this process. This could be seen as a strength due to the fact that the observer is able to see what the participant actually does, instead of what they say they do (Draper & Swift, 2011). Just like interviews, observation can also be time consuming (Draper & Swift, 2011). It could be suggested that this could be due to researchers having to observe fairly frequently to pick up patterns.

## *Participants*

Smith (2012), Adie & Wakefield (2011) and Masmanidis et al. (2009) all mainly focused on young adults from a range of sports and universities. These identify the lack of research focusing solely on one sport and within one institute. The majority of the literature shows that researchers have used a large participant sample (e.g. Augustini & Trabal, 1999; Stinson et al., 2012; Wicker, 2011; Smith, 2012; Adie & Wakefield, 2011; Masmanidis et al., 2009). This suggests that most of the literature within this problem area has focused more on a quantitative approach rather than qualitative one.

From this it can be seen that questionnaires are the prominent method used in this subject area. Although some researchers felt other methods such as interviews and observation can be used alongside, these methods can be very expensive. This review of the literature has identified that no research has been conducted focusing on one sport in one institution. This therefore acknowledges there is a gap in the research which this study could fulfill.

### **2.3 Common findings within the literature**

Some common patterns or trends were found within the literature, but they were not striking as they were generally quite varied. Some possible themes which have emerged from the literature are the impact and influences of the following on participation.

#### *Personal Issues*

Augustini and Trabal (1999) established, through their research, that gender did not have a significant influence on withdrawal rates. On the other hand, age did have an impact. Due to partaking in more than one sport, the highest withdrawal rate is within the 14-20 age range (Augustini & Trabal, 1999). With the majority of first year university students falling into this age bracket, it is an important finding to consider. Therefore, if students were involved in more than one sport, membership fees may encourage them to solely focus on one sport. With withdrawal rates varying largely depending on the length of time an individual has participated within a sport (Augustini & Trabal, 1999). This indicates that

participants who have participated in a sport for a long time will want to carry it on due to their enjoyment of the sport and desire to improve (Light & Lémonie, 2010).

Certain personal constraints were highlighted which could lead to students not partaking in sport (Masmanidis et al., 2009). From their results, it was acknowledged that 3/4 of the sample selected did not participate in sport frequently with 1/5 not wanting to change their involvement. This shows that some students do not have an interest in sport and do not believe it to be a priority in life (Masmanidis et al., 2009). Lack of partners was another constraint found to be an issue. With social influences being vital in sport, Light and Lémonie (2010) found that a lot of their participants decided to join a club because they already had a friend within the club. New members to a club have their self-confidence challenged, as they are being exposed to other participants (Masmanidis et al., 2009). Social interaction within a club is vital as it allows opportunities for interaction and conformation of social relations. This will allow individuals to be identified within the club (Lémonie & Light, 2010) which could lead to an increase in self-confidence.

### *Facility Issues*

Facility availability is important to all student-athletes. If students are not happy with the quality and sustainability of the facilities provided, the want to join a club may decrease (Masmanidis et al., 2009). An institution may not offer a large variety of programmes for students to get involved in (Masmanidis et al., 2009). This could suggest that students are not able to get involved more. Larger universities have a higher number of competitive league participants (Burnett, 2010); this could be due to wider variety of facilities available for students to engage in. Facilities within an institution may not all be located in the main campus, therefore may not be easily accessible to all students (Masmanidis et al., 2009). This suggests if there were to be any transport difficulties, such as too many bus links, it could be very off putting to athletes who aren't fully committed to a sport.

### *Resource Issues*

Students have a desire to engage more in sporting programs, however due to a lack of information provided they are not aware of what is available (Masmanidis et al, 2009). This suggests that universities many not advertise their sporting programmes to groups who do not participate in sport regularly, therefore the information is not spread wide enough. Programmes available may not be suitable to all students due to their academic obligations, meaning they do not have the time to partake (Masmanidis et al., 2009). Facilities available may also be too expensive for students to afford (Masmanidis et al., 2009). With student investment this allows talented athletes to still perform (Stinson et al., 2012). On the other hand, Jolly (2008) established some students struggle with time management, due to their academic requirements they must maintain to keep scholarships awarded.

From these common issues, which have been identified within the literature, have allowed for a greater understanding behind participants' views from previous studies. The key aspects which prevent student-athletes from participating in sport have been identified. This can be seen as very beneficial when developing the appropriate questions to ask participants within the methodology chapter.

### **2.4 Common limitations within the literature**

#### *Transferability*

Stinson et al. (2012) established that as all the data was assessed and analysed as a whole, results found may not have been true to all universities individually. With Welsh and English students being charged different amounts to attend university, this must be considered when analysing the results. This is because different students will have different opinions on membership fees.

#### *Selection of sample*

Sampling can be defined as a “procedure by which some members of a given population are selected as representatives of the entire population” (Malage, 2009). This quote may not be truthful in all aspects as Masmanidis et al. (2009)

found, participating and non-participating students will have different views on sport programmes. Therefore a relationship needs to be found. Both performance and participation athletes will need to be sampled during this study as both have been affected by the tuition fee increase and membership fees.

### *Appropriate age range*

Wicker (2011) found that a comparison of different age groups would add value to the study conducted. This suggests that different age groups are willing to pay different amounts for their membership, depending on the money available. Students in university may not all necessarily be the same age, however will have similar budgets to stick to.

