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**Cardiff School of Sport**

**DISSERTATION ASSESSMENT PROFORMA:**

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| **Dissertation title:** | ‘An Investigation into the impacts of higher education on participation levels in physical activity: A case study focusing on third year male university sport students’. |

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|              | Abstract to include: A concise summary of the empirical study undertaken. |
|              | **Introduction and literature review (25%)** |
|              | To include: outline of context (theoretical/conceptual/applied) for the question; analysis of findings of previous related research including gaps in the literature and relevant contributions; logical flow to, and clear presentation of the research problem/ question; an indication of any research expectations, (i.e., hypotheses if applicable). |
|              | **Methods and Research Design (15%)** |
|              | To include: details of the research design and justification for the methods applied; participant details; comprehensive replicable protocol. |
|              | **Results and Analysis (15%)** |
|              | To include: description and justification of data treatment/ data analysis procedures; appropriate presentation of analysed data within text and in tables or figures; description of critical findings. |
|              | **Discussion and Conclusions (30%)** |
|              | To include: collation of information and ideas and evaluation of those ideas relative to the extant literature/concept/theory and research question/problem; adoption of a personal position on the study by linking and combining different elements of the data reported; discussion of the real-life impact of your research findings for coaches and/or practitioners (i.e. practical implications); discussion of the limitations and a critical reflection of the approach/process adopted; and indication of potential improvements and future developments building on the study; and a conclusion which summarises the relationship between the research question and the major findings. |
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'AN INVESTIGATION INTO THE IMPACTS OF HIGHER EDUCATION ON PARTICIPATION LEVELS IN PHYSICAL ACTIVITY: A CASE STUDY FOCUSING ON THIRD YEAR MALE UNIVERSITY SPORT STUDENTS'.
AN INVESTIGATION INTO THE IMPACTS OF HIGHER EDUCATION ON PARTICIPATION LEVELS IN PHYSICAL ACTIVITY: A CASE STUDY FOCUSING ON THIRD YEAR MALE UNIVERSITY SPORT STUDENTS’.
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Acknowledgements

I would like to take this opportunity to firstly thank my dissertation supervisor Melissa Anderson for her continued guidance and support throughout the process of this study, especially during the difficult periods that occurred. I would also like to highlight my appreciation for the quick email responses as this allowed me to progress with my dissertation efficiently by not having to wait too long for feedback.

I would also like to thank all of the participants who agreed to participate in this research as their information helped me to develop a greater knowledge and understanding regarding the topic and allowed new ideas and concepts to appear.

Finally, I would also like to thank my personal tutor Greg Dainty who consistently offered his support throughout the duration of the study.
## Glossary

<table>
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<th>Abbreviation</th>
<th>Definition</th>
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<tr>
<td>AICR</td>
<td>American Institute for Cancer Research</td>
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<td>APA</td>
<td>American Psychological Association</td>
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<td>BHF</td>
<td>British Heart Foundation</td>
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<td>CDCP</td>
<td>Centres for Disease Control and Prevention</td>
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<td>DCMS</td>
<td>Department for Culture, Media and Sport</td>
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<td>DOH</td>
<td>Department of Health</td>
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<td>NOO</td>
<td>National Obesity Observatory</td>
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<td>NHS</td>
<td>National Health Service</td>
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<td>NIA</td>
<td>Northern Ireland Assembly</td>
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<td>SCW</td>
<td>Sports Council Wales</td>
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<td>WAO</td>
<td>Wales Audit Office</td>
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<td>WHF</td>
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Abstract

The purpose of the following study was to investigate the impacts higher education has on participation levels in physical activity. With evidence suggesting there are growing concerns regarding physical inactivity amongst the UK (BHF, 2011; DOH, 2011b), the present study focused specifically on third year male university sports students as students represent a distinctive under-researched area of the population (Lovell, et al., 2010) and focusing on a specific target allowed issues to be explored more effectively.

A purposeful sample of six third year Cardiff Metropolitan University sport students participated in the study, with current levels of physical activity varying across the participants. A qualitative methodology in the form of face-to-face interviews (n=6) was selected which were transcribed ad verbatim and analysed by key theme in the discussion section. The interviews were conducted in privately booked rooms away from any noise or disruption in order to enhance validity.

Upon review of the literature, evidence suggested that the transition from high school into university represents a period of dramatic decline in physical activity participation rates (Kwan, et al., 2013). This is due to numerous reasons including greater academic workload (Sport, Wales, 2012) and tougher competition (Street Games, 2012b) within university representative teams. The data collected during this study went somewhat to supporting these findings however, there was also evidence to suggest students may in fact regard university as a greater opportunity to engage with physical activity.

Although university can offer various opportunities for third year students to engage with physical activity, evidence suggests students are more likely to be faced with barriers during this life period. As a result of this, future physical activity interventions need to shift their focus towards attenuating the declines in physical activity, with universities encouraged to devise mechanisms which aim to stabilise student participation rates throughout this transitional period. One key limitation of the study is that the data was collected from a specific university and therefore, cannot fundamentally be applied to students in different universities. In relation to this, future research will benefit from using a larger sample size across multiple universities as more generalised data will help to enhance the reliability of the study.
CHAPTER ONE: INTRODUCTION
Introduction

With sedentary lifestyle and other public health issues becoming a primary concern across the UK (Kimball, *et al.*, 2009; Lovell, *et al.*, 2010; DOH, 2011b; Leyk. *et al.*, 2012), it is essential to identify the reasons why people are not participating in physical activity to a level which is of benefit. Research suggests participation levels decrease across an individual's lifespan (SCW, 2009; Butt, *et al.*, 2011; The Scottish Government, 2011) however; recent studies have discovered a particular expansion in sedentary living amongst young adults (Leyk, *et al.*, 2012) and there is a well-documented reduction in physical activity post formal education (DCMS, 2002; Sport Wales, 2012; Kwan, *et al.*, 2013). Based on this information, the period from late adolescence to early adulthood presents a unique opportunity for healthy lifestyle behaviours to be promoted in the academic setting (McDaniel, *et al.*, 2014).

