# Cardiff School of Sport

**DISSERTATION ASSESSMENT PROFORMA:**

**Empirical**

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<tr>
<th>Student name:</th>
<th>Dan Chorley</th>
<th>Student ID:</th>
<th>St20002967</th>
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<td><strong>Supervisor:</strong></td>
<td>Jake Bailey</td>
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## Comments | Section
---|---
| | **Title and Abstract (5%)**
| | 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 (25%)**
| | 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 (15%)**
| | To include: details of the research design and justification for the methods applied; participant details; comprehensive replicable protocol.
| | **Results and Analysis (15%)**
| | 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 (30%)**
| | 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.
| | **Presentation (10%)**
| | 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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2. There is scope within qualitative dissertations for the RESULTS and DISCUSSION sections to be presented as a combined section followed by an appropriate CONCLUSION. The mark distribution and criteria across these two sections should be aggregated in those circumstances.
Exploring how first year university students are inducted into university sport

(Dissertation submitted under the discipline of Sports Coaching)

Dan Chorley

St20002967
Exploring how first year university students are inducted into university sport
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I would like to thank all of the participants who took part in the study, as well as the support and guidance from Jake Bailey throughout. As well as this I would also like to thank my family and friends for their continuous support throughout.
ABSTRACT

Previous research has acknowledged the use of initiations within the military, sororities and fraternities, however, little research has been conducted within university sports teams. The study explored the process of being inducted into a university sports team and how it affected first year students. Through an interpretive paradigm due to the study focusing on assumptions and personal experiences the thoughts of five first year students were inspected by using semi-structured interviews. The interviews focused on the thoughts before initiation, the activities during and their feelings post event. The findings discovered key themes outlined within the interviews as habitus of initiations, the power negotiation through identities and the field is forever shifting. Emerging from the data appeared a clear power differentiation through key hierarchal positions within the team. Through the key themes it was suggested that even though the initiations were brutal it had a positive effect on the new players leading to improved team cohesion. Although the study uncovered some reasoning towards how inductions affect first year students, to further the research area exploring whether similar results are apparent in different sports would add to the suggestion that inductions increase cohesion. With this in mind exploring whether the effects last is another area which could determine how initiations affect first year students.
Chapter 1

Introduction
1.0 Introduction:

Hazing has been widespread throughout history as a form of initiation into schools and sports teams (Van Raalte, Cornelius, Linder & Brewer, 2007). However, understanding why initiations happen is still a debate for researchers. A study by Sparkes, Partington and Brown (2007) focused on how a jock culture is seen to dominate a student campus through drawing upon key sociological concepts from Pierre Bourdieu. Sparkes et al (2007) explored how unwritten rules referred to as the 12 commandments operated in structuring social practices that built the arena their study was set in. As research has mainly focused on military experiences as well as sorority and fraternity accounts (Allan & Madden, 2008), research has only started to look into initiations from a sports perspective therefore leading to a gap in the research. Although initiations have happened for many years not much focus has been made towards how it affects first year university students. The 12 commandments alongside the notions of social capital, habitus and field (Bourdieu, 1984 & Bourdieu, 1990) help build an understanding for the social arena which initiations happen. Therefore the study aims to gain an insight into a university men’s football team through the eyes of a first year or ‘fresher’ to help researchers understand how and why initiations affect new players joining a sports team.

The study focusing on five first year students will share their experiences participating in initiations, as they are welcomed into the football culture of university sport. Qualitative methods were implemented through the use semi structured interviews to capture the experiences and feelings of the participants. Through personal experience the researcher intended to further research in the area to understand how initiations affect first year students. Therefore identifying key social themes parallel to Sparkes et al (2007) use of Bourdieu’s social theory to help identify how different identities in the field are linked to hierarchal positions. In conjunction to this gaining an insight into first year’s experiences of initiations will add to understanding of how they are used in the process of welcoming new players into university sport.
Chapter 2

Literature Review
2.1 Introduction to Literature Review:

The following section provides a critical analysis of the literature related to and underpinning the research question outlined in the introduction. It aims to identify gaps in the previous research, whilst identifying important contributions to knowledge relevant to the topic under investigation. The section is structured around a number of areas, with the use of sub-headings to help the reader navigate the text. Firstly notions of identity as it relates to individuals and groups will be discussed, with particular emphasis on research focusing on sports teams. Next, attention is directed towards the initiation process and the underlying power dynamics at play. Leading on from this, and specifically, Sparkes et al (2007) study is used to bring Bourdieu’s notion of habitus to the fore and exemplify how it might be used in a university setting. The final section will revisit the literature related to initiations (or hazing), with a view to bring the previous sections together and identify any gaps in the literature.

2.2 Identity:

When defining identity various researchers have put many definitions forward. As many look at identity from different angles Markus (1997) suggestive viewpoint of identity being influenced by social or environmental factors links to the study in a particular way. Erikson (1968) definition adds to how one may perceive identity in light of the research by expressing identity is a process to unite personalities, connecting an individual to the social world. As the research project looks at how identity sits in a social setting the two definitions given connect with the research in a specific way. In contrast Lally (2007) specified identity to be a multidimensional view of oneself. With this in mind you can see the contrast in ways identity can be defined however the first two possess a stronger connection due to the research sitting in a social setting with outside influences.