This review identifies a range of limitations which should be addressed prior to the research being conducted, thereby allowing a more beneficial and targeted research study being undertaken. All these factors must be considered when developing the appropriate method of gathering data and the selection of participants.

## **2.5 Aims, questions and explanation**

### *Aims*

Through critiquing the research already produced allows for the aims of the study to be developed further. From the research available it can be seen that there is a gap in the research to focus on both performance and participation athletes within the same study. This will allow for a better understanding behind how all financial requirements needed of these athletes have affected their university experiences in other departments. This will therefore allow CMU student union to have a clearer view on athlete's opinions, allowing them to consider this for future development.

### *Questions*

Questions which have arisen from this review of the literature are how students feel about the facilities available to them? Are they maintained to a standard which is appropriate to what they have to pay? Another area which has produced

questions to consider is participation rates. What has influences players to join and maintain within the club?

### *Explanations*

Both performance and participation hockey players will be used within this study as CMU contains both and both will be affected in similar ways financially. Each population after all are students and regardless of level of talent share a similar dilemma, which is how to maximise limited finances. Some hockey players who have decided not renew their membership this year will also be involved in this study. This is because it will allow for a better understanding why some students may have dropped out.

### *Hypotheses*

The first hypothesis from this study expects to identify that CMU hockey players have been affected by the tuition fee increase. Players will have joined the club due to their love of the sport, and with it being a sport orientated university sport will play a major role within these players' lives. Therefore the second hypothesis expects to find participants sacrificed other aspects, such as social events, in order to continue playing hockey.

With the CMU men's team joining up with another Cardiff club for weekend games, the third hypothesis anticipates to discover that male participants will have to pay more costs in comparison to female participants. It is suspected that the standard of play is much higher; therefore players may not mind paying to improve their skills further.

# CHAPTER THREE

## METHODOLOGY

### 3.0 Methodology

This section will go through the step by step process of how the study will be conducted, focusing on how the rise in university tuition in the UK has an effect on hockey players, and particular focusing on CMU hockey club. To ensure a thorough understanding of participants' views on this subject is gained, it could be suggested a qualitative approach must be adopted. Twenty questionnaires will be sent to first year students who are members of CMU hockey club. Open ended questions will be used to ensure detailed responses are retrieved, allowing for a greater understanding of the research area.

#### **3.1 Rational**

This study aims to find how the recent university tuition fee increase around the UK has affected CMU hockey club's participation rates. As this has only had an effect on students this year, there is not much literature available describing how university sport has been affected. Therefore to gain an understanding behind the opinions of first year students on this subject area, a qualitative research design would be most appropriate. Denzin and Lincoln (2011) states that this type of research contains an informative, naturalistic approach to its subject matter, attempting to make sense of occurrences in terms of what is brought to them by the people.

#### **3.2 Procedure**

Various forms of data collection can be used in qualitative research; however questionnaires have been chosen to gather data for analysis in this study. This is due to questionnaires being a "highly structured data collection technique whereby each respondent is asked much the same set of questions" (DeVaus, 1991, p.80). The questionnaire will consist of nine open ended questions, which will allow participants to respond how they wish and express all their interests and views (Kendall & Kendall, 2001).

The first stage of the data collection process involves all participants being contacted via email with an information sheet attached (see Appendix A). This will provide participants with all the necessary information around the research

subject and why the research is being conducted. Participants' rights will be stated within the information sheet including protection and privacy factors, which will ensure they are aware all questionnaires will be collected anonymously. Once participants have agreed to partake in this study, an informed consent form must be filled in (see Appendix B). Informed consent forms allow participants to initiate and sign, stating they are aware of the study's purpose and agree to take part voluntarily. Participants will be made aware that their involvement can be withdrawn at any stage if they wish it to be. These forms must be signed prior to the questionnaires being sent to participants or any information is gathered.

The chosen method used to distribute the questionnaires will be via email. This method allows all participants to receive the questionnaire promptly, as well as cutting costs on paper and time spent searching for participants. Kwak and Radler (2002) establish that the use of internet surveys generate a higher and faster response rate. Participants are then able to complete the questionnaire at their own convenience and responses will not be influenced by others filling in the same questionnaire. Through the use of emailing, participants are then able to return their completed questionnaire easily. This will allow the analysis process to begin swiftly, ensuring all questions were answered appropriately.

### **3.3 Participants**

Data collection will be gathered from a sample of first year hockey players studying at CMU. The main rationale behind the choice of this sample group being that university tuition fees only increased at the beginning of the 2012 academic year. Therefore solely these students will have been affected as of yet. This means that all older student-athletes will not be able to partake in this study due to unsuccessfully meeting the criteria created. The sample used will consist of both male (N=10) and female (N=10) participants, allowing both sides of the club to express their views on the overall club. As there were only ten first year student within the CMU Men's hockey team, this will be the maximum amount of participants able to be sampled in this study. The CMU Lady's team has a larger amount of first year players, therefore a sample of players were selected from all three teams. This will ensure there is enough information gained from a range of students of different playing standards.