Physical activity stimulates numerous lifestyle benefits including general health, positive mood states and greater functional capacity (Warburton, *et al.*, 2006; DOH; 2011; Welsh Government, 2011). Examples of such benefits include a reduced chance of developing type 2 diabetes, cardiovascular disease, various cancers and osteoporosis (WAO, 2007; Dixon, 2010; WHO, 2014a). However, a worldwide epidemic in obesity (Haase, *et al.*, 2004; WHO, 2014b) and lifestyle inactivity (The Young Foundation, 2014) suggests increasing numbers of the population are adding a disease burden to society by augmenting health risks and shortening lifespans (Penedo and Dahn, 2005). Obesity in particular is a worrying trend as it can cause heart disease, hypertension, diabetes and premature death (Magoc, *et al.*, 2010; Public Health England, 2014; WHO, 2014c). Even in the shorter term, obesity can constitute to low-self-esteem and confidence (NOO, 2011; CDCP, 2014), soreness and discomfort (Miles, 2007) and major mobility problems (Dixon, 2010), all which can potentially cause psychological issues including stress, depression (NOO, 2011; Schenider, *et al.*, 2012; Graham and Edwards, 2013) and disengagement from society (Crosnoe, 2007). In 2006/2007 it was estimated that overweight/obesity ill health cost the UK government over £5 billion (BHF, 2013) and the condition has been found to track well from childhood to adulthood (SCW, 2006; Lloyd, *et al.*, 2012).

Therefore, it is important to identify the barriers which preclude participation in physical activity so carefully tailored interventions can be developed (Engberg, *et al.*, 2012). An expanded effort devoted towards young adults needs to be applied throughout current and future research (Gyurcsik, *et al.*, 2004; Kwan, *et al.*, 2013) therefore, the present study
focused on male university sport students as specifying a target group will allow for physical activity barriers to be dealt with more effectively (SCW, 2009). A qualitative methodology using face-to-face interviews (n=6) was selected for the study, enabling the interviewer to probe deeper into obtaining in-depth information which quantitative research does not allow (Nielsen, 2011). The primary aim of the study was to investigate the impacts of higher education on physical activity levels amongst university sports students. With evidence suggesting participation rates decline significantly during university (Kwan, et al., 2013), the study aimed to discover whether this trend also applies to sports students. Therefore, six third year university sport students participated in the study in an attempt to gain a greater insight into the added pressures of student lifestyle and how they impact participation levels on students who are positively disposed towards sport participation.
CHAPTER TWO: REVIEW OF LITERATURE
Benefits of Regular Exercise

Regular physical activity engagement can improve an individual’s well-being (Welsh Government, 2011a; Eime, et al., 2013; Mental Health Foundation, 2013) by enhancing their physical and mental health (Allison, et al., 2005; Gaz and Smith, 2012; NHS, 2013) which helps to prevent numerous diseases and generates a generally healthier lifestyle (Springer and Lamborn, 2013). Research indicates that health benefits are well established (WAO, 2007; Jose, et al., 2011) although general public health discussions tend to target the physical rather than psychological benefits of physical activity (Saxena, et al., 2005; Eime, et al., 2013). However, despite clear guidelines having been set, Warburton, et al., (2006) suggest doubt remains over the optimum and minimum volume (duration, intensity and frequency) of exercise which is sufficient for an individual, especially in relation to psychological health. This is because although the relationship between mental disorders and physical activity has been subject to extensive research, there is limited established evidence regarding the amount of exercise needed to reach optimum mental health (Saxena, et al., 2005; Warburton, et al., 2006; APA, 2011). The physical, psychological, social and economic benefits of regular physical activity engagement are discussed below.

Physiological benefits

There is irrefutable evidence suggesting regular activity can prevent several chronic diseases (Warburton, et al., 2006; CDCP, 2013; WHO, 2013c; McDaniel, et al., 2014) including cardiovascular disease, diabetes, cancer, strokes (Gilson, et al., 2009; DOH, 2011a; McDaniel, et al., 2014; WHO, 2014a; World Heart Foundation, 2014), hypertension and coronary artery disease (Miles, 2007; WHO, 2014a). Regular exercise also reduces the chances of sustaining bone and joint diseases such as osteoporosis and osteoarthritis (SCW, 2006; Warburton, et al., 2006; BHF, 2013b) and can increase an individual’s lifespan if continual regular physical activity from adolescence through to adulthood is maintained (McDaniel, et al., 2014).

Furthermore, physical activity engagement minimises the chances of becoming overweight or obese (Yap and Davis, 2007; Hodges, et al., 2013; Trowbridge and Schmid, 2013) by increasing lean muscle mass, bone strength and aiding weight control (Magoc, et al., 2010). It also helps to improve fitness because exercise stimulates the musculoskeletal,
metabolic and cardio-respiratory systems by forcing them to adapt and improve efficiency (Miles, 2007).