Building on the definitions put forward, Stets and Burke (2000) notion of social identity and identity theory suggest how one opts to be labelled, categorized in reference to a specific social group. With the social identity theory inferring how identity is understood in a social setting the identity theory subjectively categorizes a person into a particular role (Stets & Burke, 2000). When developing a picture to where the research sits Ashforth and Mael
(1989) suggested how an identity could differentiate for a variety of groups it enters, imposing various social demands. Cheek and Briggs (1982) further this adding such demands may conflict with one's personal identity however Ashforth and Mael (1989) further add it may not be the identity per se that changes within different social groups but more the values incorporated that may change.

Moving on from examining how identity sits in a social setting, a review of Miller (2009) study on how sports students at an American college perceive their sporting identity. Five hundred and eighty one undergraduate students (57% male and 43% female) took part in the questionnaire study that considered the different sport-related identities associated with an athletic environment. The study focused on the contrast in characteristics between two sporting identities, the ‘athletes’ and the ‘jocks’. Miller (2009, p.72) infers the importance of identity as ‘through the natural process of constructing, interpreting and negotiating the meanings associated with sport based social interaction as a whole… these identities may assume considerable salience for the individual’. Miller (2009) stated that once an individual has assigned themselves within an identity, a ‘natural process’ begins therefore making them stand out due to that identity. This is apparent in the lifestyle of a jock, by taking part within a high profile sport, obtaining status through physicality and hegemonic attributes and using extrinsic motivational factors as a sign of achievement and measuring success. As an athlete often follows a task orientated performance structure with success being the expenditure of determination, work and effort whereas on the other hand a jock approach would be ego orientated towards a game, with success being how much ability one has (Moran, 2004). As many of the sports in conjunction with the ‘toxic jock’ identity during the study were acknowledged as contact sports involving high levels of hegemonic masculinity as well as a number of characteristics which are originally notified within masculine sports (Miller, 2009). Results from the study infer that strong jock identity should be associated with an ego-orientated approach to sports participation, personal history of participation in high status or high profile sports (Miller, 2009).

Within social arenas it has been illustrated by Weiss (2001) from previous work by Popitz (1987) that recognition is needed to attain certain roles and identities. Five categories were put forward to determine the different areas.
1. Recognition as a member of a group
2. In an assigned role
3. In an acquired role
4. In a public role
5. Recognition of personal identity

It is suggested the first category to be apparent in sports such as football due to it being practised in groups. Weiss (2001) suggested that recognition here refers to wanting to be like others or an equal among co-equals. To gain recognition the group as a whole decides whether a particular member is to be accepted as the security that membership provides is tested through symbolic rituals (Weiss, 2001).

2.3 Power, Social Capital and Habitus:

Lee, Chai and Bargh (2001) suggest that power is an omnipresent of social life. Whereas Jones, Potrac, Cushion and Ronglan (2011) imply that subjects are comprised through a number of rules and interventions within a cultural environment. However Marxism sees culture to be shaped and influenced by powerful institutions and groups in society (Inglis, 2005). McLellan (1984) referred to Karl Marx’s work to suggest the dominant culture in society is associated with and generated by the ruling class. In essence the views from above could be used to shape society, as a number of rules outline the structure of social arenas, which we live in. Similarly Sidanius and Pratto’s (1999) recognition of the social dominance theory implies individuals are put into categories through hierarchal groups. An example of this could be age and experience, older players in a sports club (or ruling class) and the experience they may hold compared to younger players.

Bourdieu’s (1984) forwarded the notion of social capital within his conceptual framework of social power. Here, social capital portrays the actual or potential resource, which is linked to the possession of a durable network of relationships between mutual acquaintances or recognition (Bourdieu, 1986). Tomlinson (2004) furthers this notion by adding the amount of capital available to someone furthers their control over themselves and others. Calhoun (1995) inferred Bourdieu’s assessment of capital suggested individuals relentlessly strive to increase their capital to influence others. Purdy, Jones and Cassidy (2009) extrapolate
the distribution of capital is for individuals to maximize their own personal capital. Furthering this Bourdieu (1989) suggested the amount of capital accumulated by an individual makes a significant contribution to determining the range of choices open to that individual. In the jock culture, which the study is placed attaining social capital, could be seen as a way of achieving a higher social position. Another form of capital comes in the form of physical. Shilling (1997) described physical capital as the development of bodies in ways recognised as having value. This is presented in the ethnographic study by Sparkes et al (2007). The study based at a prestigious sports university in England looked at the culture prevailed by the students using Bourdieu’s notion of habitus and physical capital. As the study was aimed at gaining an insight into the lives of the students focusing on their identity within the sports culture the notion of physical capital became apparent through the 12 commandments.

The 12 commandments were the findings from Sparkes et al (2007) interviews and observations, a list of rules as such hidden within the culture of the university.

1. Play high-level university (BUSA) sport
2. Choose your sport wisely
3. Only exceptional Freshers make the first team
4. Be committed to the social life
5. Excessive alcohol consumption and associated behaviours are obligatory
6. Respect the hierarchy
7. Stay established
8. Look like a jock
9. Attend socials regularly
10. Attend post-match drinking sessions
11. Credit for time served
12. Gain positions of power

(Sparkes et al, 2007. The Twelve Commandments of jock culture)

Relating back to Shilling’s (1997) definition of physical capital, Shilling (1991) adds to the notion by stating physical capital is used as an application of social capital in a sporting context that is embodied through social practices and forms of physical attribution for instance sporting ability. Therefore the 12 commandments show that within the sporting culture ones physical attributes can be notably applicable as gaining capital. However it can also be gained through non-athletic attributes. Commandments 4 and 5 state one should be committed to the social life and drink excessively
"Then you get people who aren’t such good rugby players but are big social drinkers, just really up for it. Who are respected because their commitment to the rugby club is fantastic, they’re always there, always drinking, doing outrageous things" (Sparkes et al, 2007).