### **3.4 Data Analysis**

Qualitative based studies tend to have no set rules on how data should be analysed, instead numerous principles can be applied (Gray, 2009). Therefore once questionnaires have returned the analysing process can begin. Gray (2009) states the importance of not waiting for all questionnaires to be collected before beginning the coding process. This process can be defined as distinguishing the relevance and understanding the meaning of the data being analysed (Gibbs, 2007). Giorgi and Giorgi (2003) emphasize the significance of involving interpretation and retelling within the analysis process this can be done throughout the coding process. Thus, making the data more meaningful as appose to just revealing the key areas participants have mentioned (Gibbs, 2007). Before the coding process can be conducted, an initial analysis of the data is required allowing familiarisation of the data and key themes to be identified early on (Gray, 2009). When analysing each question from each participant, patterns can be identified and interesting and significant responses can be assembled.

Once this initial review of the data has been completed, Gray (2009) suggests further more focused reading must take place. This phase consist of the underpinning of key words or phrases demonstrated within the majority of the data collected. This will allow for the researcher to interpret the significance of these common words and phrases', allowing these phenomenons's to be compared against existing literature. This can be described as the coding process, allowing the data to be understood fully, by coding significant words and phrases. Once all these have been identified codes which fall under similar areas can be grouped together. This will permit a hierarchy to be created with the most significant codes to be places at the top (Gibbs, 2007). Data is then measurable and simplified.

### **3.5 Validity and Reliability**

The validity and reliability must take into account ethical issues which would be demonstrated through information sheets and consent forms. Once

questionnaires have been completed, all responses will remain anonymous. This will guarantee all participants' rights were kept.

The validity of a questionnaires can be jeopardised by the wording or layout of the questions it contains (Gray, 2009). Therefore to prohibit this, the questionnaire was created ensuring all areas of the research subject were covered, in a development process. This allows participants to gradually develop their responses and understand the meaning behind each question. Only nine questions will be created, to ensure no irrelevant questions are asked to participants and no time is wasted in the data analysis process. To ensure the validity of the study is remained, questionnaires will only be sent out to first year students at CMU who play hockey for the university. This guarantees all participants would be in the same situation.

Black (1993) describes reliability as being a means of measuring something one day, and then if you were to repeat the method, the same results would be collected. Therefore all questionnaires will be sent to participants via the same method, using the emailing system. Along with the questionnaire, information needed to complete the questionnaire correctly, ensuring as much detail is retrieved, will be sent to all participants. This will ensure no irrelevant responses will be given and all participants have the right understanding when filling in the questionnaire. The same number of participants was chosen from both male and female teams, with a range of first, second and third team players. This ensures a point of view is expressed by players of different skill abilities.

# CHAPTER FOUR

## RESULTS

## **4.0 Results**

### **4.1 Introduction**

This chapter presents the results found in questionnaires sent to first year students who play hockey for CMU. Twenty questionnaires were distributed amongst male and female participants, using a variety of first, second and third team players. Once the questionnaires were returned, important information discovered was simplified and placed in a table (see tables 1-4). By compressing the large amount of data retrieved from this study, will make it easier to read for both the researcher and the reader (Berg & Latin, 2008). This allowed a more efficient analysis to be conducted and common themes to be found. This chapter will focus solely on presenting meaningful findings without a much explanation (Berg & Latin, 2008). The full question was unable to be placed within the table due to space limitation. Therefore all questions can be found in an exemplar questionnaire (see Appendix C).

When undergoing the research it should be noted that Welsh students were not affected by the increase in university tuition fee. This is due to the increase in fees for all Welsh students will be paid by the Welsh Assembly Government (Welsh Government, 2010). Therefore while Welsh students were not as affected by the increase in fees, it is felt these students should remain in this study for comparison purposes.

### **4.2 Results**

Tables 1-4 hold important information gained from each questionnaire returned. When looking at the tables it can be seen that both male and female participants have been clearly identified and placed in separate tables. This was done to allow a comparison of costs that both male and female incur. CMU men's hockey join up with another Cardiff club for weekend games, this could suggest male participants may incur more costs in comparison to female participants.

**Table 1.** Female Responses (Participants 1-5)

Questions	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
Team	Firsts	Thirds	Seconds/Thirds	Seconds/thirds	Firsts
CMU standard	Higher	Higher	Higher	Higher	Higher
Cost	Around £180	Around £200	Around £110	Around £300	Around £250
Feelings	Unhappy paying full fee (don't play weekends). Playing kit should be free, kit should be included in joining fees	No, didn't mind paying but found kit expensive	No, happy with costs as was expected	Yes, but feel petrol fees should be helped by AU on weekends	No, found it expensive but still willing to pay
Impact	Had to budget accordingly. Lack of time available for part-time work	No	No, saved up over summer	No, but no has a job to afford other expenses	Yes, had to budget food shopping
Why join club	Welsh student	Involved in sport in university	Be active and be part of something	Welsh student	Welsh student
Coaching & Facilities standard	Coaching and facilities great. Unfair for 2 <sup>nd</sup> and 3 <sup>rd</sup> team players to pay same amount	Yes	Coaching could be better, facilities are good	Good facilities and coaching	Good coaching and facilities
Renew membership	Yes	Yes, costs won't be as much	Yes, costs reasonable	Yes, worth it for training and socials	Yes, feel part of team and good socials
Suggestions	Free gym membership for all AU members. Playing kit included in joining fee	Make cost known from start.	Participation already good. More options for kit	Pair up with gym to keep fitness and playing standard up.	Playing kit included in AU fees

