# Cardiff School of Sport
## DISSERTATION ASSESSMENT PROFORMA:
### Theoretical / Conceptual
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<td>AN INVESTIGATION INTO THE FACTORS AFFECTING PARTICIPATION RATES IN WOMENS FOOTBALL AMONGST 16-19 YEAR OLDS IN ENGLAND.</td>
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AN INVESTIGATION INTO THE FACTORS AFFECTING
PARTICIPATION RATES IN WOMENS FOOTBALL
AMONGST 16-19 YEAR OLDS IN ENGLAND.

(Dissertation submitted under the discipline of
MANAGEMENT AND DEVELOPMENT)

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Acknowledgements

There are a number of people I would like thank for helping me to complete my dissertation study. I would firstly like to thank my dissertation supervisor Nicola Bolton for the support and guidance provided throughout this dissertation project. I would like also like to thank the participants that took part within the study who gave up their own time in order to be interviewed.
Abstract

Despite women's football being the fastest growing female sport in England the participation rates within the sport are substantially lower than those in other sports (Sport England, 2012), in particular those aged 16-19. The purpose of this study was to identify what factors affect the participation rates in women's football aged 16-19.

The information and data gathered was collated through the eyes of current female football players. The participants involved within the study were those studying at a sixth form college and the first year of university, representing their university and/or college academy team. The study adopted a qualitative approach with data collated through semi structured interviews. The data gathered was analysed and results were presented in a data matrix and discussed.

A review of the literature revealed seven dominant themes in which were factors that affected women's sport in general. The seven themes which structured the interviews were: Enjoyment; Time; Funding; Competition; Competence; Gender, sexuality, stereotyping and masculinity and Social. Findings echoed previous research but provided information which specifically related to women's football. Findings revealed how enjoyment was the key motivator for ongoing participation in women's football and how issues of gender, sexuality, stereotyping and masculinity had a negative impact on participation.

The information gathered from this study can help develop policies and strategies within women's football in order to address the current issues and further encourage the motivators to sustain participation.
CHAPTER ONE: INTRODUCTION
1.0 Introduction

Participation in women’s sport is an ongoing issue within sports development that has been identified by the Government, National Organisations and National Governing Bodies (NGBs) across England (Sport England, 2012; Department for Culture, Sport and Media, 2012). Hylton and Bramham (2008) express the importance of the examination and promotion of participation rates as it can play a major part in health, help reduce the risks of fatal diseases, reduce crime, improve participant’s education and increase social inclusion. In 2011, figures published by The Women’s Sport and Fitness Foundation displayed a decline in the proportion of women’s sports participation from 2007 to 2011 based upon the Active People Surveys conducted by Sport England (2012).

In contrast, since the London 2012 Olympics and Paralympic Games, within 12 months women’s participation rates significantly increased by 60,000 participants from October 2012 to September 2012 (DCMS, 2012 online). This highlights the impact in which holding the games in London has made upon England, encouraging more women to participate and take an active role within sport.

The London 2012 Olympic Games demonstrated the quality of women’s football and provided a platform to promote participation in women’s football. Women’s football has recently become one of the fastest growing sports, the fourth largest sport behind men’s football, rugby and cricket as well as one of the most popular female team sports with 253,600 women regularly competing each month (FA, 2013). In addition to this, research also uncovered that another 100,000 women who want to play football or more regularly (FA, 2013).

Research has identified that female football is becoming increasingly popular; this may suggest that women’s football could be used as a vehicle to help increase women’s participation rates as a whole across all sports in general in England.
An investigation into the factors affecting participation of age groups which have a lower participation rate than others could have the potential to help increase and sustain ongoing participation. Previous research has identified a number of factors that have an effect on women’s participation such as: loss of interest, insufficient time, lack of competence, transport and parental or peer influences (Slater and Tiggemann, 2010). Investigation into factors that may have a negative or positive impact upon participation could identify areas of improvement for the future.

1.1 Aims and Objectives

Current research regarding the factors affecting participation specifically in football is limited. The main aims and objectives of the research project were to investigate the factors that affect participation within women’s football in England, focusing on those aged 16-19. In order to uncover and identify current factors that have an impact on participation in women’s football, the study occupied a qualitative approach by interviewing current female football participants within the target age group. Dominant themes that emerged within the research data collected were examined and discussed in depth in order to draw conclusions which contributed to further knowledge.
CHAPTER TWO:

LITERATURE REVIEW
2.0 Literature Review

2.1 Introduction

This literature review will focus upon two main topics, namely factors affecting participation in women’s sport and motivators for participation in women’s sport. The review will begin by discussing the participation rates within women’s sport in general before specifically looking at women’s football and the targeted age group. Following this, under each of the two sub-headings; factors affecting participation in women’s sport and motivators for participation in women’s sport, there are a number of dominant themes which have been identified within the literature, these themes will form the basis of the interviews that will be carried out within this study.

2.2 Women’s Participation Rates

According to the Department for Culture, Media & Sport (DCMS, 2012) the government aim within sport by 2017 is to transform sport in England so that participating in sport becomes a lifelong habit. The aim specifically focuses upon those aged 14-25 years old in the hope to establish sustainable links between sports clubs and schools within local communities in order to keep young people participating in sport up to and beyond the age of 25 (DCMS, 2012). Research conducted by Sport England (2012) through the Active People Survey 2011-2012 (APS) recorded that 15.51 million people in England took part in sport at least once a week. From this figure only 31.1% of the people surveyed were female participants in comparison to male participants at 41.1%. Evidence extracted from the survey showed how the proportions of women’s participation in sport have fluctuated since 2005-06 but the level of participation is currently at the highest level. Despite the participation being at its highest level, the gap between men and women’s participation is still larger than in 2005-06. In 2005-06 the gap was 9.1% which has now increased to 10%, with 1.8 million more men participating than women (Women’s Sport and Fitness Foundation, 2013, online). Although there are previous studies investigating the dropout rates of women’s participation in sport (Fraser-Thomas, Côté and Deakin, 2008; Petlichkoff, 1996) there has been little attention paid to the motivators and factors affecting young people participating in sport and the focus upon females.
2.3 Participation in Women’s Football

Women’s football in particular is a sport which lacks female participation despite it being consistently one of the fastest growing sports (Harris, 2005), with figures showing that in 2010 – 2011 only 0.67% of females took part in football at least once a week (Sport England, 2012). Furthermore, the major concern is the decrease in the number of young people aged 16-25 participating in sport, with downwards trends in major team sports including football (Sport England, 2012, online). Sport England (2012) discusses the need for particular attention and hard work to be put in to increasing participation within these target groups. These figures contradict the claim of women’s football being the fastest growing sport and importantly raising concern at the lack of participation affecting the participation rates as a whole in England. Within the Women’s and Girls Strategy 2008-12 (The Football Association [The FA], 2008) The FA identified eight major challenges that must be overcome in order for women’s football to develop. Challenges included: improvement of quality in national players to progress into major tournaments; a re-structure of the women’s premier league; increased long term funding; expanded opportunities at grassroots; an increase in female coaches and referees; secure more media coverage for women’s football and finally tackle harassment and discrimination within the sport (The FA, 2008). These issues are further emphasised and addressed in the FA policy ‘Game Changer’ (The FA, 2013). Statistics from The FA National Game Strategy 2008-12 (The FA, 2008) showed that 52% of girls have no experience playing football, although 330,000 girls who play ‘kick about’ football would like the opportunity to. This evidence reiterates the concern for the attention needed to increase participation rates by investigating the determinants affecting women’s and girls’ participation in football.

2.4 Factors affecting participation in Women’s Sport

Previous studies have focused upon the importance of identifying determinants affecting participation rates that are low or decreasing in order to design interventions to increase and promote physical activity (Seefeldt, Malina and Clark, 2002). By looking at these key factors that may affect participation within specific focus groups could help increase participation rates within England as a whole.
2.4.1 Time
Previous research carried out by Seefeldt et al. (2002) stated that those aiming to lead an active, healthy lifestyle through sports participation are challenged daily by barriers affecting sports participation. From the research carried out previously, there are many factors that affect participation (Tait, 1986; Terry, 2012; Fraser-Thomas, Côté, and Deakin, 2008) with broad categories that have their own subcategories that need to be addressed. A determinant affecting participation amongst females which is evident from studies in the past is time. A case study carried out by Slater and Tiggemann (2010) discovered that many adolescent girls stopped participating in physical activity because of time due to competing commitments such as social activities, school/college work or a job. Netball Australia (2007) found that physical activity specifically over weekends, were problematic “because of casual or part-time jobs and shift work and the desire of young adults to spend their weekends socialising and/or sleeping-in.” Kirshnit, Ham and Richards (1989) study with students in secondary schools also revealed how due to finite leisure time available to young people the decisions in which they spend their free time instead of sport were reasons such as; too busy with my school work, too busy with family, too busy with friends, time to play sport not fit in with timetable and not wanting to interrupt daily schedule. Time is a determinant that is consistent across a number of previous studies showing that as adolescents get older there is a greater demand for free time and being able to make time to participate in physical activity is deemed difficult (Kirshnit et al., 1989; Martin, 1997; Petlichkoff, 1996).

2.4.2 Funding
Funding is another example of a determinant affecting those who want to participate in any sport and physical activity that has a fee such as, the gym, fitness and exercise classes or a sports team. Research carried out by The Women’s Sport and Fitness Foundation show that “women who have a household income of over £52,000 are more than three times as likely to be active as women with a household income less than £15,600” (Women’s Sport and Fitness Foundation, 2011, online). Other research conducted by Moore, Jilcott, Shores, Evenson, Brownson, and Novick (2010) discuss results that found funding the cost of participating sport in venues such as leisure centres, community centres or fees for local sport programmes were a major factor that limited sports participation. Links with costs tied to the cost of transport were also an apparent issue with the cost of petrol and
public transport getting to and from facilities of physical activity becoming increasingly higher. On a broader scale funding in women’s sport in general is a further issue where there is lack of funding. Kay and Jeanes (2008) research discusses that despite funding from The National Lottery UK partnering with organisations such as the Women’s Sport Foundation, the funding raises awareness and promotes women’s sport rather than directly channelling funding into practice. Furthermore in regards to sponsorship Hargreaves (1994) discusses how the sponsorships deals available are very minimal and are incomparable to men. More recent research made by Horne, Tomlinson, Whannel, and Woodward (2013) argues that the lack of funding into practice provides limited opportunities for women to be able to participate in sport.

2.4.3 Competence
Lack of competence is found to be a factor from many academic qualitative research studies affecting sports participation (James, 1999; Slater et al. 2010; Coakley and White, 1992; Burten and Martins, 1995; Weiss, 2000). From this research, the common trend presented was that participants did not take part in a particular sport due to them not being good enough or others being better than them. Competence in relation to participation refers to the way in which a person performs within their respective sport. Coakley et al. (1992) describes how the perceptions of participants self-competence majorly affects their decisions on whether to continue participating in sport. A previous research study showed a regular occurrence during the transition stage from adolescent to adulthood, with many participants reaching a ‘participation turning point’ where they have believed to reached their peak and no longer believe their skills are able to be further developed, resulting in no longer participating. “Psychologists have suggested that other important factors are young people’s perceptions of their competence in relation to their peers and the effects of these perceptions on their motivation to participate in physical activities” (Kirk, 2005, pg. 5).