This quote from one of the interviews in the study epitomizes how the social and physical forms of capital prevail in the sporting culture of the university. By stating the people who do not adhere to commandment 1 still attain a physical or social form of capital just in a different form.

Sparkes et al (2007) emphasized the relevance of the notion of habitus put forward by Bourdieu (1990) within their study. Marshall (1994) referred to habitus as the patterns of behaviour, thought and taste which link social structures to social practice. Whereas Mauss (1979) distinctively expressed a particular lifestyle is set out by social conditions that characterize a group where each person embodies a certain way of thinking and acting. In other words habitus could be comprehended as a set of values and dispositions gained from a cultural history (Webb, Shirato and Danaher, 2002). Through the ethnographic observations that lead to the interviews Sparkes et al (2007) primarily found the transmission of social practice through the 12 commandments to structure the dispositions that template and facilitate the transfer of habitus between generations. As it is shown through the commandments, Edwards and Imrie (2003) put forward that the social practices associated with habitus may be learned and are difficult to change which leads to them being passed down through generations. Regarding the study in hand the researcher intends to delve into a university sports culture to gain an insight as to how certain social rules hidden in the culture may affect first year students.

2.4 Hazing and initiation:

Hazing has been widespread throughout history as a form of initiation into schools and sports teams (Van Raalte., et al, 2007). Research in the area of hazing has mainly focused on experiences in the military, sororities and fraternities, research has only started to look into hazing within sports (Allan & Madden, 2008; Hoover, 2000). Hazing is defined by Hoover (1999, p. 8) as “any activity expected of someone joining a group that humiliates, degrades, abuses, or endangers, regardless of a person’s willingness to participate”. Kirby and Wintrup (2002) agree, suggesting that it is dehumanizing for all participants. Keating,
Pomerantz, Pommer, Ritt, Miller and McCormack (2005) add that hazing is a complex event which can have embarrassing, disgusting, painful and challenging facets.

Previous research examining the occurrence of hazing in sports has mainly focused on American colleges. Gershål, Katz-Sidlow, Small and Zandieh (2003) state that between 17.4% and 36.2% of middle school, high school and college athletes had reported taking part in hazing experiences. Waldron and Kowalski (2009) infer that the percentage or reported hazing behaviours in research studies may be low due to athlete’s reluctance to report because of fear of retribution and the fact that they may not perceive their initiation as hazing. In light of the research it can suggest that hazing is a wide spread experience in sports teams and may cause concern. Waldron and Kowalski (2009) indicate that hazing is considered part of an athlete’s socialisation whereas Trota and Johnson (2004) suggest that initiation takes athletes into the next stage of their cultural, religious, academic or athletic lives. In relation to the study statements from Waldron and Kowalski (2009) and Trota and Johnson (2004) may suggest that as it is part of an athlete’s socialisation. Taking part as a first year footballer it will allow them to enhance their experiences within the culture of the club due to it taking them to the next stage as an athlete. In reference to the previous section on hierarchy, hazing rituals help create and maintain the authority for the hierarchy as well as structure the power of the team where older players are superior to the rookies or first years (Bryshum and Young, 1999; Sabo, 2004; Trota & Johnson, 2004).

Reviewing the article from Tinmouth (2004) on *Induction Ceremonies in University Sport in the UK* light can be shed on the research about Initiation in the UK. Tinmouth (2004) states during the Southampton Rugby Club initiation ceremony players ran across the lacrosse field naked whilst a game was going on. The incident received publicity in many nationwide newspapers. At the time BUSA (British Universities Sports Association) now known as BUCS (British Universities & Colleges Sport) were the governing body for student sport but they had no power to enforce regulations due to it being down to individual Athletic Unions.
Whilst initiations are seen to be the dark side of university sport Tinmouth (2004) some reasoning behind initiation ceremonies. Accomplishing team building and the establishment of team hierarchy are two areas covered. With student athletes relating initiations with bonds made between team members, initiates have described the experience as creating a bond between friends. Tinmouth (2004) infers this is something that is not shared by others and unites players within the team. Overall Tinmouth (2004) indicates that as much as initiations have had bad press and are reckless there is a deep lying sense of belonging. For rookies entering a university football team the initiation can be seen as a way to become closer with your team and strike bonds with friends due to the knowing you are both going through the same process.
Chapter 3
Methodology
3.1 Justification of epistemological positioning:

When undertaking a research project it is helpful to identify the paradigm to which aligns, as this influences all subsequent decisions about the research design, data collection and analysis. Gratton and Jones (2004) indicate that positivism refers to a school of thought that believes valid knowledge can only be generated through objective methods exemplified by those in the natural sciences. This form of research is exclusively quantitative, where the collection of numerical data is used to explain a particular phenomenon (Muijs, 2004). Nykiel (2007) further explains the quantitative research ideas by stating the methods are essential when gathering statistical, reliable and relevant data. McNabb (2010) reports that such data can be collected using surveys, longitudinal and cross-sectional studies, among others. Positivism does however have limitations including that there is little room to develop insight or reasoning behind the data provided (Covington, 2008). Gratton and Jones (2004) further report that the key argument to reject the positivist approach in this project is due to sport being a social phenomenon. With the positivist approach presenting key limitations related to this project, an alternative perspective, known as interpretivism, was considered more aligned to aim of the study.