**Table 2.** Female Responses (Participants 6-10)

Questions	Participant 6	Participant 7	Participant 8	Participant 9	Participant 10
Team CMU standard	Thirds Higher	Thirds Slightly higher	Firsts Higher	Seconds Slightly higher	Seconds Slightly higher
Cost	Around £300	Joined hockey after Christmas so only had to pay £65	Around £100	Around £460	Around £670
Feelings	No, didn't mind paying	Yes, didn't mind though as didn't have to buy everything	No, but didn't mind paying for the experience and being part of a new team. Also everyone else paid	Wasn't aware, found it very expensive and wish it was less	Aware of some of the costs. Playing kit expensive should be covered in AU fees. Printing on other kit isn't great
Impact	No	No	First term parents had to help with buying food and essentials until following term	No, great for social life at university	Lot of money spent in a short period of time in first term. Parents had to help out until able to budget
Why join club	Stay active and enjoy hockey	To do more sport. Meet people and be more sociable	Make more friends and having more of a social life	Passion for hockey	Welsh student. Good standard and social side
Coaching & Facilities standard	Yes, the standards are quite high	Facilities are very good and there's a wide variety of facilities	Coaching and facilities good and good extra support	Yes, train often and coaching is good. Get lots of game time	Coaching good. Not enough bibs and have to keep track of balls
Renew membership	Yes, enjoy being a part of the club	Yes, get a lot more out of it so rather pay and have the experiences	Never give up hockey due to financial reasons. Money only needed for new kit and socials	Yes, to keep playing hockey and be part of the team	Yes, enjoyed playing. Keep playing as long as I can keep paying fees
Suggestions	Coaches should carry on treating players as individuals	People will join the club because they're interested in playing. People will want to play for their university	Two pitches and ability to train whenever. Mention fees at the start of the season make everyone aware of the money needed	Make first years aware of the club from start of term	Same resources for all teams, so coaching can be as successful as possible

**Table 3. Male Responses (Participants 1-5)**

Questions	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
Team CMU standard	Firsts Similar	Firsts Higher	Firsts Slightly lower	Seconds Higher	Seconds Higher
Cost	Around £1300	Around £200	Around £90	Around £200	Around £300
Feelings	No, wasn't happy pay for everything, but had to be part of the team	No, expensive as had to buy two kits. Hard to pay for everything in short space of time	No, didn't mind paying as similar to other clubs	No, expensive but didn't mind paying. Part of the team	No, found membership and playing kit expensive
Impact	Had to budget food and careful on nights out	Affected food and social funds. Part time job to help out	No	Had to budget more in 1 <sup>st</sup> term. Parents had to help	Slightly, shock all going out at once
Why join club	University experience, enjoy it and good socially	Love playing hockey, chose this university as high playing standard	Know most players in team and coach. It's local	Love playing hockey, social side	Meet new people, good socials
Coaching & Facilities standard	Good coaching and good facilities	Good coaching and support. Astro turf isn't great	Good coaches, pitch could be better. Other facilities and support is good	Good coaching and facilities available	Good coaching and nice pitch
Renew membership	Yes, costs will drop	Yes, main reason came to university. Adjust to costs	Yes, enjoy hockey and social side is good	Yes, met lots of new people	Yes, enjoy being part of the team
Suggestions	More information on costs before, people aware sooner	Remain in premier league. Facilities improve, kit costs drop a bit	Relay pitch or get a clubhouse. Stay in top league, all teams good standard	Make cost known earlier on	Spread the costs across the year

**Table 4.** Male Responses (Participants 6-10)

Questions	Participant 6	Participant 7	Participant 8	Participant 9	Participant 10
Team CMU standard	Firsts Similar	Seconds Higher	Firsts Higher	Seconds Higher	Seconds Higher
Cost	Around £400	Around £400	Around £1000	Around £300	Around £500
Feelings	Found some costs cheap but the tour was good deal	Found it unfair that had to buy two different playing kits	No, found it expensive but wanted to experience everything	No, but had to pay to be part of the team	No, but understood where costs came from
Impact	Had to budget going out money after paying for tour	A bit, but still been able to enjoy university	Couldn't afford all hockey expenses so parents had to help	No	No, has job to help
Why join club	Love hockey	Meet new people and keep busy	Improve hockey skills and meet new people	Welsh Student	Welsh Student
Coaching & Facilities standard	Pitch could be better	Facilities available are really good	Coaching and support is very good as are facilities available	Good coaching and facilities available	Everything is at a good standard
Renew membership	Yes, love hockey	Yes as costs will be less next year	Yes, won't cost as much next year	Yes, enjoy being part of a team	Yes, good socials and met lots of new people
Suggestions	Keep playing standard high	Make a university team for weekend league	Make costs known earlier so players can budget earlier on	Make package deals to make it cheaper for players	Make players aware of where their money is going

### **4.3 Common Themes**

Common themes were identified by looking back at the research question. This led to specific questions to be highlighted due to their significance to the questions and hypothesis found in the literature review. These common themes will allow the research question to be answered as well as hypotheses which were created to be justified. Interesting and unusual answers were also underlined as they were not expected prior to the research being conducted.