2.4.4 Gender, Stereotyping, Sexuality and Masculinity
Gender, stereotyping, sexuality and masculinity are social cultural issues which previous research identifies as common factors affecting participation in women’s football. Research from a number of academics discuss how football has been perceived as a man’s game due to the social cultural history as football being an integral part of a working man’s life (Finn and Giulianotti, 2000; Fishwick, 1989; Giulianotti and Williams, 1994). Stereotypes of those women who play football have been developed such as ‘butch’,
'dyke' and 'lesbian', with many girls finding it hard to play a sport in which they feel they are being discriminated by others for (Caudwell, 2002). When girls reach secondary school, traditional feminine values become more important and the perceived 'tomboyish' behaviours seem to be considered unnatural and unsuitable (Klomsten, Marsh and Skaalvik, 2005). In 2007, Stonewall published, ‘The School Report: The experiences of young gay people in Britain's schools (2007)' which identified a particular issue of homophobia in youth sport, with over half of young lesbian, gay and bisexual people wanting to participate in team sports but felt they couldn’t due to discrimination. A further study carried out by Caudwell (1992) found that female footballers suffered from stereotyping particularly by men because of playing a dominantly male sport, an issue which is difficult to overcome due to the social cultural history. Caudwell (1999) also argued that the consistent association between masculinity and football it is not a surprise that females find it daunting or a struggle to take part in such sports.

2.5 Motivators for participation in Women’s sport

In order to investigate fully the factors affecting sports participation in women’s football it is equally important to look at what motivates females to participate in sport. Previous studies have looked at the determinants into what motivates those to participate in sport (Kilpatrick, Hebert and Bartholomew, 2005; Sirard, Pfeiffer, Pate, 2006; Vilhjalmssson and Thorlindsson, 1998). Research found factors such as fitness and health benefits, prescribed exercise, stress relief and mental illnesses (Warburton, Nicol, and Bredin, 2006; Kimball, and Freysinger, 2003) all to be examples of motivators for sports participation. Enjoyment, competition and social were motivators that were particularly evident within the research (Allender, Cowburn, and Foster, 2006). By researching what motivates women to participate in sport can assist in sustaining ongoing sport participation.

2.5.1 Enjoyment

Previous studies reveal that enjoyment is a determinant that motivates a person to participate in sport (Boyd and Yin, 1995; Frederick and Ryan, 1993; McCarthy, Jones, 2007). Boyd et al.'s. (1995) study examines the cognitive-affective sources of sport enjoyment amongst high school participants in organised youth sport, the results and analysis indicated a number of significant sources of sport enjoyment such as; perceived
competence, task orientation, learned helpless affect and the number of years of participation in organised sport. The findings discussed, displayed the importance of enjoyment within sport in order to maintain on-going participation (Boyd et al., 1995). Furthermore McCarthy et al’s. (2007) qualitative study focused upon the sources of enjoyment amongst those participating in sport during their ‘sampling years’. Through concurrent inductive and deductive content analysis, results exposed the repeated sources of enjoyment in younger and older children such as social involvement, friendships within sport and participating in a mastery-orientated learning environment (McCarthy et al., 2007). Enjoyment can vary from person to person, in relation to how old they are or gender for example, research by Fredrick et al. (1993) explores the differences in the motivation for sport; through research against individual and group/team sports, results discovered that those participating in sport individually have a higher enjoyment/interest motivation than those in a group or team. By investigating the sources of enjoyment within previous research it may be possible to control the variable sources in order to tailor participation for maximal enjoyment.

2.5.2 Competition

In 2008 when the DCMS brought out the strategy ‘Playing to win: A new era for sport’, there was a shift in the sporting philosophy for England (Gold, 2012). The government aims from the previous strategy Game Plan (2002), were to encourage those to participate in sport for the purpose of combating social exclusion; a ‘social intervention’, in comparison to the updated strategy which focuses on ‘playing to win’, participating in sport for sports sake. A statement made by the culture secretary stated how if you participate in sport, you participate to win, which is more likely to get people to participate in sport for the love of sport (DCMS, 2008). In time this could ‘expand the pool’ of talented sportswomen and men across England and therefore increase participation levels as a result of competition (Cryer, 2007). Competition as a motivator can also be viewed from a sports psychology aspect; Robson’s (2004) study of competition within sport, explores how competition is one of the key motivators for sports participation, but results also revealed that opinions varied on whether competition is good or bad for the development of a child within sport. Further research on the effect of competition on a participant whether it is negative or positive is needed, in order to fully determine the impact it can make on improving sports participation. The emotions that participants experience during competition particularly in regards to success can have a positive impact on the
participant’s desire to sustaining ongoing participation (Afsanepurak, Hossini, Seyfari, and Fathi, 2012).

2.5.3 Social

Participating in sport can provide an individual with a sense of personal identity; the social benefits can vary dependent on whether it is team or individual sport, more so a bigger impact amongst participants within a team (Lond et al. 2001). Allen (2003) stated, “The social opportunities inherent in most sports provide opportunities for individuals to develop social relationships and to feel that they are part of a group (pg.553).” In relation to the social benefits of team sports, the sense of community is one of the most powerful mediums for social interaction (Belch, Gebel, & Mass, 2001). Surveys discussing the benefits of team sports participation carried out by Artinger et al. (2006) discovered those participating, experienced an increase in self-esteem, ability to make new friends, sense of belonging, improved self-confidence and enjoyment through socialising with team members. Research undertaken by Bailey, Wellard and Dismore (2004) for The World Health Organisation, found that women’s positive experiences of sport allowed women to feel a sense of belonging to a team or club and provided more opportunities to make new friends which resulted in an increased social life. Being part of a team allows a positive relationship between the identification within a sports team and social well-being (Wann, 2006). These benefits emphasise the importance of socially integrating within a sports team, providing a reason or motivation to carry on participating within their respective sports (Artinger et al., 2006).

2.6 Summary

There is wide range of research from various academic studies based upon women’s sport in general, with determinants that could potentially affect football specifically such as the factors discussed: time; competence; social cultural issues; and funding for example. The current literature and research suggests that there is a lack of research focusing specifically on the factors affecting participation in women’s football. The determinants discussed within the literature review identify the factors that have a negative effect upon participation as well as motivators that encourage those to participate. The current limited research specifically on football does not fully address the issue of the low
participation rates amongst women aged 16-19. There is a need for further research into the perceptions and thoughts of current female footballers and the factors that personally affect them participating in order to address the current issue of low participation rates. By researching current determinants affecting participation can help provide relevant research that can be analysed in order for these factors to be overcome and increase participation in not only women’s football but women’s sport in general.

The research study aim is to “Investigate the factors affecting participation in women’s football amongst 16-19 year olds in England”. The objectives of the study are to identify what factors make a positive or negative impact upon participation in women’s football by contributing to knowledge, in order to improve participation rates and sustain on-going participation in women’s football.
CHAPTER THREE:
METHODOLOGY
3.0 Methodology

3.1 Introduction

This research study explored and examined ‘the factors affecting participation in women’s football amongst 16-19 year olds in England’ using a qualitative method. The purpose of this study was to gain a deeper insight into the reasons why participation rates are currently low and identify factors affecting the participation rates within women’s football; whether these factors are have a positive or negative effect. This study aimed to gain this information from an insider’s point of view through female footballers aged 16-19, drawing from personal and peer experiences within the female football environment. This chapter will detail the method carried out during this study, looking at the data gathering method and the data analysis process. Issues of ethical considerations, reliability and validity will be addressed and the research procedures and precautions explained.

3.2 Criterion Sampling

Patton (1990) expresses the importance of sampling within the qualitative research process. Thomas and Nelson (2001) states that criterion sampling is based upon selection of participants in relation to the researchers needs, relating to the specific characteristics desired in order to address the study topic. The participants selected were six girls aged 16-19 who are in college or first year of university and playing for a women’s football team. Three girls from South Gloucestershire and Stroud College (SGS) who played football for Bristol Academy and three girls from The University West of England (UWE) who played for the UWE Ladies Football Club or Bristol Academy were selected. The participants were contacted via their football coach by email and selected on a first come first serve basis, in correspondence of who chose to assist in the project. The selection of participants across college and university was for the reliance to meet the appropriate age and gender target group.
3.3 Data Collection and Design

Qualitative research “aims to capture meanings or qualities that are not quantifiable, such as feelings, thought, experiences and so on, that is those concepts associated with interpretative approaches (Gratton and Jones, 2010, pg.31).” Patton (1990) stated that the design of qualitative research allows the potential to gather in depth information which can be interpreted to assist in the development of understanding in the desired subject. Qualitative research is a process that consists of the selection and ordering of relevant notes of experience and reflecting on them in order to convert stories into a meaningful experience (Seidman, 2013). Qualitative research provides a bold and imaginative multidisciplinary view of sports studies, that enables information to be gained on human beings generally in opposed to variables within a research study (Maguire, 1991).

3.4 Semi Structured Interviews

The interview process enabled a deeper insight into the factors that affect participation in women’s football aged 16-19, from a female footballer’s point of view through their own experiences. The research study revealed a number of patterns and trends across all six interviews relating to the barriers and motivators that affect the participation rates in women’s football. Semi structured interviews were the selected method of data collection in order to attain the required information (Patton, 2002). The interview process can be described as a form of conversation that gathers information in order to gain an understanding and interest of a lived experience (Seidman, 2013; Holstein and Gubrium, 2011).

Semi structured interviews allow the interview to potentially divert into new pathways that may not be originally planned but may help contribute to achieving research objectives (Gray, 2009; Kvale and Brinkmann, 2009). Allowing the interview to be guided rather than closed enables the interviewer to obtain more insightful and truthful information based around the topic the interviewee is discussing without being restricted to what can be said (Gratton and Jones, 2010).
The interview process was carried out over two day period with each interview lasting between six and 20 minutes. During the interview process an interview guide was implemented (see Appendix A). The interview guide comprised of a number of questions that were open and exploratory in order to provide the interview with flexibility and ensure specific themes were covered as well as allowing new themes to emerge (Andrews, Mason and Silk, 2005). Prior to the beginning of the interview process, a pilot interview was carried out in order to ‘practice’ the interview and allow the researcher to familiarise with the research questions and structure (Yin, 2011; Andrews et al., 2005). This also provided the researcher with an opportunity to make any necessary amendments to the research questions relating to key themes or wording of the questions. An information sheet (see Appendix B) was given to each participant prior to the interviews in order to provide the participant with background information on the research project. This approach was deployed in order to allow time for the participant to prepare for the interview with the intention on improving the quality of data collected.

In order to build rapport with the participants within the interview process and ensure that they felt comfortable being interviewed on a one to one basis, a number of open and broad introductory questions were asked to assist in encouraging interview conversation. These questions were based upon the participant’s footballing background such as playing history and competition level. After the introduction and brief section was carried out questions were then structured and based upon the key themes discovered in the literature review. During this process probes and checking methods were used when required in order to check the participants understanding and gain further explanations as well as detail (Denscombe, 2007).