Interpretivists argue for the uniqueness of human inquiry (Schwandt, 1994). Patton (2005) furthers the justification for using this research paradigm as it allows the researchers use of assumptions and experiences to shape their viewpoint. Sparkes (1992) claims that an interpretive research approach would not enter the process as an empty vessel or a blank slate due to social science being based on interrelating assumptions regarding ontological and epistemological agendas (Morgan, 1980). Crotty (1998) suggested ontology is the study of being where assumptions are concerned with what establishes reality. With this in mind a researcher should take a position considering the perception of how things really are. Cohen, Manion and Morrison (2007) explain epistemology to be concerned with nature and forms or knowledge whereas Guba and Lincoln (1994) describe epistemology asks the question, what is the nature of the relationship between the would be knower and what can be known? With the research assessing human behaviour Bogdan (1982) proposed research from an interpretive perspective to give a better understanding of human behaviour and experience. Therefore in regards to the study an interpretive analysis will allow the researcher to get the best possible analysis from the research paradigm.
3.2 Sampling:

Flick (2007) suggested that whichever research you use the right sample must be selected. Due to the research question detailing a certain criteria for participation, purposive sampling was deemed an appropriate method. Purposive sampling is where the sample is hand picked for the research (Denscombe, 2007). Tonkiss (2004) furthers this adding that the participants get selected due to having a significant relation to the research topic. Upon selecting the sample 5 students were chosen due to holding specific characteristics needed for the research. Gratton and Jones (2004) deem 5 participants to be a small sample, however this gives much emphasis towards gaining rich data. The participants were chosen because of matching a certain criteria:

- Being a first year student at the university
- Living on a particular sports campus
- Attending training on a regular basis
- Participating in the initiation ceremony

These four points were chosen due to holding certain significance towards the research question. The first point was chosen because entering a sports team as a first year gives a sense of ambiguity due to the participant moving into the unknown about the initiation. Living on a particular sports campus puts the participant in the centre of everything regarding university sports culture whereas attending training shows the commitment towards the club and the culture in general. Finally participating in the initiation process gives the participant first hand experience towards the research question therefore giving the researcher the best chance to record a rich collection of data to help explain the question.

3.3 Interviews:

As part of qualitative research the spoken or written word always has a residue of ambiguity, yet interviewing is one of the most common and powerful forms of trying to understand our fellow human beings (Fontana and Frey, 1998). Patton (1990) inferred that we cannot observe everything therefore we interview people to gain a different perspective of an account. A semi-structured interview allows an interviewer to explore a topic openly, allowing interviewees to express their opinions and ideas in their own way (Esterberg,
2002). Flick (2009) suggested that it allows an interviewee to express their knowledge and assumptions spontaneously through an open question. Esterberg (2002) adds to this by stating although a researcher begins with basic ideas about the interview topics, the interviewee’s responses ultimately shape and structure the interview. Denscombe (2007) inferred the most common form of semi-structured interviews is one-to-one where the meeting is between the researcher and one informant. Denscombe (2007) further stated that this form of interview is most popular as it is easy to control and interrogate a person’s ideas to grasp an understanding of a particular topic.

3.4 Procedure:

Prior to the interviews, once the sample had been identified and the interview format decided the participants were chosen. Due to the criteria stating the participants should attend training on a regular basis, the researcher chose five participants who had regularly attended training and participated in initiation. Once they were informed of the purpose of the study and agreed to take part consent forms entailing their rights were signed. After this the participants were informed by email of a suitable location. Denscombe (2007) advocated that where face-to-face interviews take place the researcher cannot always control the surroundings. Due to this a quiet room in the library was booked so the researcher could try and have as much control over the surroundings as possible.

Before the interviews were conducted a pilot of the questions was undertaken. Gratton and Jones (2004) propose that a pilot is an important function due to it allowing the interviewer a chance to test the questions and potentially increase confidence before conducting the actual interviews. By doing so the researcher conducted a pilot interview with a fellow student and a qualified researcher to evaluate and gain an insight into how the questions flowed and to make sure the structure was clear.

A semi structured interview format was chosen as it shows a clear direction to the interview but allows the questions to deviate. However for an interviewer to conduct an interview well, there are some things that need to be taken into consideration. Hannabus (1996) suggested that rapport must be established from first contact whereas Denscombe (2007) also adds an interviewer must use probes coherently to spur the interviewee to speak further about a certain question. During the interview the participants were given the choice to pass on questions if they felt uncomfortable answering or even the option to stop.
completely. The questions devised for the interviews were based on a set of measures put forward by Sparkes et al (2007). The '12 commandments', a set of unseen rules at a certain university gathered through observations of student behaviour was the source of the questions being written. Within these rules the notion of capital put forward by Bourdieu is prevailed in how the social structure of the university. Using this as a framework for the interview guide allowed the researcher to enter the interviews with a semi-structured focus on particular areas needed to gain an insight into the university sports culture.