The first question which recognized a common theme amongst participants was whether students felt other aspects of their university experience were affected financially due to joining CMU hockey club. When participants were asked this 55% agreed that they were affected financially in other areas of their university experience. Participants mentioned that weekly food shops had to be carefully budgeted as well as how much was spent on social events. Three participants admitted the need to seek financial help from parents in order to help cover all their costs. It was fascinating to find that even Welsh students have found that joining the club has required them to budget more carefully. This theme relates back to one of the hypotheses mentioned in the literature review, as there is a higher percentage of participants who said to maintain playing hockey certain things had to be sacrificed. However, in the hypothesis it was expected that social events would be sacrificed, this is not the case according to the results shown in tables 1-4. Solely two participants (1 & 2 male) said that social nights were affected. These participants also mentioned that their weekly food shop had to be budgeted also. Other participants did not specify in what areas they had to budget or why parents had to help out. The majority of the female participants said they were not affected with only 4/10 saying they had been affected, compared to 7/10 of the male participants saying they had been affected financially. This means the third hypothesis can be confirmed, demonstrating that male participants have been affected more than female participants.

The second common theme found in the results is whether participants were aware of these costs prior to joining the club. All but one participant (participant 4 girls) said they were unaware of these costs. It was surprising yet interesting to find one student had an idea of what sort of costs needed to be paid without it

being made clear before students joined the club. Even though these costs were brought up without any initial warning, 11 out of the 20 participants said they did not mind paying the fees or were happy with the costs required to pay. This could suggest that participants do not mind paying the costs as they want to continue playing for both social aspects and to improve their skill level. Therefore, it can be indicated that the second hypothesis developed earlier on in the study was confirmed, as players do not mind having to sacrifice certain social events in order to play hockey.

The final common theme found when reviewing the results is whether participants would carry on playing next year now these costs are visible. Although, over half of the participants found the financial requirements which arose with CMU hockey club affected other areas of their university experience, every participant said they would still renew their membership next year. As already identified, this highlights the fact that even though tuition fees have increased and sport membership have remained the same, students are still willing to pay due to the love of their sport. It was expected that male participants will have incurred higher costs than female participants; this can be seen clearly in tables 3 and 4. However, three participants indicated that a main reason they would renew their membership would be because fees will be lower next year. It would be suggested, that although first year students are placed under a significant amount of pressure to pay all these costs initially, they will not have to pay for kit in years to come therefore future costs will be lower.

# CHAPTER FIVE

## DISCUSSION

## **5.0 Discussion**

### **5.1 Introduction**

This chapter will focus on discussing the implications of the results found in the previous chapters in comparison to the research objectives (Gratton & Jones, 2010). The restatement of the results is necessary in order for a comparison against existing literature to occur (Berg & Latin, 2008). In chapter four, results were presented within a table in a simplified structure. From this a better analysis of the results could occur, enabling key themes and other interesting and unusual responses to be pin pointed. These themes will be discussed further within this section and compared fully in comparison to literature found in chapter one. Therefore, it can be seen whether this study has added to existing literature or not. Limitations of this study will also be discussed within this chapter, allowing for a greater understanding behind the study and how it could be improved in future research.

### **5.2 Results in relation to the literature**

#### *Impact and feelings*

From the existing literature it was found that the average sum an adult member would be charged for sports club membership is €148 a year, but on average members are willing to pay €265 (Wicker, 2011). This can be justified within the results of this study with female participant 3 saying *“did expect a lot of costs. I am happy with these costs was expecting them to be more”*. This suggests that even if the costs were higher, this participant would still want to be part of the club. As mentioned in the previous chapter, it was found that 11 out of 20 participants felt comfortable with these costs and did not mind paying. The majority of these participants however were female with seven agree with this view. This could be due to female participants not having to pay as many costs, making their overall costs lower than male participants.

Not all participants seemed as satisfied with these costs as they found it expensive. This could be perceived as an external factor with there being a lack

of money available to those members (Masmanidis et al., 2009). Female participant 3 mention she saved over summer before coming to university in order to be prepared for initial costs to be paid. Another participant (Female 4) stated *“I have had to start working to afford other expenses on top”*. Although this does not justify the literature directly, it could be assumed that participants may not be able to afford all expenses therefore have had to take other precautions in order to meet the demands financially.

When participants were asked how joining CMU Hockey club has impacted other aspects of their university lives, eight participants (four male and four female) emphasised the point that they had to begin budgeting their finances in order to fund their hockey experience. Female participant 8 revealed *“it left me with hardly any money to live on and had to rely on my mom and dad to help me with buying food and essentials until next term”*. Smith et al. (2009) can validate this statement by acknowledging young people are more likely to support their sport if they enjoy it. The same participant expressed the feeling of wanting to part of the team as it's a new opportunity to show of how well one can perform.

From the results it was discovered that the CMU men's hockey teams join up with another Cardiff team for weekend games. Consequently, making this male participants purchase two different playing kits, resulting in their overall costs higher than female participants. This point was expressed by male participant 2; *“joining was very expensive as I had to buy kit for both UWIC and hockey club as well, all roughly at the same time, so three different sets of kit is very expensive”*. It is essential for all School of Sport students at CMU to purchase sports kit at the beginning of the academic year (CMU, 2012). For participants still willing to pay these fees as well as paying for university kit, the sport must play a major role within their lives. The majority of participants responded that playing for CMU was at a higher standard to their previous clubs, therefore this could suggest that skill levels could be improved further from joining the club. Lack of success or improvement (Weiss & Chaumeton, 1992) can be eliminated due to playing standards being higher. Chapter two emphasised the point that to prevent athletes from dropping out, group levels should be introduced (Augustini &

Trabal, 1999). This indicates team selection system appears to work successful, with participants being given a better opportunity to improve.