In order to collect all the information gathered accurately the interviews were recorded by a Dictaphone. The interview recordings were then transferred to a computer directly and transcribed in order to analyse the data collected. Rapley (2007) describes the transcribing as a process in which oral data is transferred into written mode to be able to gain a closer analysis. The transcription is an interpretive process which is carried out by the researcher allowing a better understanding of the data collected and the activation of the analysis process (Kvale, 2007).
3.5 Data Analysis

After the collection of data it is important that the data is interpreted correctly. Narrowing down the quantitative data collected is critical during the data analysis process (Gratton and Jones, 2010). The implementation of Miles and Hubberman (2004) three part data analysis process was used in order to identify the key themes and concepts of the data collected. The three part analysis consists of data reduction, data display and conclusion drawing. Data reduction consists of transcribing the interviews individually and in this case thematically coding the interviews by highlighting the ‘raw’ data whether it is a word, phrase or sentence from the interview in order to better interpret data and identify key themes from the interview (Gray 2009; Miles et al. 2004). This method was deployed in order to avoid and overload of data and loss of detail from the information obtained. As part of the coding process a number of reoccurring themes and words were deducted from the transcript, an example of this process being carried out can be seen in Appendix C.

The second part of the data analysis is the display of data; this is the process of presenting the data analysed and interpreting it into a visible form (Miles et al., 1994). A data matrix was selected as the choice of method to display and organise the data collated from the coding process (Appendix D). The data matrix provides logic and organisation based upon themes, patterns and trends of the data in which can be draw upon within the results and discussion section. The final part of the data analysis was the conclusion drawing and verification in which the data is given meaning and purpose in relation to the research question (Miles et al., 1994).

3.6 Judgment Criteria

In order for the project to be feasible, important factors must be taken into consideration such and the reliability and validity of project. Gratton and Jones (2010) discuss how qualitative data can be open to debate in relation to the interpretation validity and trustworthiness. When interviews are involved the interviewer automatically becomes part of the data collection and could easily influence the response of participants, therefore to ensure the reliability of results it is important that the researcher remained impartial to the participant’s response (Denscombe, 2010). In relation to validity Whittemore, Chase, Mandle (2001) discuss the importance of repetitive checks during the research data analysis, ensuring the information collected from participants is not misinterpreted. The importance of detail provided during the collection of data is critical in order for the study to
be able to be repeated by others (Gratton and Jones, 2010). In comparison, validity is described as the true reflection of the concept in which it is anticipated to be examined (Collinson and Hockey, 2005). The implementation of this judgment criterion was carried out to validate the findings from the research study, ensuring they were truthful in order to contribute to further knowledge and understanding.

3.7 Ethical Considerations

Kvale (2007) discuss how issues regarding ethical concerns are present throughout the interview process. In addition to the information sheet (see Appendix B), participants were given a participant consent form prior to the interview process (see Appendix E) which detailed the understanding of the terms of participation in the study in relation to withdrawal and anonymity (Plummer, 2001). Due to the studies potential of interviewing those under the age of 16 a parent and guardian consent form (see Appendix F) was created in order to ensure the participant was given written consent to participate in the study; although this was not required. Ryen (2011) states the importance of the trust relationship between researcher and participants in order to obtain valid results. In order to meet the terms agreed between researcher and participant pseudonyms were used in replacement of participants names as a method to ensure the confidentially and anonymity of participants (Plummer, 2001). Any information gathered during the research project was stored on a computer which is password protected and only accessible by the researcher and supervisor of the study only. The ethical procedures and precautions discussed were for the purpose of protecting the participants and validated by Cardiff Metropolitan University in order to meet the ethical guidelines and ensure the study itself presented valid results and findings.
CHAPTER FOUR:

RESULTS AND DISCUSSION
4.0 Results and Discussion

The interview transcripts were analysed and the information gathered was transferred into a data matrix (see Appendix D). The data revealed a number of patterns and trends in the research presenting seven key themes. In echoing the dominant themes that were presented in the literature review they were also communicated within the data from this study, albeit the themes were more specific to women's football. The themes identified were:

1. Enjoyment
2. Time
3. Funding
4. Competition
5. Competence
6. Gender, Sexuality, Stereotyping and Masculinity
7. Social

These themes will formulate the discussion of the results found during the interview process.

4.1 Introduction to Participants

Danielle, Alice and Sophie are currently studying within a university in England and representing the university team or local academy side. Molly, Hannah and Lisa are currently studying in a sixth form college in England and also representing the same local academy side and college team. The university and sixth form college have a partnership in which the football teams are linked and players from the university can play for the academy football team. Danielle, Lisa and Sophie also represent their countries at national level. All of the participants train and compete on a regular basis and have at least three years’ experience playing at club level.
4.2 Perceptions of Participation in Women’s Football

At the beginning of each interview the participants were questioned about their perceptions of the current participation rates within women’s football. The dominant message gathered from the data was that women’s participation rates in football are currently low but on the rise with the new structure that has been implemented by the Football Association. Discussions of the Football Association Women’s Super League (FAWSL) and the London 2012 Olympic Games were seen to make a positive impact on participation rates, encouraging more young girls to take part in football. Sophie said that the FAWSL and Olympics, “has made more people interested in it, and I’d say young girls are more likely to participate in it.” Despite this, participants expressed that it is common knowledge that women’s football is a long way behind men’s football. Within the FAs strategical plan for women’s football; ‘Game Changer’ (2013, pg. 8) The FA stated:

“The London 2012 Olympic Games demonstrated the quality of women’s football in spectacular fashion. The FA is committed to harnessing the unprecedented interest in the game and setting out a clear plan for taking the domestic game to the next level. At the same time, The FA will ensure the national teams remain competitive on a strengthening international stage…A strong women’s game is a cornerstone of the next phase of The FA’s development.”

In July 2013 the FA celebrated 20 years running women’s football yet in the same year they also celebrated 150 years of men's football. These statistics demonstrate the ground women's football needs to make in order to reduce the gap between men and women’s football. Bell (2012) states the recognition of the gender imbalances in football across Europe and how women's football has a lack of recognition and acceptance through the history of society. Scraton, Fasting, Pfister and Bunuel (1999) emphasise this struggle in which women face in order to attain the recognition and highlight how “football has remained resistant to change, with enduring social and cultural divisions between the sexes (Bell, 2012, pg. 352)".
4.3 Dominant Themes

4.3.1 Gender, Sexuality, Stereotyping and Masculinity

The theme gender, sexuality, stereotyping and masculinity was the most discussed theme across the interviews, collating the most data. There were a number of patterns across the interviews that deemed to be factors affecting the participation in women’s football. Firstly participants were all asked their perceptions of football being seen as a ‘man’s sport’, each participant agreed with the statement explaining how football will always be seen as a man’s game. Lisa said:

“its definitely classed as a ‘mans sport’ and I think there’s some women that say that umm… you know men are, are women as good as men and stuff.. but men will always see themselves as like superior to women. And that’s, I think that’s why certain people, like certain women won’t play football because of the stereotype that it’s a mans sport and they don’t want to be seen as masculine.”

Many participants put this down to “society” and something that will never change, this relates back to the social cultural history within sport and the hierarchy between men and women, with men seen as superior (Finn and Giulianotti, 2000). Changes in the structure of women’s football such as increased funding and more media coverage have allowed progression towards equality (Griggs and Biscomb, 2010), but women’s football still has a long way to go in order to ‘level the playing field’ in comparison to men. Bell (2012) expresses the need for further research to be carried out in order to analyse the impact of these structural changes and evaluate the implementation of the model of development in women’s football.

The key issue which was a dominant theme throughout the interviews was the stereotyping females experience when participating in women’s football and this links to other academic studies on this subject (Harris 2005; Harris 2007; Marschik 2003). All the participants had either experienced or witnessed stereotyping within women’s football whether it was during games, training or even in college/university. The two stereotypes that emerged from this research were based upon sexuality and masculinity. Sophie said:
“when I was growing up you’d get called a boy just cos you play football. Umm, and then as you get older there’s suggestions about your sexuality, people just presume that you must be a lesbian cos you play football.”

Other participants discussed how they had been labelled as “butch”, “dyke” or “lesbian” for playing women’s football alone. Research carried out by Caudwell (1999) states how the intimidation of stereotyping can come across daunting to participants, hence why women and girls avoid playing sports like football. Around university and college the girls described how some players did not want to wear kit to avoid being labelled or receive abuse. This is an issue that clearly has a negative impact upon the participation rates in women’s football.

Lisa said: “I know of certain people wouldn’t, definitely wouldn’t play football because of that”. Parental influences on this topic also contributed to the impact on participation, Danielle said:

“yeah I think umm, a lot of parents more so, if they hear rumours and things like that would maybe be more cautious of pushing their children into that which then obviously affects participation rates“.

If parents are not supportive of their daughter playing football it is difficult to remain participating in the sport and go against parental values (Stirling and Schuluz, 2011). When questioned whether this had an effect of their personal participation many had said it affects them but due to their love of football it is something they learn to ignore. From the results it is clear that this is not the case for all women. Claire, for example said:

“yeah I think it will definitely affect participation rates coming through,as more and more and more its increasing, if you play football oh your definitely gunna be gay so..i think it will decrease the amount of participation rates because girls wont wanna go down that route… and they’ll be scared to go down that route.“
4.3.2 Enjoyment

When exploring the theme of enjoyment in the participation of women’s football there were a number of key elements which were common to all participants. These elements were what they enjoyed the most about playing football and what motivated the girls to continue to participate. During the interviews Lisa said “if I didn’t enjoy or anything I definitely, I wouldn’t play, that is the main factor why I play”.

Competition was a source of enjoyment which each participant discussed. The enjoyment from “winning medals” and “earning trophies” through competing was a key factor for the participants ongoing participation within the sport. Alongside winning, Claire and Hannah described how winning as part of a team was what they believed to be most enjoyable. This is further emphasised within McCarthy et al’s. (2007) study which highlighted that the sources of enjoyment were through achievement and success, as well as creating friendships within a team. During the interview Molly articulated this and said “some of my best friends I’ve grown up with playing football so I’m really close to those. And you go through experiences when like you’re like family more than anything.” Participants communicated that competing as a team and as friends all aiming towards the medal or trophy was a factor which provided motivation through enjoyment to carry on playing football. Other factors such as learning new techniques and skills through football and travelling together were also sources of enjoyment identified by the participants.

Fredrick et al. (1993) stated how enjoyment levels vary from person to person, with research showing those participating in individual sports have a higher enjoyment motivation. In contrast, the research carried out within this study presented enjoyment as one of the key motivators for participants playing women’s football.

Variables identified as least enjoyable were down to lack of motivation for reasons such as poor weather conditions, times when the individual seemed to lack self-competence and began to under-perform or early morning training sessions. Danielle made an interesting point through the statement “generally I think enjoyment levels depend on participation rates if there’s too few people” “it’s not gonna be a good session cos you’re not gonna get the full benefits of it.” This highlights the importance of participation levels within sport, if there is not enough people turning up to training, there is not enough people to create a
successfully functioning football team. Furthermore, at times participants discussed a lack in motivation or did not enjoy particular elements within football. Lisa said: “I mean we finish late, and uhh that does affect it because sometimes you just lack motivation to keep going but then I suppose the enjoyment of it all just makes you carry on I guess”. Within the interview process participants were able to identify sources of enjoyment through playing football in comparison to reasons why they did not enjoy it. Boyd et al. (1995) discussed how enjoyment is a vital element of participation in order to sustain on-going participation and if participants did not enjoy the sport it is evident from the interviews in this study that players would have already dropped out. This suggests that despite there being times when participants lacked the motivation to play football, the enjoyment of the game alone generally motivates players ongoing participation.