**Psychological benefits**

Research suggests active people are less likely to experience mental disorders (Saxena, *et al.*, 2005; Mitchell, 2013) such as stress, depression, anxiety (SCW, 2006; Yap and Davis, 2007; Magoc, *et al.*, 2010; Eime, *et al.*, 2013) dementia and Alzheimer's (DOH, 2011b). Therefore, regular exercise improves emotional well-being (Penedo and Dahn, 2005; Mental Health Foundation, 2013) by improving mood and self-esteem (Coalter, 2002; SCW, 2006; DOH, 2011a; Eime, *et al.*, 2013), reducing levels of fatigue (Miles, 2007) and improving sleep quality (National Sleeping Foundation, 2013). Research has also indicated a positive relationship between physical activity and academic achievement (Coe, *et al.*, 2006; Donnelly and Lambourne, 2011; Bratsis, 2014) as active students achieve significantly better grades than inactive students as physical activity increases arousal and reduces boredom, which improves concentration and attention span (Coe, *et al.*, 2006).

**Social benefits**

Lovell, *et al.*, (2010) suggested physical activity enhances social interaction amongst students as many enjoy the opportunity to engage in competition (Brown, 2005; Egli, *et al.*, 2011). Physical activity can provide people with enjoyment (Sport Wales, 2012), the ability to meet new friends and can raise people's interactions with various social groups due to greater self-confidence being gained (Street Games, 2012b; Livestrong, 2013). It has also been suggested that physical activity schemes can increase community cohesion and prevent crime and anti-social behaviour (Coalter, 2002) by providing young people with sport on their 'doorstep' in deprived areas of the UK (Street Games, 2012a).

**Economic Benefits**

Not only does physical activity benefit individuals, it also provides opportunities for society in large by supporting the financial position of a country (HM Government, 2014). In recent years, the economy and healthcare costs have become a focal prevalent issue as a burden of physical inactivity in the UK (BHF, 2013). Throughout the United Kingdom, it is estimated around £20 billion a year is spent on direct and indirect costs relating to inactivity (HM Government, 2014). However, in the USA it is estimated that healthcare costs associated with obesity and physical inactivity are in excess of $215 billion per year.
with more than two thirds of US residents over the age of twenty classified as overweight or obese (McDaniel, et al., 2014).

**Physical Activity Guidelines and Interventions**

**Guidelines**

Without appropriate action, participation levels will continue to deteriorate like in recent years (HM Government, 2014). Kwan, et al., (2013) suggested problems continue to appear because although much work has been focused towards increasing participation, strategies aimed towards preventing physical activity declines have been ignored. Adults aged 19-64 are recommended to perform 150 minutes of moderate-intensity physical activity per week such as cycling and brisk walking (WAO, 2010; DOH, 2011a; HM Government, 2014) or 75 minutes of vigorous-intensity exercise such as swimming or running (NHS 2012; WHO, 2013). Muscle strength exercises should also be carried out at least twice a week (DOH, 2011a; AIFC Research, 2014) however, Eime, et al., (2013) suggest guidelines for social health have not been established.

**Interventions**

In recent years, various schemes have been developed promoting active lifestyles and attempting to address certain challenges faced by the UK (DOH, 2011b). For example, the ‘Active Lifestyle Referral Scheme’, a partnership between Charnwood Borough Council and other health care professionals was introduced in Leicestershire County (Charnwood, 2014). This offers inactive people over the age of sixteen the opportunity to engage in exercise classes including circuit training, Zumba and aqua aerobics and is designed to benefit both an individual’s fitness and well-being (Charnwood, 2014).

Phillpots, et al., (2011) suggested there has been a transformation towards the direction and delivery of sports policy in the UK as a result of the successful London 2012 bid in 2005. This promised a commitment in promoting physical activity throughout the UK with an objective of developing a much more physically active nation as part of the legacy from the 2012 Olympic and Paralympic Games (HM Government, 2014). For example, Street Games (a sports charity funded by Sport England) works with mainstream sporting organisations helping to create sports opportunities and provision for young adults in disadvantaged communities (Street Games, 2012a). The charity works with local providers including schools, authorities, community groups and existing sports clubs (Street Games,
2012a) and represents that work is being done to help curtail the barriers to participation for young adults across the UK.

In Wales, strategic plans including ‘Creating an Active Wales’ have been introduced which aim to increase participation within all sectors of the population by developing environments which provide people with an option of becoming more active (Welsh Government, 2011a). In England, the ‘Game Plan’ strategy which later changed to ‘Playing to Win’ in 2008 focuses on increasing mass participation and attempts to produce a fitter, healthier and more sociable population in the act of pursuing minimized NHS costs (DCMS, 2002). Within this, a clear, articulated statement highlighted the government’s perceptions of sport and physical activity to be a possible social factor in decreasing the disparity of opportunities amongst the public regarding social structure participation in England (DCMS, 2002). The focus on developing mass participation is to decrease social exclusion and to provide fun, safe and enjoyable sporting opportunities for everyone (DCMS, 2002).

Regarding young adults, ‘Creating a Sporting Habit for Life’ is a policy aiming to increase the proportion of 14-25 year olds to maintain sport as a lifetime habit (DCMS, 2012a). In partnership with Sport England, the Department for Culture, Media and Sport (2012a) aim to achieve this by building lasting legacies of school competitive sport, improving school and community sport links, working with governing bodies and investing in new infrastructure. Although limited funding has been devoted towards the student population, initiatives including ‘5x60’ (Welsh Government, 2011b) and ‘Free Swimming’ (SCW, 2006; Welsh Government, 2012) intend to get younger people familiar with sport and physical activity from an early age, which they will hopefully maintain into early adulthood (Twisk, 2001 supported by SCW, 2006; Sport Wales, 2012). However, it is recognised that key transitional periods such as leaving school or marriage can cause people to alter their physical activity habits (Roberts, 1999) although limited established evidence is available regarding the determinants of physical activity associated with major life transitions (Kimball, et al., 2009).