To capture the discussion from the interviews the researcher outlined to the interviewee a Dictaphone will be used to record the interview. Denscombe (2007) however extrapolates that interviewees may feel inhibited by this process even if they feel more relaxed after a short while. However Gratton and Jones (2004) infer that recording an interview allows rapport to develop which conversely results in more information being divulged from the respondent. To present the interviews a transcription method was used however Denscombe (2007) advocates that the process is certainly laborious therefore a trained transcribe was used to write up the interviews. Nevertheless Denscombe (2007) also stated that by transcribing an interview brings the researcher closer to the data.

**3.5 Data Analysis:**

The principle aim of analysing is to make sense of data to reduce the volume of information thereby identifying patterns to build a framework to reveal what the data holds (Patton, 1990). Nash and Sproule (2011) define a deductive approach to analysing data as the intention of discovering recurring themes and patterns. With a deductive approach being used the analysis was split into stages. The first stage in the process was analysing the interview transcripts by reading through them so the researcher could become familiar and absorbed in the data. Once the transcripts had been read, relevant literature was used to come up with four key themes Identity, Initiation, Habitus, Field and Capital. Using these themes allowed the researcher to assign bits of ‘raw data’ to particular themes (Denscombe, 2007). Due to these themes only giving an overview of the topic, categories were introduced with sub-categories within to break down the raw data so the researcher can navigate the findings in a structured manner.
3.6 Trustworthiness:

Gratton and Jones (2004) suggest the two concepts in which the quality of research is assessed are those of reliability and validity. In a positivist paradigm these concepts may be apparent due to the nature of the research. However an interpretive perspective on research may find it hard to delegate such a criteria when assessing the research. Due to interpretive research searching an individuals view and personal experiences (Denscombe, 2007) a researcher may find it hard to validate a subjective interpretation. In conjunction to this Lincoln and Guba (1985) advocate that an interpretive research project should be judged more on its trustworthiness than its validity and reliability. Within this, trustworthiness is broken down into four criteria

- Credibility
- Transferability
- Dependability
- Conformability

(Lincoln and Guba, 1985). The concept that is credibility focuses on the degree in which findings make sense (Lincoln and Guba, 1985). This is where an interviewee would be given their transcript so they can agree with the findings. In addition credibility could also be built from a prolonged engagement in the field, in this case as the researcher possesses a vast amount of experience in the chosen field of a university men’s football team. Lincoln and Guba (1985) suggest that transferability is used as a tool to measure trustworthiness due to it allowing findings from a study to be used in scenarios from a similar field. As the study only looks through the lens of a university football team the research idea could be transferred across to a different sport or university looking at how initiations affect first years students across a variety of fields. The third criterion to assess trustworthiness is the concept of dependability, which is the measurement of the interview process. This being the process in which the interview took, having an interview guide with semi-structured questions whilst recording the interviews before having them transcribed. This process leaves a clear trail in which an outside source could follow the process in which the researcher took to undertake the study. The final criterion put forward by Lincoln and Guba (1985) is the notion of conformability. Guba and Lincoln (1989) signified that conformability makes sure findings from a research project are embedded in the data therefore not the researchers invention. Accordingly providing conformability within the
research process leaves a trace for the data to be tracked back to its original source. As the interviews were transcribed by an outside source to speed up the process the researcher only had to code the transcripts into relevant themes, leaving a clear trail to be tracked back to the source.

3.7 Ethical consideration:

Gratton and Jones (2004) infer the importance of ethical consideration when undertaking any research. The concerns surrounding research ethics come as various issues like consent, privacy and the confidentiality of any data (Punch, 1994). Esterberg (2002) also stated ethical concern with a research project as the lack of confidentiality could disseminate any results made. Taking this into consideration this section will run through the procedures and measures made by the researcher to keep the research ethically sound.

Punch (1994) extrapolates the major safeguard to the invasion of privacy is the assurance of confidentiality. Sieber (1992) identified confidentiality to be the agreement made between the participant and the researcher regarding the use of their data. To keep the confidentiality, informed consent a way of safeguarding the rights of the subjects participating (Kelly & Ali, 2004) stated that the researcher would hide all names of the participants. Esterberg (2002) advocated the gathering of data from a researcher must be considered in the long run and its use in the public domain. Due to the nature of the project touching upon some areas of concern and the participants sharing highly personal information (Sieber, 1992) the researcher must take special care when presenting the data from the interviews. As recent articles have been made public regarding university sports culture and some of the habits incorporated the researcher has to take special care when handling the data as it could cause a dilemma for the participants or even the university it is situated in. One method used by the researcher to keep confidentiality is the use of anonymity, where the researcher has no record of the participants identity (Sieber, 1992). With this in mind all documentation regarding the participants would not have any reference to them such as names and student numbers.
Chapter 4
Results & Discussion
4.1 Introduction:

The following section provides a critical analysis of the findings from the data analysis underpinning the research question outlined in the introduction. It will identify the key themes from the interviews processing them in a formulated way to build a narrative around the aims and objectives. The themes underpinned start with initiation and its habitus encapsulating the events, which took place pre, and during the event building a picture to how they affect ‘fresher’s’ (first year university students). Secondly notions of identity will explore how the identity assigned to ‘fresher’s’ plays a role in the process of initiation. Finally exploring the field in which the research sits will add to how the power negotiations between the hierarchies are apparent.