### *Why join the club?*

Wicker (2011) established the level of performance has a greater impact on willingness to pay. With 80% of respondents agreeing that CMU played at a higher level in comparison to their previous experiences. Even though male participant 2 stated that CMU played at a lower standard, this concept can be justified by his response; *“one of the main reasons I came to UWIC in the first place as the team play BUCS prem”*. Therefore from this is can be clearly seen that male participants are attracted to the club due to its success in the past number of seasons. Female participant 10 granted this concept by stating *“CM do not provide my first sport as a training option on campus... I decided to pursue my close second sport, hockey, as it was on campus, a good level”*. With the university not providing their first sport, this would have required them to look elsewhere, making accessibility a restriction (Masmanidis et al, 2009). Transportation costs may have resulted in higher costs and travelling time could decrease motivation.

It was interesting to find that only one participant expressed the desire to be part of a team due to studying sport at university (female participant 3). Light and Lémonie (2010) highlighted joining and maintaining within a club can be affected by participants seeing sport in a positive light. Other participants indirectly defended this theory through expressing their love and passion for the game (female 6 & 9, male 1, 2, 4 & 6). This was also recognised by Murray and Howat (2009) who noted enjoyment being a major factor for participation. From this it can be seen that both the literature and results from this study correlate.

A surprising and unusual response to arise from this study was illustrated by female participant 8; *“money shouldn’t be an issue when you want to further your education and enjoy life as you only live once”*. Lewko and Ewing (1980) touched upon the need for parental support in order for athlete’s involvement to be increased. With simply four participants mentioning they required help from parents financially, this suggests that the majority of respondents were able to

fund all costs themselves. It could be assumed therefore not all participants may be able to rely heavily on parental support, thus have had to find finance aid elsewhere. Three participants (female 4 and male 2 & 10) agreed on the need of a part-time job outside of university to help finance their experience. An alternative option was expressed through female participant 3; *“I saved over the summer before I came to uni to prepare myself for the initial costs”*. This demonstrates participants taking the initiative to help fund all costs themselves. It was found by Stinson et al. (2012) that in order for student-athletes to avoid high costs, scholarships can be appointed. From this study it can be seen that there is no need for scholarships to be appointed due to participants finding financial help in other ways.

#### *Why stay with the club?*

Light and Lémonie's (2010) social dimensions identified the development of strong friendships stood out as an important factor, which contributed towards membership within clubs becoming more meaningful. With all first year students entering a new environment at university, these results enhance the value of meeting new people being vital to enjoy the experience fully. There were an equal number of male and female participants, who mentioned they would renew their membership the following year largely due to social reasons. This view can be shown through male participant 5; *“I feel part of the team now and there is a good social which has enabled me to meet new people”*. Male participant 10 highlights the point there are socials every week, therefore initiating CMU hockey to have a large emphasis on social life activities. This gives athletes opportunities to meet new people, which can be seen as a core benefit of participation (Chen et al., 2010).

Lack of information was found to be the second most significant factor when looking at restriction within sport (Masmanidis et al., 2009). This relates to results found within this study due to the majority of participants not being made aware of initial costs prior to joining the club. However, once athletes are involved within the club information becomes apparent to all participants. *“Costs are going to drop down”* (male 1) and *“costs won't be as much as I won't have to pay for kit”*

(female 2) are responses made by numerous participants. This indicates that once athletes are made aware of costs, willingness to pay could be increased.

### *Quality of Coaching and Facilities*

Creating an environment which motivates athletes to consistently improve performance and maintain participation rates is the main responsibility for coaches (Crisfield et al., 1999). It was surprising to find all but one participant agreed to the coaching standard being quite high. Female participant 3 expressed her view by saying *“coaching could be of a higher standard considering the costs”*. This response fails to give further information regarding why they are not satisfied with the coaching. Augustini and Trabal (1999) discovered coaches' technical qualities are rarely criticised; the larger percentage of participants criticised their group management skills. In contrast to this, male participant 7 states that he feels the coaching is well structured. This could suggest levels of coaching differ across the teams, with the first teams receiving a lot more support in comparison to other teams. Female participant 10 highlighted that *“the 2<sup>nd</sup> and 3<sup>d</sup> team equipment is sacrificed to equip the 1<sup>st</sup> team as we do not have sufficient bibs for training and are constantly trying to keep track on balls where other teams are comfortable.”* From this it could be suggested coaching standards may not be to their highest due to there being a lack of equipment.

Equipment and facilities are important for motivation within sport (Jeroh, 2012). The majority of participants (n=16) agreed that the facilities available at CMU being of a good standard. On the other hand, four participants stated they felt the main Astroturf could be better quality. Male participant 2 feels the pitch is not good enough for a team which competes within the BUCS premier division. When asked what CMU could do to maintain or improve participation rates, participants recommended the pitch could be improved (male 3 & 6). It was brought to our attention that all teams trained on this Astroturf, sometimes holding up to three teams at a time. This could result in athletes feeling cramped during training (female 5), which could lead to training sessions being limited and lacking variety. Female participant 8 feels that there is a need for two pitches. This would enable athletes to train more and offer the opportunity to improve their overall

performance. High cost factors can have a negative effect on the accommodation of high performance sport participation, universities must priorities the sports to which they can facilitate most (Burnett, 2010). From this it could be assumed that other sports may benefit more in comparison to CMU Hockey, due to lack of financial resources.