Kwan, et al., (2013) suggested participation rates decline dramatically during early adulthood and interventions targeted towards attenuating the decline throughout this transition appears warranted. However, research suggests intervention strategies targeted towards a student population have been ineffective and that prospective efforts need to
consolidate inventive strategies to improve the uptake of interventions and get more students engaged with physical activity (Kwan, et al., 2013).

**Participation Patterns**

Despite the well-defined benefits of exercise, on-going surveillance systems in physical activity have constantly established low levels of participation amongst adults (BHF, 2011; DOH, 2011b) with the situation far from improving (HM Government, 2014). Research suggests participation levels decline with age (SCW, 2009; The Scottish Government, 2011) with the transition from high school to university representing a period of substantial downfall (Kimball, et al., 2009; Kwan, et al., 2013). Kwan, et al., (2013) suggested approximately one third of teenagers who are regularly active throughout high school become inadequately active during their first year of university, with consistently higher levels of activity amongst males in comparison to females (SCW, 2006; Kimball, et al., 2009; Street Games, 2012b; HM Government, 2014). This is supported by Haase, et al., (2004) who indicated that the prevalence of adequate exercise is relatively high amongst children and adolescents but considerably low amongst young adults. Therefore, the transition from late adolescence into early adulthood represents a critical life period (Haase, et al., 2004; Kwan, et al., 2013).

Although university students represent a distinctive under-researched population in physical activity participation (Lovell, et al., 2010), they have been targeted for health promotions as a result of significant declines in participation within this age category (Gilson, et al., 2009; Evans, et al., 2011; Kwan, et al., 2013). This is vital considering nearly a quarter of students who start university gain a considerable amount of weight throughout their first term (Lovell, et al., 2010) due to low levels of activity (Haase, et al., 2004) and other lifestyle factors which will be discussed further into the study. Figure 1 highlights the decline in participation across the lifespan (SCW, 2009).
Barriers

Perceived barriers refer to an individual’s interpretation of the possible restraints that prevent them from engaging in health behaviours (Brown, 2005), for example, sustaining or expanding levels of physical activity (Allison, et al., 2005; NIA, 2010). Understanding why individuals fail to participate in sufficient physical activity is a complicated issue surrounding policy, environmental, personal and interpersonal detriments (Lovell, et al., 2010). Reasons are multiple and diverse (Kondrič, et al., 2013) however, literature has described perceived barriers to be vital in health behaviour predictions, with ‘perceptions of barriers’ being implicated as more predictive of behaviour (Lovell, et al., 2010).

The Wales Audit Office (2007) categorised participation barriers as ‘behavioural’ and ‘environmental’. Environmental barriers include poor facilities and transport links, low quality and quantity of coaches and limited financial support (WAO, 2007) however, the WAO (2007) believe there are personal, behavioural and psychological barriers which are more challenging to tackle. Behavioural examples include commitment, gender, culture, perceptions of appropriateness of participation (WAO, 2007) and bad experiences (Sport Wales, 2012). Students as a group often experience the ‘normal’ barriers shared by the general population including time constraints and low financial support (DCMS, 2010) however, barriers specific to students will also be discussed during this section and further into the study.

Research has consistently found time constraints to be an external barrier to physical activity (Coalter, 2002; Lovell, et al., 2010; Leyk, et al., 2012; Street Games, 2012b; Tas, 2013) with students admitting difficulties balancing academic workload with exercise (Sport
Wales, 2012) even when motivated to be active (Dwyer, et al., 2006). However, Reichert, et al., (2007) suggested ‘a lack of time’ may actually indicate low motivation in respondents, supported by Jackson, et al., (2000) who suggested that a frequently articulated constraint such as ‘a lack of interest’ in actual fact could be symbolic of antecedent restraints (e.g. perceptions of appropriateness) as opposed to a genuine lack of interest. Thus it becomes more about rationalisation of priorities (Reichert, et al., 2007).

Financial constraints (Reichert, et al., 2007; Sport Wales, 2012b; Tas, 2013) and inaccessible facilities (Collins, 2004; NIA, 2010) are further barriers to preclude participation, with students highlighting membership, equipment and facility costs as restraints (Coalter, 2002; Brown, 2005; Miles, 2007). Coalter (2002) suggested a large proportion of the population are already predisposed to participation in sport however, people on low incomes are also prevented because of costing. This is supported by The Scottish Government (2006) who discovered 38% of respondents in their research highlighting the need for cheaper admission prices to engage with physical activity. However, although low participation costs are a desirable factor, an activity such as jogging requires no membership cost, is highly accessible and can be integrated into daily routines (Ainsworth and Macera, 2012). Therefore, it shouldn’t necessarily have a major influence on people’s levels of activity (Scottish Government, 2006) if they are positively disposed towards sport participation.

However, in relation to this, research suggests seasonality (Tucker and Gilliland, 2007) and weather conditions (Caperchoine, et al., 2009; Bethancourt, et al., 2014) are often overlooked as potential barriers. With limited daylight (Dwyer, et al., 2006), low temperatures and heavy rainfalls predominantly occurring in UK winter months, outdoor exercise can become problematic (Sallis, et al., 1997; Caperchoine, et al., 2009). It can also become an issue if public facilities are inadequately monitored (Coalter, 2002; Miles, 2007; Leyk, et al., 2012) as respondents have raised concerns regarding their personal safety due to a lack of local provision (Coalter, 2002), poor infrastructure and local facilities being a ‘hang out for gangs’ experiencing frequent crime incidents (Sallis, et al., 1997; Dwyer, et al., 2006).