4.2 Initiation & its Habitus:

4.2.1 Before Initiation:

The first questions put to the participants about initiation focused on their feelings before they took part, as none of them had been initiated before it left a sense of ambiguity towards what to expect. “Nervous. More nervous than fear”. “I was very surprised. As I said, I didn't know what to expect, so when it was told to us, I think everyone was pretty shocked”. Baumeister and Leary's (1995) findings suggest individuals need to belong to a group to maintain lasting and meaningful relationships. This shares a clear resemblance to the responses from the participants due to them expressing their uncertainty towards what lay ahead. Even with a sense of ambiguity as to what was ahead the participants were still willing to push forward perhaps identifying an underlying purpose that they wanted to.

Participant five was asked the same questions however his response gave a different perspective “I came to university fully expecting an initiation, having spoken to second and third year mates about it”. Fully aware of what he was letting himself get into Baumeister and Leary (1995) suggested it is the need to belong that make participating in initiations seemingly normal. With team sports Allen (2003) inferred the point involvement is the key motivator for participation. Even though this participant knew that some sort of welcoming was on the horizon the thought of being left out could have caused a worse affect than the actual event itself. When asked about the outfit that was compulsory to ‘fresher’s’
participant one explained “When I got the little slip saying, “you have to dress up as a gimp” I didn’t really know how to dress up as one, so obviously then I googled it. Then I thought “Wow! This may be just a little bit interesting!” So I didn’t know what to expect”. Due to the nature of initiations the older players usually set an outfit for the newcomers. This supports the point from Kirby and Wintrup’s (2002) assertion that initiations are dehumanizing because of the embarrassment such an outfit can cause. “We had to go as gimps, so I wore black shoes, black socks, a black mini-skirt, or hot pants, black tape across the nipples and a beanie hat pulled down over my face but I cut out the eyes and mouth.”. Participant four explains what the outfit incorporated, notably little clothing leading to what Hoover (1999) suggested as humiliating therefore integrating all of the components an initiation necessitates.

4.2.2 Night of initiation:
Moving on to the night of initiation participant 3 described his feelings before entering the venue “I was pretty scared, I had no idea what to expect. Everyone else being scared also made me even more scared”. This initial worry encapsulated by participant three considering the group as a whole identifies the uncertainty that the ‘fresher’s’ held before the emotionally demanding, embarrassing, degrading and sometimes dangerous activities that were about to happen (Keating et al., 2005). Robbins (2004) implied that the activities designed for newcomers adhere to group protocols and traditions whereas Keating et al (2005) subscribed to the belief that newcomers undergo induction procedures resembling those that the leaders underwent.

Participant five described how the evening was split into what would be a football match, with specific time slots for different activities. “They split it up into a football match, so there was the first half, half-time and the second half and then full-time” This led onto the activities that made up the evening with each participant giving a different account of what happened. Cialdini (2001) expressed how initiates perceive induction activities as fun and rewarding when in some cases the experiences could be discomforting. Some cases have seen initiates endure physical challenge and some pain (Finkel, 2002).

“Another event was, there were 6 of us sitting down in a row and we had to drink a bottle of WKD or something like that, through a fish, and then once we’d done with the fish, we had to pass it to the person behind us who had to drink their bottle through it and it was the last team to finish who lost”. 
“Then we had do a boat race which instead of alcohol involved disgusting food, so we had to down egg whites and yolk and raw fish, and then the person at the front had to pass it back in each other’s mouths, so you didn’t swallow it. You just had to spit into each other’s mouths and pass it back.”

Taking these two passages of speech into consideration, a clear and concise account of some of the activities that occurred express the brutality and discomfort the participants had to endure. Participant five outlined how a fish was used as part of the drinking games, a clear indication to the intricate planning from the hierarchal figures to make the experience as vile as possible.

4.2.3 Post initiation:
From these activities each participant was asked if they had a memorable moment that stood out with some significance from the evening. With each person contributing in their memorable moment in a different manner they all recalled the same incident. “Yes, if you were sick you had to flap your arms like a bird before being sick in the bucket in the middle, because a lot of people were sick the queues were quite big around the bins so we had to be sick on each other at times!”

“At one point I think there were 4 or 5 people around one bin doing the exact same arm actions while being sick into the bin, which was quite funny. And yes, I did make the trip to the bin at one point, so I was that person!”

These memories, all similar in nauseating manner define the lengths each participant was willing to go in taking part. Waldron and Kowalski (2009) expressed how initiates must make sacrifices to prove their commitment to their sport and meet the expectations of their teammates. To this degree participant four stated how “I was that person!” pinpointing the lengths he would go through with his fellow teammates. In some respects the ‘fresher’s’ engaged in something so brutal epitomizing their commitment to the team and prove the limits they will go to on and off the field. As this is all part of the process of being initiated, these activities allow the new players to express their hunger to become full-fledged members of the team (Waldron & Kowalski, 2009) and move into the next stage of their cultural, academic and athletic lives (Trota & Johnson, 2004). Another question form the interviews questioned participants on their reason for taking part. With a diverse set of responses one common point can be noted, not taking part would have affected them more in one way or another.
“I felt as if it was important to my football and the social aspect of being at university. I thought it would help me bond with my team and get to know people and things like that, at university.”