### **5.3 Limitations of Study**

Although the research was organised cautiously, limitations can still be made aware. Firstly, the researcher was inexperienced in developing appropriate questions to accommodate the research question. A pilot study should have been conducted in advance to ensure experience was gained within the field (Thomas *et al*, 2011) and all participants understood the questions accurately. As a result of this, some participants answered some questions unsuccessfully as they lacked important information. Therefore to prevent this from occurring in future research, participants could be selected once all questionnaires are returned for further in depth interviews. This will allow the research to gain a better understanding of certain participant's views on the research topic and explanations can be introduced within questions that are needed.

In addition to this, not all participants made it clear what expenses they incurred, therefore it was difficult to analyse the results completely, costs ranged from £65-£460 in female and £90-£1300 for male participants. To make these results more specific, solely essential costs should be noted. Therefore, optional kit, "euros" and tour costs should not be included due to them not being obligatory.

A final limitation can be seen through the final results. Within the questionnaire, participants were not asked how they were able to fund these costs, whether it was through student loans or parental financial aid. Due to this demographic factors were eliminated. Student finance is there to help support undergraduate students financially for both tuition fees and maintenance, such as accommodation, books and bills (GOV.UK, 2013). By pinpointing which students did not require student finance, this would enable better understanding on the research question.

#### **5.4 Implication of Findings**

This study's main focus was to discover whether students playing for CMU hockey club had been affected by the rise in tuition fee this academic year. These results could become very beneficial to both CMU student union and hockey committee members. Results stated the majority of participants appeared content with the structure of the club already. Female participant 3 stated "*participation levels are good, everything that the club has done is good so repeat it next year to maintain or increase participation rates*". This is agreed also by female participant 7 who furthers this by highlighting the fact "*people will join the club because they're interested in playing and want to. Sport has costs wherever you play and people will want to play for their uni*". From this the SU and hockey committee members can be reassured that there is no issue with participation rates.

The main concern to arise from this study was the lack of information given prior to students joining the team. Although AU membership is provided on their website (Athletics Union, 2012), there is no pricings provided before purchasing membership. Also, more information about specific club membership fees could be mentioned on the AU website. This will ensure that all students are prepared fully in advance, making the costs less surprising. Making students aware of what their money is paying for will enable students to have a better understanding and appreciating why costs could be so high. Results discovered only three participants understood the costs (male 3 & 10) or were aware of the things which needed to be paid (female 4).

Another factor found within the results was the cost of the playing kit. This was a point mainly expressed by female participants, even though male participants are required to purchase two playing kits. Female participants 1, 5 and 10 all felt that playing shirts and socks are costs which should have been covered by the AU. The main reason behind this was the fact students were selected to represent their university. The university's AU could take note of this and provide a better deal for students which could lower overall costs.

## CHAPTER SIX

## CONCLUSION

## **6.0 Conclusion**

The aim of this study was to determine whether the recent university tuition fee increase has had an impact on students. The research focused on CMU hockey club members, using solely first year students as participants. Ten male and ten female student-athletes took part in this study and were asked nine open ended questions to which would allow them to elaborate on each question asked. The research investigated into the types of costs players incurred and whether they were satisfied with these costs. Participants were also asked what influenced them to join the club and why they would remain within the club.

The findings from this research show that although some participants demonstrated dissatisfaction toward certain costs, the majority appeared content and willing to pay these costs. CMU hockey performs at high standard with 80% of respondents agreeing the standard was higher than they had with previous club experiences. Therefore players will be more willing to pay if their level of performance is likely to improve (Wicker, 2011). Conversely, results revealed a huge variety in cost participants have incurred; it was difficult to conclude the overall impact tuition fee increase has had. This was due to some participants stating some costs which others may not have had to pay, such as the 'Euros' tournament and tour. Therefore, from this it can be gathered some participants will have been affected more than others due to paying these optional costs in addition.

The main conclusion found behind reasons for joining and remaining within the club was due to social reasons. The development of close friendships with other members was found to be an important factor in making the experience more meaningful (Light & Lémonie, 2010). This shows that meeting new people enables players to increase their social life at university, which will enlighten their overall experience. It was established that players were more willing to renew their membership due to "feeling part of the team" and "enjoy being with club".

The coaching standard appears to be at a good level within the club, creating a more beneficial experience for players by improving performance further

(Crisfield et al., 1999). However, it was discovered there was some dissatisfaction with the Astroturf pitch itself. Three male participants felt there was a need for the pitch to be improved as it was not of a good enough standard for the quality of hockey they play. It was also found that there could be a need for two pitches due to the high demand in pitch space required. This was expressed by female participant 5 who felt training sessions were cramped sometimes due to the large number of players training. This could lead to a lack in motivation (Jeroh, 2012) due to trainings lacking variety from week to week. While, the pitch may not have met certain expectations, other facilities on campus were found to be at a very good standard leaving participants happy overall.