Research has also found high competition to prevent physical activity participation (Dwyer, et al., 2006; Sport Wales, 2012; Street Games, 2012b) as firstly, it takes the fun and sociability away from the experience (Sport Wales, 2012) and secondly, people fear failure with concerns that peers would insult them if they poorly performed (Allison, et al., 2005).
This is concerning, as experiencing physical activity problems from an early age could carry on into early adulthood and later life (Allison, et al., 2005). Barriers specifically related to university students will be discussed further into the study.

**Facilitators/Motives**

When intrinsically motivated, individuals engage in activities because they are attracted to, and relish the activity whereas when extrinsically motivated, they engage to deliver success, for example, receiving awards or achieving recognition (Eccles and Wigfield, 2002; Bryan and Solmon, 2012; Reiss, 2012; Livestrong, 2014). Self-determination theory emphasises basic psychological need satisfaction, delivering a framework for investigating motivation factors which physical activity participants recognise as important to continued adherence (Springer and Lamborn, 2013). These factors are fuelled by three basic needs of competency (Kondrič, et al., 2013), relatedness and autonomy (Springer and Lamborn, 2013).

Street Games (2012b) discovered male motives for participating in physical activity to be ego-orientated (extrinsic) including receiving recognition and gaining popularity. However, Egli, et al., (2011) challenge this opinion by suggesting males are often intrinsically motivated by needing power, challenges and competition whereas females tend to prefer extrinsic motives such as looking good, maintaining a stable body weight and winning awards (Eccles and Wigfield, 2002). However, one critical facilitator to physical activity participation is being able to engage with friends (Mouratidis, et al., 2008; Sport Wales, 2012; Street Games, 2012b) with research suggesting friends do not judge each other’s performance capabilities (Yungblut, et al., 2012).

Kondrič, et al., (2013) suggested sports students are motivated by popularity which supports Street Games (2012b) and recognises a competitive edge in sport universities. Kondrič, et al., (2013) also suggested sports students enjoy physical activity because it is fun, improves fitness, supports improving and learning new skills and gives opportunities for achieving success. However, issues such as having a poor relationship with the coach (Street Games, 2012b), limited playing time, and an overemphasis on winning were found to de-motivate certain students from participation in sport related activities. These results are supported by Sport Wales (2012) who discovered favouritism of coaches towards certain players to effect students’ motivation and participation levels.
Access to public facilities including basketball courts, sidewalks, parks and recreation centres have also been found to facilitate physical activity (Shill, et al., 2012; Walia and Leipert, 2012) considering the weather is warm (Brandon, et al., 2009; Walia and Leipert, 2012) and the areas are secure (Seefeldt, et al., 2002; Shuval, et al., 2013). This, along with the availability of local exercise classes and fitness programs has been found to increase participation levels (Sallis, et al., 1997; Canuto, et al., 2013).

**Student lifestyle**

Student lifestyle plays a key role in preventing university undergraduates from participating in physical activity (Toda, et al., 2006; Beenstock, et al., 2010; Dodd, et al., 2010). Research has estimated that up to 77% of students gain weight throughout their time in college or university with this weight often retained post adolescence (McDaniel, et al., 2014). This highlights the significance of maintaining a healthy lifestyle throughout this life period (McDaniel, et al., 2014). Although universities are encouraged to introduce health messages and provide a platform for students to feel comfortable pursuing health information (Dunne and Somerset, 2004; Doherty, et al., 2011), research suggests students are choosing to ignore this by leading sedentary lifestyles (SCW, 2006; Leyk, et al., 2012) and developing unhealthy habits including sleep deprivation (Miles, 2007) and binge eating (Dodd, et al., 2010). In particular, there have been compelling concerns regarding excessive alcohol intake amongst students (Dunne and Somerset, 2004; Robertson and Forbes, 2011; Quigg, et al., 2013) with research suggesting students feel alcohol consumption is of paramount importance as it helps them to cope with university pressures (Pancer, et al., 2000; Turrisi, et al., 2006; Mphele, et al., 2013).

Gilson, et al., (2009) believe many students are becoming sedentary because they are prone to large sitting down periods. Especially for third year students, academic workload can become a major barrier to participation as students do not have the time to balance work with physical activity (Sport Wales, 2012). However, these pressures have been found to stimulate psychological health issues including stress, anxiety and depression amongst students (Ball and Bax, 2002; Lindsey, et al., 2009; Shamsuddin, et al., 2013) therefore, these problems should not be overlooked as they play a significant role in students adopting unhealthy behaviours including smoking (Dodd, et al., 2010) and consuming alcohol (Kieffer, et al., 2006).
Lifestyle Issues

Coalter (2002) suggested many people allocate sport as a lower priority than other commitments and prefer to spend time watching television or engaging with other sedentary lifestyle behaviours (Steeves, et al., 2012). Recent years have seen immense progresses in technology, resulting in large reductions in daily energy expenditure (Leyk, et al., 2012), unhealthy diets (DOH, 2010; Bibiloni, et al., 2012) and challenges concerning obesity and other public health issues (Gorely, et al., 2004; Ballard, et al., 2009; DOH, 2010; Leech, et al., 2014).

Research has investigated the associations between technology dependence and health-related lifestyle amongst university students (Toda, et al., 2006). Excessive internet and mobile phone use has been found to link with subjective distress (Toda, et al., 2006) and social anxiety (Lee, et al., 2013) however, Toda, et al., (2006) discovered mobile phone use to assist in dealing with stress by accommodating a channel of human support and providing opportunities to expand interpersonal relationships. However, technology addiction can be coupled with loneliness and social exclusion (Niemz, et al., 2005; Lee, et al., 2013; Tan, et al., 2013) which can lead to smoking and binge eating (Toda, et al., 2006).