“No (not everybody participated), but I think it will take them longer to feel part of the team, because they weren’t at the initiation. I mean, for weeks after initiation, that’s all we were talking about because it was just so funny and such a good night! But I just think it would take players who didn’t go a little bit longer to – not ‘fit in’ but to allow everybody to get to know them more.”

“I wouldn’t feel part of the team if I hadn’t, in all honesty. If I missed out on initiation and I turned up to training whenever it was and they were all talking about initiation, they all knew a lot about each other through initiation, I’d feel like an outsider.”

Bowlby (1982) suggested the effects of maltreatment could describe the reason whereby harsh conditions trigger goal-directed responses thereby seeking refuge from the duress whereas Schopler and Bateson (1962) found that severe inductions increased initiates dependency on the initiator. Nevertheless these narratives suggest some corresponding resemblance to Bowlby (1982), Schopler and Bateson (1962). Where participant five mentions the importance towards social life and participant four stating how it will take longer for those who didn’t take part implies the ‘fresher’s’ willingness to comply to further themselves socially and be part of the team. Thereby conforming to the initiator creating a dependency on the ability to associate themselves with being in a certain field. With slight reference to Bowlby (1982) this was able due to the harsh conditions, which the initiation caused.

4.2.4 Team Cohesion:
Leading on from the participant’s reasons for taking part, the suggestion that initiations increase team cohesion or bonding could be put forward. However Van Raalte et al (2007) found that initiation activities directly associate with weakened team cohesion. This argument conversely from the outside may seem true but evidence from the participants involved suggest otherwise.
“No, not really. I’d say it’s definitely played a big part in bringing people together because before, people didn’t really know each other that well and were a bit shy”

“Definitely, I think the teams have learned a lot about each other, whether about how much drink you can handle or not, and still to this day, it’s spoken about at training “Remember the time so-and-so did this…?” So yes, it has brought the team together, definitely”

“The day after when I woke up I realized it was a good bonding session. People started to know who each other was”

In conjunction to Van Raalte et al (2007) the quotations above suggest the opposite. Carron, Bray and Eys (2002) define cohesion as a dynamic process that reflects a group’s tendency to stick together and remain united. As participant four affirmed, “Definitely, I think the teams have learned a lot about each other” this indication provides the notion to suggest that initiations can increase team cohesion. This implication towards team cohesion characterizes the process a ‘fresher’ goes through whereby the initiation is used by the older players as a building block to develop new players and break them to test their ability to conform to the values incorporated with playing university sport.

4.2.5 Habitus of Initiation:

Expanding on the notion of team cohesion Crokett and Crouter (1995) argued that initiations are part of a jocks habitus forming an imperative part of the culture. With this in mind Mauss (1979) expressed how a particular lifestyle is set out by social conditions characterizing how a person embodies a certain way of thinking and acting. Participants two, three and four when asked if they would continue the tradition of initiating new players answered as follows,

“Yes, I think everyone knows about it and everyone fears it before they come to university, but I think that is why people do take part at the end of the day”

“Yes, I believe so, and because it’s happened now for years and years, I think it just has to continue”

“I think yes, but every university’s sport though. It’s not just our university that does it. You hear stories from other universities, harsher stories, and you think “I’m never doing that to a fresher.” But it is, it’s a part of making a team. How can you have a team if you
don’t know anything about the players you’re playing with and I think initiation sort of sparks that team culture.”

With what participant four says habitus could be comprehended as a set of values and dispositions gained from a cultural history (Webb et al., 2002). His reference towards “It’s not just our university that does it” extrapolates the notion of habitus being bedded into a deep cultural history. Sparkes et al (2007) study found the 12 commandments to structure a template to facilitate the transfer of habitus between generations. Participant four also shared “it’s happened now for years and years, I think it just has to continue”. With similarity to how the 12 commandments structured the facilitation of habitus participant fours demonstrates how social practices associated with habitus can be learned and are difficult to change (Edwards & Imrie, 2003). Due to the manner in which each participant answered the question suggests how the transfer of social practices such as initiations will keep living due to the belief from inside this particular sports culture that it does actually help build a team and transfer the values of the club through the generations.

4.3 Identity:

Hogg (2007) suggested stereotyping an identity only presents a prototype therefore only representing a generic idea. Participant four explains how he thinks perhaps because of being a ‘fresher’ there is a stereotype to it “My role is different because I don’t think I have as much – respect is a word which could be used, but I don’t think they’d see me as a good player, because they’re used to seeing the second and third years”. Through this account participant four illuminates how the role of the ‘fresher’ is not the same to others in the team. Through the quotation it can be noted his thoughts regarding his ability are inferior to the older players due to the stereotype. However Ashforth and Mael (1989) suggested instead of a persons identity being different for the groups they enter it is more the values incorporated that diversify. As the participants all came from a similar sporting background they are familiar with a football set up. However due to the ‘fresher’s’ being associated with the stereotype the values incorporated in playing university football may be totally different. Terry, Hogg and White (1999) implied identities are based on and sustained by ongoing involvement in a group whereas Burke and Stets (2009) proposed how identities are defined by engaging in a role. Therefore to try and break the mould of being a ‘fresher’ participant four responded to the question about his role in the team as by saying “As a first year just to make a good impression for next year, I would have thought”. 
Weiss (2001) referred to how recognition is needed to attain certain roles in a group. Identifying that the participant wanted to make a good impression is suggestive that he is searching to enhance his role or identity in the group. As Weiss (2001) also added the hierarchy decide whether newcomers are accepted, it is clear there are different roles in the team. “I think the second and third years are a little bit more intimidating in terms that when you’re at training and you know someone’s a second or third year, they obviously know people a bit more and there’s a bit more banter flying around it’s a bit more intimidating” participant five shared a description of how the roles may vary due to the identities held at training. Terry and Hogg (1996) proposed members endorse a group’s perspective and engage in behaviours that coincide with group norms. Participant five explains how banter is exchanged during training, yet only initiated by second or third years leading for it to become intimidating. Consequently through what participant five shares adhering to group norms like banter become difficult for ‘fresher’s’ because of the stereotype that corresponds with it.