4.3.3 Time

Time is a theme which appeared to have a negative effect upon participation rates in women’s football due to the demands of the training and playing the sport. Each participant was asked about their training schedule, with the results showing the interviewees trained at least three times a week and played at least once a week. When exploring this theme participants expressed the struggle in which it takes to balance studying in college or university alongside training and playing within a women’s football team. Hannah who is studying at college said:

“It’s very difficult to manage your time between studying and football because they both take up a lot of time. I struggle to keep going with my studying because after football you can be tired... you just wanna relax but you know you’ve gotta go and revise and do some more work”.

Several participants described how they had to “catch up” on work or how they had “fallen behind” in lectures. This specific issue was identified as an area that required better time management and support not just from coaching staff but also academic staff. In order to participate in football the interviews revealed that many of the girls would prioritise either their studies or football, in which all participants said they select football as their main priority. Molly said: “It is really hard, like... obviously I think my football comes... I shouldn’t
say this but my football comes first and my studies come second. So... it’s not ideal, but... it is really hard”. Danielle stated:

“I probably tend to prioritise football more, but that’s because when I was younger, as soon as my mum said I had my A levels I was able to do whatever I wanted to do” “I had to always prioritised school but now it’s on me ".

From the research, the determinant of time is an issue which organisation and time management is vital in order for participants to compete in women’s football whilst studying at college or university. Slater et als. (2010) study discovered that many adolescent girls had to drop out of sport in order to concentrate on their studies, which was an issue evident within this research study. Claire and Lisa were both able to provide examples of others who have had to drop out of football to concentrate on their studies. Lisa said:

“One of my friends recently had to drop out of the Filton College programme because she couldn’t cope with the demands of like juggling her Alevels and training... ummm so her parents wanted her to prioritise her A-levels as they felt you know she was going to get further”

Once again, this also highlights how parental influences can have an effect on the choices girls of this age group make in relation to priorities. Of course their decision on whether to play or not will have an effect on participation rates in women’s football. A number of previous studies evidently have shown that parental influences can have a positive impact on participation through practical support, source of differentiation, and agents of sport socialisation (Kay, 2004; Cote, 1999; Kohl, 2000). In contrast, the information gathered from this study presents the negative impact that parental influences can make on the decisions of participants to sustain participation.

Other time constraints found in previous research identified that many participants did not have time to participate in sport due to spending time socialising with family and friends (Casper, Bocarro, Kanters, and Myron, 2011). Molly said: “you don’t have time for like social events, that’s why you become so close to the girls in your team, because you don’t have other... you don’t have time to do other things”. In comparison to previous research,
this exemplifies how participants have chosen to participate in sport and how football became part of their leisure lifestyle, with participants making the time to play football. This further emphasises how time exhibits an effect on participation, suggesting that to be able to participate in sport, sacrifices have to be made in order to overcome time as a constraint.

4.3.4 Funding

Funding was an issue that prevailed to be a common recurring theme for all six participants. The costs involved to participate within their college and university football team indicated fees of up to £250 covering basic kit, travel to games and facilities for one year. These fees are compulsory and Hannah commented:

“We have to pay for our kit and facility fee. And obviously they’re both really expensive so it’s an expensive kind of sport to take up in that sense, and obviously you need to buy other things like your essentials anyway. But the securit.. the facility fee sorry and the kit fee are very expensive and a lot of people cant really afford them If you don’t pay, you don’t play.”

The costs are expected to be self funded with no additional support from the college or university. Lisa said:

“there’s bound to be people whose parents can give that sort of money quite easily but a lot of us struggle, and umm last year I lived away from home in a house with some of the other girls, but this this year I physically couldn’t afford it, my parents couldn’t like subsidise that for me so now I have to drive like from Wales to Bristol everyday cos its.. well, cheaper.”

This exemplifies how funding can make an impact on those wanting to participate in women’s football. Horne et al. (2013) states that a lack of funding in practice limits opportunities to participate in sport, which is made evident in the interviews. If participants could not afford the costs they would not play. These fees simply covered the basic signing on and training costs, and do not include the additional kit required to play football.
On top of these costs, girls of this age group have living expenses to budget for because they are living away from home, which the participants expressed as a struggle. This issue is mirrored in the study carried out by Casper et al. (2011) which found that participants who did not have financial backing from parents struggled to afford to participate in sport due to the lack of support within their chosen sport. In comparison to the men’s football team, the support is minimal. Lisa made an interesting point and said:

“Yeah like I think umm… if, if they were covered I reckon more people would like you know play, if that makes sense, cos umm the men for example, they don’t have to pay umm that, that, those sort of costs. There’s a Bristol City mens team that also have the same facilities, but because their men they don’t have to pay anything, but the women obviously do.”

This relates back to the funding within women’s football in general. Kick it Out’s, ‘Commision to address womens sport ‘inequality’ found Sue Tobballs, Chief Executive of the Women’s Sport and Fitness Foundation (WSFF) commenting:

“Although positive steps are being taken – Sport England has stipulated that National Governing Bodies (NGBs) failing to make specific provision for women’s sport will see funding switched to those that do – there’s still much to be done in creating an equal playing field. (Kick it Out, 2012, online)”

If there were more money being funded directly into women’s football to support the development of football clubs through community chests and grants, support could be provided to players in means of sponsorship or part funded fees.

4.3.5 Competition

Afsanepurak et al. (2012) study into the motivators of participation in sport for all, found competition to be a common motivator that participants believed to make a positive impact on sustaining their on-going participation. Competition was a key theme within this study which prevailed to be a key motivator for the participants playing women’s football. When
the participants were questioned on this, there was a clear message among all participants which was that participants play to compete; Danielle said:

“I live for it. I love competition, I think.” “I know it’s the cliché oh it’s the participation that counts, but for me everything should be a competition, if you don’t strive to win or you don’t strive to get better then your just gonna stay at one level”.

Molly gave a similar comment stating: “there’s no point doing something if you don’t want to win”. Robsons (2004) research study found competition to be the key motivator to on-going sports participation, with the emotions from winning having a positive effect on participants. Hannah said:

“I wouldn’t be interested because I just love competition. I like to win games, I don’t like to lose, I’m a competitive person all round, so to take that away from it would take out a massive reason as to why I enjoy it so much”.

The participants enjoyment experienced through competition is apparent from the study and might contribute to further research studies including psychological studies which aim to determine whether competition makes a positive or negative impact on sport participation. In light of this although the participants expressed their enjoyment through competition and winning, losing games did question whether it was so enjoyable. For example, Molly said: “if you weren’t winning, you were used to losing then maybe you think ohh there’s something else, I need to do something else instead.. yeah”.

These results present a more complex picture about how players participate to win and experience enjoyment through the competition side of the game, yet if they were to lose regularly, they would perhaps not be as likely to sustain participation. The argument requires further research but represents an interesting dimension with competition presented as a key motivator for women’s football.
4.3.6 Competence

Research from previous studies found lack of competence to be a factor that had a negative effect on participation (Slater et al., 2010; Burten et al., 1995 and Weiss, 2000). Findings discussed how participants who did not believe they were competent within their sport felt they could no longer participate and felt the need to drop out of the sport. Within this study when questioned, all participants deemed themselves competent in their sport. Participants stated that because they were playing at a good level for either an academy side and/or a university team they had confidence in their own ability. Danielle said:

“I think once you reach a certain level you have to get that belief in your own mind that you are good enough to play at that level, but to get to that stage it can take a long process.”

Although competent, Sophie made an interesting statement relating to those participants progressing in women's football:

“I think when it gets to university level, if your not, if your not good enough then you normally just.. you just drop out. So you have to be good enough to play in the uni team otherwise… you wouldn’t get selected and you wouldn’t, you wouldn’t have the confidence to participate anymore.”

This is also apparent in Coakley’s (1992) previous sports research study, where participants reach a ‘participation turning point’, where they no longer believe they are good enough to play anymore. This suggests there is a scope for further research in this area to address what could be put in place to create an alternative pathway for women, in order for them to carry on participating in football at a more suitable level.

Another factor that was identified from the interviews was that participants felt that the opinions and feedback from others on their individual sporting performance is imperative. Kirk’s (2005) study identifies the negative impact on participation others people opinions on their perceived competence can make. This study exemplified this with the opinions expressed by managers and team mates on the side line during matches, often discussed
by the participants and said to affect the individual’s confidence and self-competence. Hannah said:

“well yeah I mean if you think that someone doesn’t rate you as a player whether that be a coach or another team mate, a lot of umm.. people who are kind of affected by those things won’t wanna play anymore.. because they don’t feel comfortable.”

Negative comments from peers and management on a regular basis can have an detrimental effect on participation levels and participant enjoyment, Lisa said:

“if I had a bad game or whatever I wouldn’t necessarily drop out after one, but if I kept having bad games and not, you know and getting negative comments from people then I probably would drop out because then I wouldn’t be enjoying it, and the enjoyment is the whole reason why I play football.”

This research identifies a threat against women’s football participation rates and is an important issue that needs to be addressed by coaches in order to retain players within a team. In relation to this, in previous research it has evidently shown that positive competence feedback from coaches can have a positive impact on intrinsic motivation resulting in participants wanting to take part in sport (Mouratidis, Vansteenkiste, Lens, and Sideridis, 2008).

4.3.7 Social

As previously discussed, participating within a women’s football team is time consuming, resulting in little time to socialise. The common trend set across the interviews was that due to the amount of time spent with the team, participants became close friends with team mates, who they would socialise with outside of training and games. Molly said:

“my best friends are in football so.. you don’t have much time to socialise with other people so youll go for meals with eachother or go and.. you just become so close to them they become part of your life kind of thing”
Hannah described that being part of a football team “makes you grow as more of a friendship group rather than just a football team”. Previous studies have found that being part of a team enhances and improves social skills with the ability to make new friends (Lond et al. 2001; Allen, 2003 and Artinger et al. 2006) and the information gathered from this study further demonstrates this. Participants describe the social benefits football has given them and discussed how they were able to make new friends where strong relations were formed with team mates. The sense of belonging within the team that participants described becomes a motivator for ongoing participation. Claire said:

“I think it comes as a benefit to any person, its obviously good to be part of a team, and umm bond with other people who have got similar interests to you so I think it’s a really good thing and you learn a lot from being in a team”.

Previous research also discovered how the sense of belonging within a team is the strongest form of social interaction (Belch et al. 2001). Without being part of a team most participants said that they would not have been able to form the type of friendships they had made within the football team. Lisa said:

“I think being part of a team, umm you make closer bonds with people then you do if you just kind of meet them.. like if it was just from my college friends, say I didn’t play in the academy, I wouldn’t be that close to people but.. umm I wouldn’t, I wouldn’t go out all the time with people and stuff like that, I reckon the football girls have definitely helped me be more like confident and help my social skills.”

In contrast to this, despite making friends one of the participants found it is best to try and keep football and social life separate, Danielle said:

“I’ve always tried to keep football separate to social life cos I don’t.. sometimes if they get mixed bad things can happen, especially with media and twitter and all those sort of things now so… umm we’ve just always been taught to be cautious but obviously if I have free time I try and spend it with uni ones cos I live with them and then if the girls.. the football team are having a social night I’m there like so..”
Despite this, Danielle still discussed how she had made friends through football and was able to socialise with them on nights out for example. Similar to previous studies discussed (Lond et al. 2001; Allen, 2003 and Artinger et al. 2006), football has enabled social benefits that they would not have been able to gain if they were not part of the team.