University Provision

Research suggests participation levels decrease significantly within the transition from adolescence to young adulthood (Bray, 2007; Kwan and Faulkner, 2011) as many students disregard a healthy lifestyle (Gómez-López, et al., 2010). Bray (2007) raised the question whether universities offer enough attractive opportunities for students to engage with physical activity as 50% of respondents in his study were insufficiently active during their first year of university after being regularly active during their final year of high school. These results are supported by Sport England (DCMS, 2012b) who commissioned a three year study on health education institutions, examining university funding on sports participation and student satisfaction. The study found only 29% of respondents to have used university facilities (majority living in halls of residence) along with only 32% claiming to have met the recommended guidelines of physical activity prior to the study. Kwan and Faulkner (2011) suggested these worrying trends are due to universities not providing students with enough support towards facilitating physical activity. Therefore, the DCMS (2012b) believe universities need to create mechanisms which will satisfy student needs and engage the wider student population with physical activity by providing adequate
coaching, value for money, general ease in participating, friendly staff and efficient facilities.

**Opportunities**

Although research has typically devoted itself towards the issues students are faced with including barriers to participation (Sport Wales, 2012; Street Games, 2012b; Tas, 2013), student lifestyle (Dodd, *et al.*, 2010; Quigg, *et al.*, 2013), influxes of technology (Leyk, *et al.*, 2012) and a lack of university provision (DCMS, 2012b), research has also found university life to offer various opportunities for students to engage with physical activity (Cressy, 2011; Sport England, 2011). Cressy (2011) suggested the majority of central campus universities provide students with swimming pools, squash courts, dance studios, gymnasiums, athletics tracks and multi-use rooms. These facilities are also social environments which bring together a large proportion of students and allow them to meet and socialise with each other (Cressy, 2011). However, research suggests many certain universities fail to provide enough opportunities for the wider student population and instead focus primarily on the elite competitors (Sport England, 2011). As a result of this, Sport England (2011) have invested £8 million into 41 English universities offering the wider student population opportunities to take part in numerous sporting programmes including five-a-side football and squash mini-leagues. It is vital that universities and Sport England continue to provide students with available sporting opportunities as this will help to improve university retention rates and students’ personal development (Cressy, 2011). An example of this could be for universities to introduce intermural competitions, currently undertaken by Cardiff Metropolitan University who offer sports programmes including table tennis and netball and are run for the development and participation of students who want to improve their performance or just play for fun (Cardiff Metropolitan University, 2014). The following section discusses the rationale for the study and the method used for the data collection.
CHAPTER THREE: METHOD
Rationale

Evidently, participating in regular physical activity is of paramount importance for any individual (Welsh Government, 2011a; Eime, et al., 2013; Mental Health Foundation, 2013) and the literature review has highlighted the need for current research to be devoted towards the young adult population (Lovell, et al., 2010). University students in particular require close attention as physical activity levels decrease and many long-term unhealthy habits including sleep deprivation (McDaniel, et al., 2014), excessive drinking (Turrisi, et al., 2006; Mphele, et al., 2013) and binge eating (DOH, 2010) are developed throughout the transition from late adolescence into young adulthood (McDaniel, et al., 2014). Therefore, the current study aimed to expand the topic further by focusing specifically on third year male university sports students in an effort to discover whether similar themes are prevalent within students who are positively disposed towards sport. The research focused specifically on males as they have been found to be more active than women (SCW, 2009; NHS, 2013b; HSCIC, 2014) and as a consequence, greater attention has traditionally been devoted to female sport participation (Allison, et al., 2005). However, participation rates for males remain below average as only 36% of males achieve healthy physical activity levels (BHF, 2012a). Therefore, this study aimed to identify whether there are underlying barriers which have not been established in relation to this target group.

Qualitative Method Study

Qualitative research strives to divulge the knowledge already present from people’s experience (Smythe and Giddings, 2007) however, physical activity research has been subject to a domination of quantitative methods in collecting data (Heesch, 2009). Therefore, a qualitative method was applied in the present study enabling the researcher to probe deeper into obtaining in-depth information regarding the impacts of higher education on the participation levels of university sports students in physical activity (Nielsen, 2011). Having selected interviews for the data collection, the researcher was able to examine issues in more detail and depth as the interviews were not restricted to definitive questions and were managed and redirected when the researcher believed it was necessary (Anderson, 2010). An example of this was the interviewer being able to adjust the style and pace of questions to establish the most in depth responses possible (Hannabuss, 1996; Seipp and Lindberg, 2012).
Volante (2008) identified qualitative research as an individual and collective learning journey. This journey became unique considering that when the researcher excelled in pinpointing the research topic/question, new findings appeared throughout the course of the research, deepening the researcher's knowledge and understanding of the topic (Volante, 2008). An example of this includes the researcher being led to believe from previous research that university students are faced with more physical activity barriers than ever before. Although this is viable to a certain extent, the results in this study discovered this not to be necessarily the case for all third year sports students.

**Case Study**

Employing a case study simply allowed the researcher to choose a specific topic of investigation (Stake, 2005 cited in Thomas, 2011) and focus in-depth on particular areas of research from a variety of angles (Thomas, 2011). Case studies are commonly classified as a qualitative research approach (Brophy, 2008) which are evidence-led and are inclusive of various methodologies (Thomas, 2011). Primarily, the purpose was to generate a comprehensive understanding and knowledge of a distinctive topic (Simons, 2009 cited in Thomas, 2011) which involved an open-minded analysis of perspectives on the specified case (Brophy, 2008). Through using multiple data sources, the case study allowed for the exploration of multiplicity and the capacity for application across other topics due to being context-specific (Taylor, 2013).