4.4 Capital & Field:

Using Sparkes et al (2007) 6th commandment, respect the hierarchy a clear resemblance can be made to the field in which the study situates. The field defined by Webb et al (2002) is a series of institutions, rules, rituals and titles that constitute an objective hierarchy. Participant four when explaining a situation from a training session captures the diverse negotiation of power in a vivid way, “I think they’re more established within the unit, aren’t they? So they can tell me what to do to a certain extent, they’re not too bad”. By establishing the divide within the field coincides with Jenkins (1992) notion that the field is structured by social positions therefore as Friedland (2009) argued, power is both the primary interest of practice and the instigator of field dynamics in Bourdieu’s theory. “Well, like kit, balls, because obviously we’re fresher’s so we have to carry them and make sure they’re in the bag” here participant one explains some of the jobs given to ‘fresher’s’ during training. Jones et al (2011) proposed the positions held in the field are not static but determined by the allocation of capital. As these jobs are given to the ‘fresher’s’ due to their social position Jarvie and Maguire (1994) put forward the field is characterized by the power relations where positions are reflected by the access to capital. This epitomises the struggles for ‘fresher’s’ consequently referring the field is very much a field of struggles (Bourdieu & Wacquant, 1992).
As Keating et al (2005) argued, initiations provide an early opportunity for group leaders to establish power (capital) over newcomers whereas McDonald and Birrel (1999) suggested power is permeated through every aspect of social life. Considering these comments, participant one explains how he hopes the power will shift to favour the ‘fresher’s’ “Hopefully the second and third years gain a bit of respect for you because you’ve done it (initiation) and they’ve seen you do it”. Where participant one explains taking part will gain respect from older players Calhoun (1995) inferred Bourdieu’s assessment of capital suggesting individuals relentlessly strive to increase their capital. With this quotation participant one tries to explain the ‘fresher’s’ have tried to gain more social capital by taking part in initiation. Keating et al (2005) suggested initiation could also be a way of the older players trying to share some of the capital. As initiation can be seen as a way of attaining more social capital participant four expresses how initiation has helped “I felt as if it was important to my football and the social aspect of being at university”. As Purdy et al indicated, individuals are always looking to maximize their personal capital it is suggested through the points made that taking part in the welcoming process is merely a means of increasing a status perhaps an identity within the group.
Chapter 5
Conclusion
5.0 Conclusion:

The study searching for an explanation to why inductions are used and how they affect ‘fresher’ students has uncovered a variety of findings. Through the use of Bourdieu’s theoretical understanding of social theory key themes such as habitus of initiation, the power differentiation through capital and the field were underpinned through the interviews. Exploring the induction process into a university men’s football team has led to a further understanding towards why initiations happen leading to it being embedded into the clubs habitus. The identities prevailed within the interviews suggest the negotiation of capital between older players and ‘fresher’s’ leads to a hierarchal divide within the club. In conjunction to Sparkes et al (2007) 6th commandment respect the hierarchy, each participant expressed their clear understanding of the power differentiation linked to identity, which was apparent in the field. Even though the ‘fresher’s’ entered the football team low in the hierarchal order a clear goal is ostensible as they continually strive to gain more capital to embed themselves into the club. The use of initiation is the best example as in contradiction to Van Raalte et al (2007) notions that initiations decrease team cohesion, each participant clearly spoke of how the induction brought the players closer together therefore leading to higher team cohesion.

A limiting factor in the research was outlined as the option to focus on one particular group of male ‘fresher’ students. Broadening the research to document the affects within other sports could have been beneficial to gage a further understanding in conjunction to how inductions affect first year students.

To build upon the research question in hand a number of projections could be selected to further the research. Firstly by expanding to different universities with prospecting jock cultures that facilitate induction processes as well as exploring the prospects from the opposite gender. Another suggestion could be do the affects last? As the students involved all account for the team building a stronger relationship does that effect last? Similarly to that as the habitus of this event is a strong part of the field and culture what would happen if it stopped. As noted the constant shift in power as ‘fresher’ become the older students how would it affect the culture or the newcomers entering the field if the inductions like initiation were stopped?
REFERENCES
Reference list:


APPENDICES
Appendix A: Ethical Approval

Date: 17.03.14

To: Dan Chorley

Project reference number: 13/05/061U

Your project was recommended for approval by myself as supervisor and formally approved at the Cardiff School of Sport Research Ethics Committee meeting of [include the one that applies 29th May 2013, 26th June 2013, 24th July 2013, 16th October 2013, 27th November 2013].

Yours sincerely

Jake Bailey

Supervisor