**4.4 Summary Findings**

Through analysing the interviews seven themes emerged as important and have been presented in the data analysis above. The analysis of these themes has highlighted the factors that have the greatest impact upon participation rates in women’s football. These results have been placed into a conceptual model in order to summarise the findings of the research and can been seen in ‘Figure 1’ below. The analysis of research data revealed that the key motivator that had a positive impact on participation was enjoyment; this was found through the element of competition and the social benefits.

![Conceptual Model Analysing Factors Affecting Participation in Women’s Football.](image)

Figure 1. Conceptual Model Analysing Factors Affecting Participation in Women’s Football.
The main factors that had a negative impact upon participation rates were lack of time, gender, stereotyping, sexuality and masculinity issues, lack of funding and perceptions of competence. The illustration of data has provided a clear presentation of factors that have a positive and negative impact on participation rates within women’s football. Within the female football strategy ‘Game Changer’ (The FA, 2013), there is a section focused upon ‘growing participation’ rates in women’s football. The section consists of a plan to work with national partners such as Sport England to combat female participants dropping out of football through providing more opportunities for those to take part in sport (The FA, 2013). From the model, only two of four factors found to have a negative impact on participation are addressed within the strategy, which was funding and gender. Competence and time, as well as the other sociological issues (stereotypes, sexuality and masculinity) were not identified within the strategy. This highlights how the information from this study essentially contributes to knowledge and can help The FA; whose responsibility it is as NGB of football in England to sustain participation rates, improve current strategies and implement amendments in practice.
CHAPTER FIVE: CONCLUSION
5.0 Conclusion

This research study has presented a deeper insight into women's football in England, considering the experiences of a small number of women aged 16-19. The study used semi-structured interviews to explore the current factors affecting participation in the sport and provided perceptions from their points of view. The interviewees were evenly divided between those studying at college and those studying at university, playing for an academy and/or university side.

The areas that have been identified from previous research have been further explored and have illuminated the current issues affecting participation in women's football specifically. Kelly Simmons (2013), The Football Associations Head of the National Game stated:

“There has been a huge amount of work done throughout the country by The FA and our partners to take the game to its current level. Our new commitment to women’s football moves the development on. The new investment has been carefully targeted to improve our domestic and international status and really drive the game forward.”

This summarises the current focus upon the development of women's football with the aim to increase participation. The aim of the FA is to increase participation rates through schemes that will be implemented across the country in order to prevent girls dropping out of football at a young age (The FA, 2013). The information gathered from the interviews within this study can assist organisations and governing bodies, such as the FA, to investigate further in order to create and implement suitable strategies to address the current issues within women's football. The information collected has identified the areas for improvement in order to target why girls are dropping out of football. These issues include; lack of time, gender, stereotyping, sexuality and masculinity issues, lack of funding and perceptions of competence. The enjoyment of the sport and the elements of competition and social factors were found to be the motivators for girls participating in football. If utilised and promoted more fully these factors could assist in sustaining ongoing participation in women's football.
In summary the results and discussion has presented a number of issues that affect the participation in women’s football in England amongst girls aged 16-19. These issues need to be addressed within college and university teams as well as by organisation like the FA, in order improve participation rates. The motivators found within the study need to be further emphasised within the women’s football environment, to promote and sustain on-going participation. In summary, the information gathered from this research study contributes to the knowledge and can allow an improvement on current policy and strategies in women’s football such as those written by the FA (The FA 2008; The FA 2013), in order to implement in practice and improve participation rates as well as sustain on-going participation in women’s football.

5.1 Limitations and Further Research

The relevance of the study may become outdated due to women’s football becoming the fastest growing sport and the environment in which the research has taken place is ever changing.

The current study focused directly upon collecting data from two specific institutions in England that have a women’s football team. In future in order to gain a wider depth of research and fully reflect the issue of participation rates across England, a variety of colleges and universities might be selected, increasing the number of participants interviewed. The interviews were structured by the themes identified within the literature review which made the focus of the interviews based upon themes already affecting participation in other sports. It might also be beneficial to consider developing a more unstructured interview schedule which would provide greater opportunities for the participants to explain their feeling and attitudes in greater detail. This would be relevant as there are many stereotyped images (Harris, 2005) of women’s playing a traditional male sport and such an approach could bring further dimension and understanding.
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References


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APPENDICES
An investigation into the factors affecting participation rates in Women’s Football, amongst aged 16-19 year olds in England.

Interview Guide (Semi Structured Interviews)

1) Introduction

At the beginning of the interview note:

Interview number, date, time and name of interviewee

Welcome Participant:

- “Hello (participants name), how are you feeling today?” – Build Rapport.

Inform Participant:

- “For your information, during the study you will remain anonymous and any views and opinions expressed will be use for the purpose of this dissertation study as agreed, is this okay?”

Brief:

- “The purpose of this study is to investigate the factors affecting participation rates in Women’s Football aged 16-19; you have been selected to participate within this study as you meet the needs in order to address this question”

2) Thematic Interview Questions

- “From previous studies and literature similar to this study there has been patterns and trends within the research that has revealed particular factors and motivators
that may affect participation in sport, these themes will structure the questions you are about to be asked, okay?”

3) **Enjoyment**
   - “What is it about football you enjoy?”
   - “Are there times when you do not enjoy football? If so, would it affect your participation; e.g. cause you to drop out?”

4) **Time**
   - “You are currently playing football at the moment for (name of team), how often do you train and play?”
   - “You are studying at (name of college/university), how do you manage your time in relation to training and studying?”
   - “Do you think time is a factor that is an issue in which other women may find a struggle to cope with? If so, why?”

5) **Funding**
   Could you tell me about the costs involved in you playing for (name of the team)? If so are these cost paid by you or funded by sponsor for example?”
   - Do you feel that it is difficult to manage your funds so that you are able to participate in football? Could you tell me about this and how you manage the various expenses, Including for example, transport to games/training, equipment etc.?”

6) **Competence**
   - Could you tell me about your competence in the sport. What are your views on this? Has it ever affect you personally or have seen it affect another performer?”
   - “Do you have confidence in your own competence in regards to your ability to perform? For example if you have a bad training session does it affect your future performances?”
   - “Could you tell me how you feel about others opinions on your competence of performance (such as your manager/coach or fellow players) have an effect on your participation?”

7) **Gender, Stereotyping, Sexuality and Masculinity**
   - “What are your perceptions of football being suggested as a ‘mans sport’?”
- “Have you ever seen or experienced stereotyping within women’s football? If so, explain?”
- “Do you think stereotyping and sexuality are issues within women’s football, If so/not why?”
- “If this behavior from others were to occur would it have an affect on your participation in football? How do you think it would affect others?”

8) Competition
- “Could you tell me about your feelings towards competition?”
- If you took the competitive element away from football, would you still be as keen to participate?”
- “Would you say you participate in football to win?”
- “Does achievement through competition have an affect on your ongoing participation in football?”

9) Social
- “How does being part of a football team benefit you socially?”
- “Do you socialise with your team mates outside of football?”
- “By playing within your team, has it allowed you to make new friends?”

10) Closing to Interview
- “Do you have any other questions for myself or any additional information in which you think is relative to the study?”
- “Thank you (participants name) for taking part in the study, your views and opinions are appreciated.”

End of Interview.

Information Sheet

Background

Women’s participation rates in sport and physical activity is an issue across England with only 31.1% of women partaking in 2011-2012 (Active People Survey, 2012). In particular rates were lowest amongst women’s football despite it being one of the fastest growing sports nationwide (Harris, 2005), with figures showing that in 2010 – 2011 only 0.67% of females took part in football at least once a week (Sport England, 2012). The purpose of this study will aim to determine motivators that make women want to play football in order to find out what factors are affecting participation in women’s football amongst 16-19 year olds in order to improve participation within football and women in sport in general.

Six interviews with girls aged 16-19 who play women’s football for their college or university. The interviews will be held on a one to one basis where questions will be asked around the topic area in order to gain results upon the research question. The interviews will be recorded on a Dictaphone where data will then be analysed and the evaluation will be presented as a report to Cardiff Metropolitan University and may also be published.

Are there any risks?

Some questions asked may be upon sensitive subjects and may bring feeling or emotions. During the interviews if in any case you feel uncomfortable in answering any specific questions you are not obliged to answer them.

Your rights

Taking part in this study does not mean that you give up any legal rights. In the very unlikely event of something going wrong during the evaluation, Cardiff Metropolitan fully indemnifies its staff, and participants are covered by its insurance.

What happens to the results of the evaluation?

After the interview the results will be transcribed and coded. This means the results will be transferred from the dictaphone to a transcript with each answer and question put into a
document so that the interview can be analysed on paper. Within this ethical measures such as anonymity will be in place making sure that participants remain anonymous. Results will be then be thematically analysed based upon the answers given in the interviews in order to address the question. The results will then be submitted to Cardiff Metropolitan University as part of the study, with all information anonymous.

**What happens next?**

If you agree to take part you will be contacted by email in order to confirm your availability and arrange a location where you would feel most comfortable carrying out the interviews.

**How we protect your privacy:**

Under the Data Protection Act 1992 any private information will be kept fully confidential and throughout the project you will remain anonymous.

**Further information**

If you have there are any furthers questions in regards to the project, please do not hesitate to contact me personally or my personal dissertation supervisor Nicola Bolton (details below).

Dissertation Supervisor:

Nicola Bolton

NJBolton@cardiffmet.ac.uk

Abbie Morrissey

St20007921@outlook.uwic.ac.uk
APPENDIX C

INTERVIEW TRANSCRIPT SAMPLE
I: okay, so, do you think umm time is a factor an issue that other women may find a struggle to cope with?
P: yes definitely.
I: why do you think that?
P: umm… just because we don’t have the same support that the men do. So… umm… so.. there’s lots of, like there’s lots of other factors that we have to… like women have to organise, whereas men get more support, more money… umm like funding, stuff like that. So, they don’t have those other factors to worry about.
I: okay… moving on to funding. Could you tell me about the costs involved playing for your team, so like are these costs funded by umm by yourself, or a sponsor for example?
P: umm… it’s all funded by myself, umm.. we have to pay for our own kit, our own like petrol to get to places, uhh… everything really. Were not, were not funded. We don’t get any funding.
I: do you feel that’s difficult to manage your funds, so that your able to participate in football?
P: yeah definitely, umm especially when you first join uni there’s, there’s lots of like things you need to pay for like your accommodation, umm… having to feed yourself now your not living at home anymore, umm…and then kit and everything on top of that is, is quite difficult really, you have to be aware of what your spending at all times.
I: if you didn’t pay it, could you play?
P: no.
I: you would be allowed to play no?
P: no if you don’t have the money to buy your kit, or the petrol to get there then you just wouldn’t be able to play.
I: okay so competence, could you tell me about your competence in the sport your playing and your views on this?
P: umm, I think im competent enough otherwise I wouldn’t participate. Umm.. I think when it gets to university level, if your not, if your not good enough then you normally just.. you just drop out. So you have to be good enough to play in the uni team otherwise… you wouldn’t get selected and you wouldn’t, you wouldn’t have the confidence to participate anymore.
I: okay, so you.. your saying you clearly have the competence uhh.. confidence in your own competence. So if you had like a bad training or… for example a bad game, does it affect your future performances or your future participation?
P: umm yeah I think it definitely affects future performances, sometimes it can… make
you feel really bad about your performances and think ahh I need to try harder or perhaps I get to the gym train a bit harder, but then you've got to think that you don't have the time to do that so..