**Participants**

Data was collected from six third year Cardiff Metropolitan University sports students studying on Cyncoed campus. Purposive sampling was selected so participants with the right characteristics (variable levels of activity) were chosen for the study (Robinson, 2013). All participants were male, currently registered on sports courses and aged between twenty and twenty-two. However, activity levels varied amongst all six participants as three were inactive, two were less active and one was significantly more active since entering their third year. Focusing on a specific target group allowed common trends to be discovered (see results section, Appendix A) which broader research may not have enabled (Moes, *et al.*, 2009).
Once the participants had been selected, a time, date and location was agreed at the convenience of both the researcher and participant. Participants were informed that interviews would take around 15 – 25 minutes to complete and that answers must be carefully considered to maintain validity throughout the study. In an attempt to accommodate validity throughout the research, it was vital the interviewer did not add research bias to the study as research suggests interviewee's may be encouraged to provide answers in the manner of the interviewer’s thinking due to verbal and non-verbal responses given by the interviewer (Oppenheim, 1992; Gratton and Jones, 2009). Therefore, the interviewer maintained a relaxed approach throughout each interview by not offering any signs of encouragement or discouragement to the participants.

**Instruments**

Semi-structured face-to-face interviews were recorded via a Dictaphone. This allowed rapport between the researcher and participant to be established (Seipp and Lindberg, 2012) with the interviewer being able to probe for deeper answers when participants’ responses were brief or unclear (McBurney and White, 2009). A semi-structured interview guide (Appendix B) supported this as it facilitated a certain degree of fluidity and flexibility during communication (Grix, 2001; Zhou and Nunes, 2013). It allowed the interviewer to expand or add questions in response to intriguing or unexpected answers and enabled interviewee’s to elaborate their answers providing the researcher with a deeper insight into their opinions (Jolley and Mitchell, 2012). But the fact that a certain degree of structure was developed and similar themes were covered enhances the reliability of the study.

**Procedure**

Ethical approval was granted by the university and can be seen in Appendix C. Interviews were conducted one-to-one in rooms which needed to be kept away from any noise or disruptions (Burns and Grove, 2005). Upon arrival, participants were provided with a participant information sheet (Appendix D) and interview guide (Appendix B) and were asked to sign the informed consent form (Appendix E) when agreeing to participate. Participants were informed of their confidentiality and were made aware that they could withdraw from the study at any given time, before being thanked for agreeing to take part and allowing the interviews to begin.
Pilot Study

One pilot study was conducted as a preliminary to the larger scale study, allowing the researcher to test the research instruments’ adequacy and the study’s feasibility (Connelly, 2008). It helped to determine the relevance and appropriateness of the questions and gave the interviewer a trial regarding how the interviews should be managed (Connelly, 2008). This enabled imperfections to be distinguished and corrected before it would be too late (Birmingham and Wilkinson, 2003; Kim, 2010). Therefore, necessary interventions were made to the design and context of questions, allowing the interviews to run sleekly and efficiently and to enhance validity, with results being credible and defensible as testing in research increases trustworthiness (Golafshani, 2003). However, only minimal changes were required (questions adjusted or removed) as a result of an effective pilot study.

The Interview

An interview guide (Appendix B) was developed to collect similar types of data from the participants and to constitute a sense of order (Doody and Noonan, 2013). The interview consisted of twenty-three questions split across three sections. The first section (questions 1–5) included all radical information including age, degree course, and living arrangements. To enhance validity, it was important the earlier questions were easily answerable so participants felt comfortable before moving on to more challenging or sensitive topics (Doody and Noonan, 2013). Section two (questions 6-10) focused on the current activity patterns of the participants and the opportunities which were available for them to engage with physical activity before moving on to section three (questions 11-23) which concentrated on the impacts of student lifestyle on physical activity levels amongst sports students.

Questions were predominately open-ended (e.g. ‘Tell me about…’) allowing more information to be gained and issues to be explored which appeared without preparation (Doody and Noonan, 2013). Applying open-ended questions encouraged depth and continuity throughout the interviews which helped to create new concepts and expand the study’s viability (Doody and Noonan, 2013). Nevertheless, it was assured that interviews were structured carefully to prevent adding researcher bias and to keep the interviews under control.
**Data Analysis**

Interviews were transcribed ad verbatim by the researcher re-listening and reviewing each interview on numerous occasions. Due to extortionate data being collected, all dialogue needed to be condensed, categorised or otherwise understood and made purposeful (Klenke, 2008) and then presented to answer the original question (McGuigan, 2011). Therefore, a coding system was applied in the results section (Appendix A) identifying the key emergent themes (Weston, *et al.*, 2001; Carcary, 2011) which highlights how notes recorded throughout each interview’s analysis were broken down into data units and arranged into correlated sections. This assisted in drawing attention to common themes which developed such as ‘Student Lifestyle’ and ‘Barriers to Participation’ and supports justifications for potential future interventions.

**Limitations**

Whiting (2008) suggested amateur researchers often face difficulties probing and having to think quickly during interviews. Therefore, the interviewer maintained a relaxed approach throughout each interview by taking time responding to answers given by participants. This was important because if the interviews would have become problematic and disjointed, this may have affected the validity of the results with the interviewer and interviewee both feeling under pressure. One limitation of adopting an interview methodology was it became lengthy and time consuming. Interviews had to be played back several times and having used a Dictaphone, capturing the words accurately became difficult (Whiting, 2008). However, this helped analyse the data more precisely.