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# APPENDICES

# APPENDIX A

## INFORMATION SHEET

**Cardiff School of Sport Ethics Committee  
Research Participant Information Sheet**

**Project Title:** *The impact of the tuition fee increase on university sport using CMU Hockey as a case study*

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**

With the recent university tuition fee increase students, especially English students may have to reconsider which social activities they take part in during their university experience. This study focuses on CMU Hockey club to see whether first year students have been affected by this sudden tuition increase. The aim of the study is to find out how these students have been affected and by continuing to play hockey whether it has affect other aspects of their social lives. Both male and female players will be participating within this study to gain a better view from both teams.

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

This investigation involves me (Laura Durack), the researcher, creating a questionnaire using open-ended questions to gather information. These questionnaires will be focuses solely on male and female first year hockey players. Questionnaires will be sent via email to participants so they can be filled in at their own convenience.

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

Your role is to fill in this questionnaire and answer the questions honestly providing as much information as possible. Questions will be based around your thoughts of the amount you must pay to take part in the sport and whether you are content with these fees. Questions will also be based on what made you want to join this club considering the tuition fee increase. It is not compulsory to partake in this research study, and not all questions in the questionnaire need to be answered should you wish not to.

**4) Benefits of taking part:**

Information gained from this study will allow for a better insight into the thoughts behind this sudden change in university fees and how it has affected your social

life. From this research, information can be passed on to the student union to see if any changes can be made to suit the needs of students. Any information gained from this study will be happily shared with all participants whom took part in the study.

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

As shown above, all data will be collected solely through questionnaires sent to you.

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

Through agreeing to become a voluntary participant, this is allowing me to use your responses from the questionnaire to include within a superior data set that includes the data of other participants. All personal data will remain anonymous and will not be represented alone, but within the total sample of all participants.

### **Your rights**

Your right as a voluntary participant is that you will be able to enter or withdraw from this study at any period of time. This will mean the control of the part you play within this research is fully controlled by you, also including what anonymous information is used in its final stages.

### **Protection to privacy**

All efforts will be made to ensure your identity is hidden in all questionnaires and all other documentation which indicates what has been researched and its findings. Additionally, all personal information about you will be 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.

Laura Durack  
Cardiff School of Sport  
Cardiff Metropolitan University  
CF236XD, United Kingdom  
E: [st10001727@outlook.uwic.ac.uk](mailto:st10001727@outlook.uwic.ac.uk)

# APPENDIX B

## CONSENT FORM

# CARDIFF METROPOLITAN INFORMED CONSENT FORM

CSS Reference No:

Title of Project: *The impact of the tuition fee increase on university sport using CMU Hockey as a case study*

Name of Researcher: *Laura Durack*

Participant to complete this section: Please initial each box.

1. I confirm that I have read and understand the information sheet dated 1/05/2012 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

\_\_\_\_\_  
Name of Participant

\_\_\_\_\_  
Signature of Participant

Date

\_\_\_\_\_  
Name of person taking consent

Date

\_\_\_\_\_  
Signature of person taking consent

# APPENDIX C

## EXAMPLE QUESTIONNAIRE

# Questionnaire

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*This study aims to find out how the recent university tuition fee increase has affected university sport using Cardiff Metropolitan University (CMU) Hockey as the main focus. As the tuition fee increase only occurred during 2012, first year students will be required for this study.*

*All questionnaires will remain anonymous therefore all answers are confidential.*

1. Please state which CMU hockey team you play for.

2. Do you feel the standard at CMU hockey team is higher, similar or at a lower standard of your previous hockey experience?

3. Please state the expenses which you have been required to pay during your CMU hockey experience? Please state rough how much this has cost you in total since September 2012.

4. Where you aware of these costs prior to joining the club? How did you feel about paying these costs? (i.e. were there any costs you were unhappy paying?) Explain your reasons.

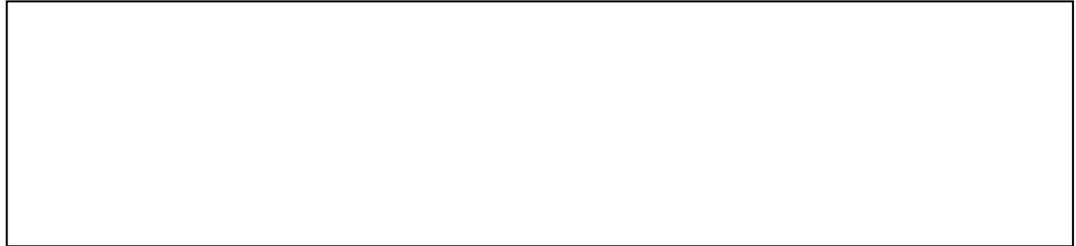
5. Has joining the hockey club affected any other parts of your university experience financially? Please provide a reason for your answer. (i.e. Have a part-time job, have had to budget accordingly).

6. What made you to still want to join this club even though tuition fees had tripled in price?

7. Are you happy with the standard of coaching and facilities available in comparison to how much you are paying? Please state a reason for your answer.

8. Now that these costs are visible, is it likely that you will continue being part of the CMU hockey club next year, knowing these fees will be required again next year? Please provide a reason for your answer.

9. To increase or maintain CMU hockey club's participation rates, what suggestions would you give to ensure students remain within the club and new student's join?



Thank you for volunteering to take part in this study.