I= okay so it's quite time based. Umm, do you, could you tell me how you feel about like other opinion on your competence so for example your fellow players, managers, does that affect your participation?
P= yeah definitely, if your, if your manager doesn't think your good enough then obviously your not gunna get selected, and also even if like your team mates, even if they think ahh she trained really badly, then there gunna think like I shouldn't be selected and stuff like that so..

I= would that affect you your participation ongoing, would you stop participating?
P= yes, if, obviously if my manager wasn't selecting me then..., you've got to think oh why am I doing it? And then also, if the rest of your team think your rubbish aswell then you don't really, like it affects your confidence, you don't really want to participate anymore.

I= okay umm moving on, gender stereotyping, sexuality and masculinity in womens football is obviously umm.. an issue that has come up in the literature. Umm what are your perceptions of football being suggested as a mans sport?
P= obviously.. traditionally it is. Its suffered from umm like discrimination in the past and its not got as long history as mens sport, but I think the womans games different to the mens, and it should be.. it should be as popular and like watched as much, umm...

I= but it isn't?
P= no its definitely not no.

I= okay, have you ever seen or experienced stereotyping within womens football?
P= yes.*laughs* umm plenty. Umm when I was growing up you'd get called a boy just cos you play football. Umm, and then as you get older theres suggestions about your sexuality, people just presume that you must be a lesbian cos you play football.
APPENDIX D

DATA MATRIX
<table>
<thead>
<tr>
<th>Participant</th>
<th>Text</th>
<th>Interpretation</th>
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<tbody>
<tr>
<td>Danielle</td>
<td>I think I like the competitiveness and meeting new people and obviously with international I get to travel quite a bit so… that is mainly my enjoyment I think umm learning something new, always try and learn something new whenever I go to training or matches.</td>
<td>• Enjoyment through competition, travelling and meeting new people  • Participate due to enjoyment through learning something new.</td>
</tr>
<tr>
<td>Danielle</td>
<td>Generally I think enjoyment levels depend on participation rates if there’s a few people you know it’s not gonna be a good session cos you’re not gonna get the full benefits of it.</td>
<td>• Participation rates affecting enjoyment. More people train = more enjoyable.</td>
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<tr>
<td>Molly</td>
<td>Umm… definitely the competition involved in it, umm cos it makes you want to win and stuff, especially at uh Bristol academy cos it’s quite a high level we play. Also umm, some of my best friends I’ve grown up with playing football so I’m really close to those. And you go through experiences when like your like family more than anything. Umm I’m not sure what else.</td>
<td>• Enjoyment through competition and socially  • Team mates are seen as family, strong connection.</td>
</tr>
<tr>
<td>Molly</td>
<td>Umm… just probably like when its raining and stuff like you don’t want to go out and do running or something then but its more the running side of it like the fitness I don’t want to do. The football generally…</td>
<td>• Not enjoyable/lack of motivation due to weather and fitness.</td>
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<tr>
<td>Hannah</td>
<td>Personally, I enjoy the competitive side of it. I like to be able to win a game; I also enjoy playing as part of a team. And I also enjoy the sport in general</td>
<td>• Enjoyment through competition and feeling on belonging to a team.</td>
</tr>
<tr>
<td>Hannah</td>
<td>And obviously when the weathers bad… it’s not the nicest.</td>
<td>• Not enjoyable/lack of motivation due to weather.</td>
</tr>
<tr>
<td>Lisa</td>
<td>umm I think it literally is the sport, like I enjoy playing football because of the game, I like the competitive nature of it, I like being physically active, like if I didn’t play football I don’t think id do anything else so…umm yeah I think its just the game really <em>laughs</em></td>
<td>• Enjoyment through competition.</td>
</tr>
<tr>
<td>Lisa</td>
<td>Oh no, if I... if I didn’t enjoy or anything I definitely, I wouldn’t play, that is the main factor why I play.</td>
<td>• Wouldn’t participates in football if did not enjoy it.</td>
</tr>
<tr>
<td>Lisa</td>
<td>Oh yeah… umm say for instance like sometimes we have</td>
<td>• Not enjoyable at certain times due to lack</td>
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</table>
early gym sessions or we don’t finish late... I mean we finish late, and uhh that does affect it because sometimes you just lack motivation to keep going but then I suppose the enjoyment of it all just makes you carry on I guess.

**Sophie**

Umm……. I think I just, I like enjoy the game really, umm and also the fact that all my friends play... and I just enjoy winning as well.

**Claire**

Umm meeting new people. Umm earning medals, earning cups, and playing as a team.

**Theme 2: Time**

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<tr>
<th>Participant</th>
<th>Text</th>
<th>Interpretation</th>
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<tr>
<td>Danielle</td>
<td>umm well obviously it’s really difficult cos with uni I’m a first year so I’m still kind of finding my feet and then obviously I’m with a new club so that’s difficult as well trying to get to know the girls and remembering names I’m terrible with that (=laughs) but obviously its trying to find the balance between work and play type thing.</td>
<td>Difficult to manage time with university and training. Balancing work and play.</td>
</tr>
<tr>
<td>Danielle</td>
<td>I probably tend to prioritise football more, (= yep) but that’s because when I was younger, as soon as my mum said I had my A levels I was able to do whatever I wanted to do (=yep) so I had to always prioritise school but now it’s on me so.</td>
<td>Prioritize football over studies. Parental influence to concentrate on studies.</td>
</tr>
<tr>
<td>Danielle</td>
<td>if you know you have uni until 4 or if you have school until half three and then you get home and its dark by the time you get your dinner, I know a lot of people cant be bothered to go</td>
<td>To study all day and then having to attend training difficult. Time affects motivation.</td>
</tr>
<tr>
<td>Danielle</td>
<td>if there’s people not gonna be there its kind of like a lack of motivation, if there not motivated then I become demotivated and then I don’t really wanna train, so I think it has a knock on effect.</td>
<td>Motivation is a factor, more people participating more motivated</td>
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<tr>
<td>Molly</td>
<td>It is really hard, like... obviously I think my football comes... I</td>
<td>Difficult to manage training and studying</td>
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shouldn’t say this but my football comes first (I=yep) and my studies come second. So... it's not ideal, but... it is really hard and you don’t have time for like social events, that’s why you become so close to the girls in your team, because you don’t have other... you don’t have time to do other things.

| Molly | Yeah definitely, like especially when you’re growing up like you haven’t got time for like family and stuff like that, its just football if you take it seriously. |
| Hannah | It’s very difficult to manage your time between studying and football because they both take up a lot of time. (I=yep) I struggle to keep going with my studying because after football you can be tired... you just wanna relax but you know you’ve gotta go and revise and do some more work. |
| Hannah | Yeah I think that umm... when people have a lot of studying to do I think that will stop a lot of participation in football and I think that can stop a lot of young girls chances of getting involved in football. |
| Lisa | Umm to be honest it’s like quite hard to juggle uhh the training and like the college work and stuff. I often struggle, sometimes get behind with my lectures and stuff... cos it’s hard I often have to prioritise one thing or the other, and because I like football so much I usually prioritise football which means my studies kind of get pushed to the side. Umm... one of my friends recently had to drop out of the Filton college programme because she couldn’t cope with the demands of like juggling her Alevels and training... ummm (I=okay) so her parents wanted her to prioritise her Alevels as they felt you know she was going to get further. |
| Sophie | Umm, you have to be quite organised. Sometimes it gets difficult when you have lots of deadlines and lots of important games, umm so you just have to try and be as organised as possible. |

- Prioritise football over studies
- No time for socialising other than with team mates.
- Football consumes time, effect on spending time with family.
- Difficult to manage training and studying
- Struggle and tiring to manage both; no time to relax.
- Young girls may not participate in football due to not having enough time.
- Struggles to balance training and studying
- Prioritises football, pushing aside studies
- Example of drop out due to not having time to study.
- Difficult to balance studying and playing
- Ability to meet deadlines becomes difficult
- Not as much support as men
the men do. So... umm... so... there’s lots of, like there’s lots of other factors that we have to... like women have to organise, whereas men get more support, more money...umm like funding, stuff like that. So, they don't have those other factors to worry about.

- Men get more support as well as funding for example
- Less factors to worry about
- More organisation required

Claire

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| umm I find it quite hard as I’m studying physiotherapy so it’s quite demanding, umm I’m in quite a lot but umm I do find myself umm struggling to meet deadlines and catching up on work sometimes. | Difficult to balance training and studies
Struggle to meet deadlines

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| yeah definitely. Especially who study umm hard course, quite a few people have dropped out of the women’s football team at UWE already due to their studies, so yeah definitely. | Example of women having to drop out of football due to prioritising studying

### Theme 3: Funding

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<th>Participant</th>
<th>Text</th>
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| Danielle | umm… I don’t get any support, obviously nationally we get flown back and forth but that’s really it, you don’t… you have to pay for your things whenever your there, obviously you get your set meals and that sort of stuff, but other than that whenever I’m here I obviously have to do my own groceries, pay for your accommodation and then with the college you don’t get any funding so if you need boots or equipment or any of that its all on you. | No financial support
A number of costs in order to participate in football

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<th>Participant</th>
<th>Text</th>
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| Danielle | I don’t know cos we don’t have to pay for training here (I= yep) but obviously at the minute I don’t have Bristol academy gear, but that’s because I haven’t got round to paying for that (I= yep) soo… obviously that kind of makes me feel a bit strange cos I’m wearing different stuff to everyone else so its kind of like standing out and… | Not able to afford training kit leading to feeling excluded.

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<tr>
<th>Participant</th>
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| Molly | umm you have to pay like £250 for facility fees here and then you have to pay like £200 for kit so it is really expensive, like I don’t find it too bad because in wales we get like £100 bursary so that helps pay for it and stuff (I= okay) but I know some girls do struggle with the costs yeah. | Costs can be expensive and a struggle for those who do not get given a bursary
Only those playing and national level receive funding.
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<tr>
<th><strong>Hannah</strong></th>
<th>well we have to pay for our kit and facility fee. And obviously there both really expensive so its an expensive kind of sport to take up in that sense, and obviously you need to buy other things like your essentials anyway. But the secuir.. the facility fee sorry and the kit fee are very expensive and a lot of people cant really afford them If you don’t pay, you don’t play.</th>
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<tr>
<td><strong>Lisa</strong></td>
<td>umm so for the 16-19 programme uhh were expected to pay £250 at the beginning of the season for kit (I=yeah) umm literally like t-shirt, shorts and stuff. And then also expected to pay another £250 facilities fees so that’s meant to cover the cost of like the training pitches, the physio, the gym and everything (I= okay) Umm and were expected to pay for that ourselves like.. but if you are a member of the first team like I currently am, you are.. you know you don’t have to pay quite as much, they kind of fund a bit of it for you.</td>
</tr>
<tr>
<td><strong>Lisa</strong></td>
<td>oh its umm, it’s a big struggle for a lot of the people in the team I think there’s obviously, there’s bound to be people whos parents can give that sort of money quite easily but a lot of us struggle, and umm last year I lived away from home in a house with some of the other girls, but this this year I physically couldn’t afford it, my parents couldn’t like subsidise that for me so now I have to drive like from Wales to Bristol everyday cos its... well, cheaper.</td>
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<tr>
<td><strong>Lisa</strong></td>
<td>Yeah like I think umm… if, if they were covered I reckon more people would like you know play, if that makes sense, cos umm the men for example, they don’t have to pay umm that, that, those sort of costs. Theres a Bristol city mens team that also have the same facilities, but because their men they don’t have to pay anything, but the women obviously do.</td>
</tr>
<tr>
<td><strong>Sophie</strong></td>
<td>umm…its all funded by myself, umm.. we have to pay for our own kit, our own like petrol to get to places, uhh…everything really. Were not, were not funded. We don’t get any funding.</td>
</tr>
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</table>

- Costs can be expensive
- Struggle to afford playing football and daily expenses
- Many people struggle to afford to pay which results them not being allowed to play.

- Costs can be expensive
- Expected to self-fund
- The more elite level you play, more help is given

- Struggle to afford all costs
- Living away from home in college makes it difficult to afford living costs and playing football
- Having to move back home due to lack of funding to travel.

- Assisted funding would enable more people to play
- Men get more help in comparison to women.

- Self funded
- No support
Sophie  
yeah definitely, umm especially when you first join uni there's, there's lots of like things you need to pay for like your accommodation, umm... having to feed yourself now your not living at home anymore, umm...and then kit and everything on top of that is, is quite difficult really, you have to be aware of what your spending at all times.  
- Football fees and living expenses can be costly  
- Difficult to budget when having to self fund  

Claire  
yeah definitely, obviously umm managing my own funds away from home is quite difficult so, umm obviously it's a new thing I need to deal with.  
- Self-funded  
- Difficult to afford living costs as well as football costs  

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<th>Participant</th>
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<tr>
<td>Danielle</td>
<td>umm...well I would say when it comes to new things you always lack confidence, I mean your... I think once you reach a certain level you have to get that belief in your own mind that you are good enough to play at that level, but to get to that stage it can take a long process.</td>
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</table>
- Lack of confidence when trying something new  
- Long process in order to gain self competence.  

| Danielle    | I mean everyone likes a pat on the shoulder saying oh well done, and I think if it doesn't happen or you get a bad remark yep its harder to pick yourself up and go back at it but I think if you can get there its better. |  
- Others opinions on competence effects self confidence  
- Harder to bounce back from negative comments on competence.  

| Molly       | Yeah definitely, I think its, if you think your manager doesn’t think your very good you probably wouldn’t wanna play for them. So, you less likely to turn up to training, turn up to games because you dont think your important. |  
- Others opinions on competence effect self-competence and confidence.  
- Less likely to attend training due to feeling less important.  

| Hannah      | yeah I think if your not confident when you play your not gonna put in a good performance. I think a major part of playing a game of football is to be confident and that’s when you play your best, if your not very confident in it I don’t think your gonna have a good game.. and your gonna get even lower confidence. |  
- If you don’t have confidence in your self-competence will affect performance and participation.  

| Hannah      | well yeah I mean if you think that someone doesn’t rate you as a player whether that be a coach or another team mate, a lot of umm.. people who are kind of affected by those things wont wanna play anymore.. because they don’t feel |  
- Other people opinion on competence effects how comfortable a player feels  
- Negative opinions effect participation.  

Theme 4: Competence
| Lisa       | umm I think I’m relatively competent umm because of the level that I’m playing at. I think people would class me as a good footballer, umm and it does, it does affect that, I think if I wasn’t that good at football, if you know, people saw me as not very competent and you know was getting comments and stuff then I don’t think i would play, but I think the fact that I know I’m kind of good.. I know that sounds big-headed but that's obviously kept me (I= honest) involved in the sport. | • Belief in competence bring self confidence  
• Others opinions on competence can make negative impact on playing. |
| Lisa       | umm oh well this happened quite recently, say I’ve had a bad game, umm my manger hasn’t been happy with me, I’ve had a couple negative comments from my team mates and stuff. And then that’s probably continued for like a couple training sessions where I’ve had low confidence, not been that interested in football and stuff. And I suppose, not directly, if I, if I had a bad game or whatever I wouldn’t necessarily drop out after one, but if I kept having bad games and not, you know and getting negative comments from people then I probably would drop out because then I wouldn’t be enjoying it, and the enjoyment is the whole reason why I play football. | • Others opinions such as a manager can affect confidence  
• Negative comments on competence can take the enjoyment away from the sport and cause to drop out. |
| Sophie    | umm, I think I’m competent enough otherwise I wouldn’t participate. Umm.. I think when it gets to university level, If your not, if your not good enough then you normally just.. you just drop out. So you have to be good enough to play in the uni team otherwise... you wouldn’t get selected and you wouldn’t, you wouldn’t have the confidence to participate anymore. | • If your not self competent at university age level then likely to drop out  
• Self competence is important  
• Team selection boosts confidence for ongoing participation |
| Sophie    | yes, if, obviously if my manager wasn’t selecting me then.. you’ve got to think oh why am I doing it? And then also, if the rest of your team think your rubbish aswell then you don’t really, like it affects your confidence, you don’t really want to participate anymore. | • Other opinions on competence effect self confidence  
• Negative comments on competence can have an effect on ongoing participation |
| Claire    | well definately your manager, obviously feedback from a | • Coaches opinions is important |
coach is like vital in... in any kind of sports but definitely in a team game, so obviously the people around you and your coach obviously are gunna... their opinions gunna determine your performance.

<table>
<thead>
<tr>
<th>Theme 5: Gender, Stereotyping, Sexuality and Masculinity</th>
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<td><strong>Participant</strong></td>
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| Danielle       | umm... I would say that that's pretty true. I would say that definitely men get the highlights of everything, obviously women's football now in England here is higher than the football back at home where I'm from (I=yep) so... its more public here but its still not at the same level as mens and I think it's a long way to go until it will be at the same level. | - Others opinions can determine performance

| Danielle       | I think it can be off-putting because obviously boys can make a career from it. Whereas women always have had to be right education first you always have to have a background, if your able to work you always have to be able to work as well as play football (I=yep) and I think that can affect your ability. | - Men get more media coverage in football
- Women's game is improving but a long way to get on the same level. |

| Danielle       | it can put me off certain teams (I=yep) I'm not gonna lie, I've had teams back home where I've known there's been one predominantly gay and one isn't and obviously that affects because everyone... if you were to go to the team that's more predominantly gay then it can be seen oh she must be going to go that way, and I've seen loads of girls change sexuality whenever they've gone into a team so... | - Men can make a career out of football where as women can not
- Women have to be educated in order to work and play football (Can not make a career just from football).
- Effect on motivation to play.

| Danielle       | yeah.. umm.. all the time I think you get it pretty much anywhere you go. Umm a lot of times you can be seen as oh maybe your gay or you're a lesbian just because your playing football. And it's a mans sport and obviously you have to go to the gym and you have to have a certain physique and have a certain ability to play the sport so... | - Stereotyping of women's football have and effect of which team a player chooses
- Female footballers seen to all be seen as lesbians
- Past experiences seen girls change sexuality going to certain predominately gay teams.

| Danielle       | yeah I think umm, a lot of parents more so, if they hear rumours and things like that would maybe be more cautious | - Stereotyped as lesbian for playing women’s football
- Women’s football demands for certain physical attributes effect body type.

| Danielle       | | - Parental influences, cautious in regards to sexuality. |
of pushing their children into that which then obviously affects participation rates.

<table>
<thead>
<tr>
<th>Molly</th>
<th>yeah.. its definitely, its definitely a mans sport. Like, umm a lot of girls get criticized if they play at a high level because they're a lesbian, and that's not necessarily true.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Molly</td>
<td>umm.. me necessarily no, when I was younger I used to get some comments but I ignored them a little bit, but I know some people who uhh do have comments, and it is a bit nasty, especially when your growing up. Umm.. so it does affect and you don't want to do it as much, you don't want to wear your football kit or (I=yeah) something like that because its not nice yeah.</td>
</tr>
<tr>
<td>Molly</td>
<td>Yeah, I think girls.. I know of some girls who wouldn't do, wouldn't train as much or wouldn't go to the gym maybe which would help their football because they might get a bit more muscley which would lead people to say ahh you’re a man, you’re a lesbian, kind of thing so yeah, in a way I think it is linked definitely.</td>
</tr>
<tr>
<td>Hannah</td>
<td>footballs always seen as a mans sport, no one sees it as a womans sport. Everyone will look at a game of football between women and men and simply think that the male are gunna win, because its just society..</td>
</tr>
<tr>
<td>Hannah</td>
<td>umm…. I think its seen as common in women’s football (I=yep) I think a lot of people will look at women’s football and assume the whole team (I=yep) are one sexuality (I=yep) when obviously that’s not the case (I=yep)</td>
</tr>
<tr>
<td>Hannah</td>
<td>it hasn’t intimidated me in any way because obviously I’ve grown up and known that that’s been the stereotype from a young age really. But then people who are just looking to kind of get into women’s football nowadays, it could easily stop them because of obviously the image.</td>
</tr>
<tr>
<td>Lisa</td>
<td>its definitely classed as a mans sport and I think there’s some women that say that umm… you know men are, are women as good as men and stuff.. but men will always see</td>
</tr>
</tbody>
</table>

- Football seen as a mans sport
- Criticism and stereotyped as being a lesbian if you play women's football.
- Nasty comments received for playing women’s football
- To avoid being stereotyped some feel the need not to wear kit.
- Girls not wanting a more ‘manly’ physique
- Stereotyping of sexuality based upon somatotype
- Football seen as a mans sport
- Males seen to win and women to loose; social cultural history
- Assumptions made on the whole team in regards to sexuality in women’s football
- Issues of stereotyping can affect those wanting to participate in women’s football due to the image portrayed.
- Football seen as a mans sport down to social cultural history
- Stereotyping of women’s football being a
<table>
<thead>
<tr>
<th>Lisa</th>
<th>oh all the time, like say you're playing, we were playing a game the other week and umm people were just like.. I don't know if I'm aloud to say this in the interview... umm be like you know like they would kind of say... oh you dyke this, or you know they would give, they would give it the whole like..... I don't know what... yeah. They would stereotype..</th>
</tr>
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<tbody>
<tr>
<td>Lisa</td>
<td>yeah its all within, its both on the pitch you'll get stereotyped, but then by the people off the pitch so your walking round college in your, in your Filton academy.. you know female football kit and people just automatically have that assumption, you'll get comments and stuff and sometimes you can laugh it off but I know of certain people wouldn't, definitely wouldn't play football because of that, they wouldn't wanna be seen...</td>
</tr>
<tr>
<td>Lisa</td>
<td>uhh if, if I was continually getting stereotyped and stuff then perhaps so, but I think I'm... I know certain people that it would definitely affect more than me, like I like to think I'm quite like mentally strong and stuff so I wouldn't let that affect me. But not everyones.. you know as thick skinned as me so they might take those comments to heart and I think it definitely has an effect on like women's participation.. like the fact that like, who wants to be called a lesbian.. if you're a lesbian, you're a lesbian. If your not then why should you be called that just cos you play the sport.</td>
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<tr>
<td>Sophie</td>
<td>obviously.. traditionally it is. Its suffered from umm like discrimination in the past and its not got as long history as mens sport, but I think the womans games different to the mens, and it should be.. it should be as popular and like watched as much, umm...</td>
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**Table:**

<table>
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<tr>
<th>Event</th>
<th>Description</th>
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<tbody>
<tr>
<td>themselves as like superior to women. And that's, I think that's why certain people, like certain women wont play football because of the stereotype that it's a mans sport and they don't want to be seen as masculine.</td>
<td>masculine sport may put women off playing football.</td>
</tr>
</tbody>
</table>
| Lisa | Abused on and off the pitch  
Stereotyped as ‘dyke’ or lesbian |
| Lisa | Stereotyped within women’s football  
Assumptions made upon wearing football kit alone  
Comments made by others  
Off-putting for those who would play women's football |
| Lisa | Continuous abuse or stereotyping may lead to a drop out from the sport  
Homosexuality being an issue in women's football |
| Sophie | ‘Traditional' known that women and men sport not equal  
Social cultural history  
Women’s football is not as popular as men's football |
Sophie yes.*laughs* umm plenty. Umm when I was growing up youd get called a boy just cos you play football. Umm, and then as you get older there’s suggestions about your sexuality, people just presume that you must be a lesbian cos you play football.

- Masculine stereotype for playing football
- Sexuality is questioned as get older when playing football

Sophie at times yes, especially when I was growing up, say in secondary school when obviously like your social, the social part of it is really important and your trying to impress your friends and stuff and your just getting called a boy for playing football. Like at times that, that’s been difficult yes.

- At secondary school stereotyped and seen as masculine for playing football

Sophie umm yeah my friend actually umm.. once we came to uni she dropped out of the football team because everyone was suggesting that she was a lesbian *laughs* umm and she didn’t enjoy that stereotype so she thought, she just wasn’t gunna play football anymore.

- Example of drop out due to being stereotyped as a lesbian

Claire umm, I think that’s something that’s never gunna change. Umm I think that the likes of like basketball aswell are seen as mens games just because men obviously started playing them so umm I think its just something that everybodys just gotta deal with really and just move on from it.

- Football seen to be a man’s sport
- Not seen to be any future change
- Football seen as a man’s sport similar to other team sports such as basketball

Claire yeah I think it will definitely affect participation rates coming through,as more and more and more its increasing, if you play football oh your definitely gunna be gay so..i think it will decrease the amount of participation rates because girls wont wanna go down that route… and they’ll be scared to go down that route.

- Stereotypes of women’s football being a lesbian sport
- Stereotyping can have a negative effect on participation rates

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<tr>
<th>Theme 6:Competition</th>
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<tbody>
<tr>
<td>Participant</td>
</tr>
<tr>
<td>Danielle</td>
</tr>
<tr>
<td>Molly</td>
</tr>
</tbody>
</table>
doing something if you don’t wanna win, like yeah when your younger its all about playing, umm everyone being involved and stuff but.. I wanna win.

**Molly**

ummm prob.. probably not because…. You go, like you feel better if you win, so you wanna do it more kind of thing so obviously I thin youd have the adverse effect if you didn’t, if you weren’t winning, you were used to losing then maybe you think ohh there’s something else, I need to do something else instead.. yeah.

- **Play to compete**
- **Would be less likely to participate without the competitive element**

**Hannah**

oh okay. No.. I wouldn’t be interested because I just love competition. I like to win games, I don’t like to lose, I’m a competitive person all round, so to take that away from it would take out a massive reason as to why I enjoy it so much.

- **Play to compete**
- **Wouldn’t want to participate without competition**
- **Enjoyment through winning**

**Lisa**

that, well.. apart from the enjoyment, that’s the whole reason I play like I wanna win, I wanna win trophies and medals and stuff, so that’s a massive part of why I play.

- **Play to compete**
- **Play to win trophies and medals**

**Lisa**

no I don’t think, I don’t think so, I think it would be.. you’d kind of look at it in play and be like, well why are we even playing? Like every sport has a winner and a loser and if you took away the competitive element then it wouldn’t be, it would seem kind of pointless.

- **Wouldn’t want to participate without competition**
- **Seen as pointless without something to win**

**Sophie**

no, competition is definitely the reason like why, why I participate.. just because you want to win, otherwise.. like it would still be fun to play but there’s got to be a…like a….an like a reward at the end of it really so…

- **Competition is main reason for participation**
- **Enjoyment from playing but the need for a reward**

**Claire**

umm, I think that’s the main key to success in performance really, if you haven’t got anything to aim for then your not gunna play to the best of your ability, so I think the, everybody needs a bit of competition every now and again.

- **Competition can enhance performance**

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**Theme 7: Social**

<table>
<thead>
<tr>
<th>Participant</th>
<th>Text</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danielle</td>
<td>umm sometimes I try and keep football separate to social life (=yep) cos I don’t.. sometimes</td>
<td>• Keep football and social life separate in order to avoid bad situations (social</td>
</tr>
</tbody>
</table>
if they get mixed bad things can happen, especially with media and twitter and all those sort (I=okay) of things now so… umm weve just always been taught to be cautious but obviously if I have free time I try and spend it with uni ones cos I live with them (I=yep) and then if the girls.. the football team are having a social night I’m there like so..

Molly  
*uhh oh as I said before I’ve made some of my best friends through football so, cos your with eachother everyday training, playing and you go through experiences where your winning so your happy with them, go through experiences where your losing so your.. your sad with them and your always there for eachother kind of thing, so definitely I’ve made some really good friends playing football.*

Molly  
*yeh, like my best friends are in football so.. you don’t have much time to socialise with other people so youll go for meals with eachother or go and.. you just become so close to them they become part of your life kind of thing yeah.*

Danielle  
*yeah… that would affect me I think umm… team spirit is one thing that definitely makes a team more attractive whenever your going (I=yep) to sign for someone. I think if there’s a good like togetherness in the team you can always sense whether your gonna like nearly fit in or whether you’re not. And I find if you go to a team that’s quite clicky its not gonna work for you you’know.*

Hannah  
*the social side of being part of a football team is one of the best parts.*

Hannah  
*umm obviously you get to spend a lot of time with your team mates.. doing the majority of things like going out, going for meals, and things like that, and it makes you grow as more of a friendship group rather than just a football team.*

Hannah  
*id still be interested, but I think a massive part of it is meeting some new friends. (I=yep) so if you were to go and not be friendly with any of the, anyone, I think that could make it very uncomfortable and not as enjoyable. I think it’s*
<table>
<thead>
<tr>
<th>Participant</th>
<th>Text</th>
<th>Interpretation</th>
</tr>
</thead>
</table>
| Lisa        | well like, you spend like, we spend everyday with eachother and you, like you cant.. its hard to say but you cant describe like.. you get really really close to these people and they are like your best friends and stuff,and you know, you always have someone to turn to or whatever, you were always doing things outside of football you know, if we, if we get a day off training or something then we’ll go and, go for food together or something like weve always, always doing something together. | • Spend most of time with team mates and become best friends  
• Socialise outside football |
| Lisa        | no i.. I think being part of a team, umm you make closer bonds with people then you do if you just kind of meet them.. like if it was just from my college friends, say I didn’t play in the academy, I wouldn't be that close to people but.. umm I wouldn’t, I wouldn’t go out all the time with people and stuff like that, I reckon the football girls have definitely helped me be more like confident and help my social skills. | • Playing within the football team allowed to improve confidence and social skills |
| Sophie      | no I don't think I would of. Especially coming to university, umm…its hard to make friends at the beginning, so just getting into the team, and you kind of get forced into that friendship but its like, your really grateful for it cos otherwise you might find it more difficult to meet people. | • Playing football allowed chance to make friends |
| Claire      | umm I think it comes as a benefit to any person, its obviously good to be part of a team, and umm bond with other people who’ve got similar interests to you so I think it’s a really good thing and you learn a lot from being in a team. | • Socially beneficial playing part of a team  
• Meet people with similar interests |

<table>
<thead>
<tr>
<th>Participant</th>
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<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danielle</td>
<td>umm.. I can only speak for what I know at home but I know that a lot of people, its on the rise, participation is on the rise, but I think there’s still a lot more needs to be done for participation rates to increase.</td>
<td>• Participation rates rising but room for improvement.</td>
</tr>
<tr>
<td>Hannah</td>
<td>well.. obviously the rates are going up because of the</td>
<td>• Women’s Super League (WSL) assist in</td>
</tr>
</tbody>
</table>
| Women's Super League and a lot of girls going over to America, and there being more opportunities. But in the past, participation rates were really low in female football. | Increases participation rates
- American scholarships attractive to those wanting to participate
- Participation seen to be low in women's football |
| Lisa | umm I think as you know it's probably one of the biggest fastest growing sports umm well in the UK and in the world I suppose, like women's football but umm in saying that it's also like a long way behind a lot of other sports, umm obviously male football still.. got a lot like, a lot more people playing. | • Known to be fastest growing sport
• Women's football seen to be a long way behind male football |
| Sophie | umm.. there quite low id say, umm... there getting better. Id say stuff like uhh the Olympics and the women's super league has, has made more people interested in it, and id say young girls are more likely to participate in it. | • Perceptions of women's football having low participation rates
• Olympics and WSL promoting women's football |
| Claire | umm obviously there still quite low, but with the increase in the women's super league at the moment, I think they are increasing but work still needs to be done (I=okay) to increase them. | • Women's football participation rates seen to be low
• WSL helping to promote women's football
• Room for improvement |
APPENDIX E

PARTICIPANT CONSENT FORM
PARTICIPANT CONSENT FORM


Name of Researcher: Abbie Morrissey

Name of Participant:________________          Date of Birth:______________

Participant to complete this section: Please initial each box.

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

2. I understand that my participation within this project 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 remain anonymous.

5. I agree to participate in this study.
Name of Participant (PRINT)

Signature of Participant

________________________
Date

Name of Independent Witness (PRINT)

Signature of Independent Witness

________________________
Date

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

PARENTAL/GUARDIAN CONSENT FORM
PARENTAL/GUARDIAN CONSENT FORM

Title of Project: ‘The factors affecting participation rates in women’s football amongst 16-19 year olds in England’.

Name of Researcher: Abbie Morrissey

Name of Participant: __________________ Date of Birth: ______________

Parent/Guardian to complete this section: Please initial each box.

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

2. I understand that my child’s participation within this project is voluntary and that it is possible for them 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 my child will remain anonymous. □

5. I agree to give consent for my child to participate in this study. □
______________________________________________
Name of Participant (PRINT)

______________________________________________
Signature of Participant

______________________________________________
Date

______________________________________________
Name of Parent/Guardian (PRINT)

______________________________________________
Signature of Parent/Guardian

______________________________________________
Date

______________________________________________
Name of Independent Witness (PRINT)

______________________________________________
Signature of Independent Witness

______________________________________________
Date

* When completed, one copy for parent/guardian and one copy for researcher’s files.
APPENDIX G

ETHICS STATUS
Ethics Approval

Date: 14th March 2014

To: Abbie Morrissey

Project reference number: (13/4/265U)

Your project was recommended for approval by myself as supervisor and formally approved at the Cardiff School of Sport Research Ethics Committee meeting of 27th November 2013.

Yours sincerely

Nicola Bolton

Supervisor