It was important the interviewer did not allow interviewees to become assertive and guide the interview into undesirable directions (Gratton and Jones, 2009). However, managing complete control of interviews does not consider the participant’s role and draw attention to the needs of the participant (Gratton and Jones, 2009). Therefore, the researcher made sure interviewees felt comfortable and satisfied within their surroundings (Bryman and Burgess, 1994; Gratton and Jones, 2009) which is vital given that the data’s validity is dependent on the quality of answers given by participants. This is because participants may have different perceptions to the interviewer on the questions being asked which can result in irrelevant or unrealistic responses being given.
CHAPTER FOUR: DISCUSSION
Overview

The following chapter involves a critical analysis of the data collected during this study by providing concise evidence in the form of textual quotations. The results are discussed according to key themes which are analysed in turn and compared to outcomes drawn from previous literature. New concepts are developed and there is evidence to support previous literature which helps to justify what this means for sport developers and future researchers. A critical conclusion follows the discussion, evaluating the key findings and appreciating the limitations and potential improvements for future research.

Opportunities

Students were asked questions based on what opportunities were available for them to engage with physical activity. There was a suggestion that Cardiff was an active place (Participant three, Appendix F) with ‘a lot going on’ (Participant one, Appendix G) offering various opportunities for students to engage in sport. Firstly, because all students were undertaking sport courses, they were obliged to participate in practical modules within their degree however, not all were active outside of these compulsory sessions, despite a range of facilities, classes and clubs available. This suggests universities need to raise greater awareness of the opportunities which are available to students and examine the reasons why students are failing to exercise under university provision so effective interventions can be developed (Kwan, et al., 2013). This is essential considering all participants were positively disposed towards sport participation and not the type of people who would regard themselves as ‘non-sporty’ therefore, universities must provide coordinated programs and services which accommodate the wider student population (Cressy, 2011). Furthermore, substantial declines in participation rates during this transitional period suggests physical educators are failing to prepare students for the physical activity barriers they may experience throughout life stage transitions (Kimball, et al., 2009). Therefore, secondary schools must support and prepare students for these transitional changes by providing a variety of taught individual, team and lifetime activities which students will learn and benefit from (Kimball, et al., 2009).

One opportunity enabling the participants to engage with physical activity is the availability of sports services within their local area (Roath). Two participants who were sufficiently active said:
‘There is a gym probably two minutes away from me’.

(Participant one)

‘There’s plenty of gyms and there’s always people running on the streets’.

(Participant three)

This is beneficial considering Sports Council Wales (2009) discovered gymnasium use to be the third most popular activity in Wales for people aged fifteen and above however, despite this, three participants ignored this opportunity because of reasons which will be discussed further into the study. Nevertheless, local communities must adhere to raising consistent awareness of available opportunities to students (Salvesen, et al., 2008) as a lack of information can prevent people from engaging with sport (NIA, 2010). However, with students typically living on low budgets (Forbes-Mewett and Nyland, 2013), local facilities must be available at reasonable prices (Scottish Government, 2006; DCMS, 2012a). Participant two (Appendix H) stated:

‘You can go (to the local gym) for like ten pound a month now’.

(Participant two)

However, despite this relatively cheap price, participant two was currently inactive. This suggests that raising awareness is simply not enough to engage students with physical activity who instead, must possess self-determination (McNelis, 2009) and commitment (Kasser and Lytle, 2013) if wanting to remain active. However, Hylton (2013) suggests that when important daily tasks or exercise plans fail to get completed, an individual will often experience ‘ego depletion’ as a result of depleted willpower. And if continued sequences of ego depletion occur, motivational levels for attempting behavioural change will decrease (Hylton, 2013) and therefore, sport will become a lower priority (Hirvensalo and Lintunen, 2011).

Therefore, universities and local authorities must provide students with positive environments which reduce complex decision making relying on willpower (Hylton, 2013). One activity which could stimulate positive behavioural attitudes is the availability of football opportunities, as this is a primarily popular sport in the UK (SCW, 2009). Students stated:
‘There are football sides everywhere pretty much’.  

(Participant One)

‘Roath Park is like (a) two minutes’ walk down there... If we’ve got time to go down the road and have a kick about we will’.

(Participant Four, Appendix I)

This is valuable given that available access to local parks and sports facilities are crucial for physical activity involvement (Kimball, et al., 2009; NHS, 2009) given that they are safe and free from crime (Dwyer, et al., 2006; Kimball, et al., 2009). Participant six (Appendix J) suggested his local area was secure by stating:

‘I live in Roath, the area is quite nice... You could go for a jog quite easily if you wanted to’.

(Participant six)

This is helpful considering inadequate safety can prevent participation in certain areas of the UK (Dwyer, et al., 2006 Miles, 2007; Leyk, et al., 2012) and suggests that focus towards increasing participation needs to be shifted towards the more deprived communities of the country (Street Games, 2012b).

Physical Activity Perceptions

Evidence suggests that the benefits of physical activity are now more commonly aware (APA, 2011) and this could help to stimulate future participation growth (BHF, 2011b). However, Coalter (2002) suggests that although physical activity is viewed as a positive lifestyle factor, many regard it as a low priority in comparison to other life commitments. Interestingly, two participants suggested that they did not acknowledge the benefits of physical activity until entering their third year. One participant stated:

‘It was only really until this year that I actually started to realise how important sport was socially and health (benefits)’.

(Participant one)

He also recognised how regular exercise benefited his academic work, supported by Coe, et al., (2006) who suggested it enhances concentration and attention span. Therefore, given the importance of physical activity for both personal well-being (Welsh Government,
2011a; Eime, *et al.*, 2013) and academic performance (Coe, *et al.*, 2006), if university educators want to succeed in creating lifelong movers, they must engage in more inclusive degree course offerings and pedagogical practices which foster students throughout the transition from high school to university (Kimball, *et al.*, 2009).

This is vital given the importance of maintaining regular activity levels at a young age (Ansari and Lovell, 2009) as people may face greater pressures when they become older (Ansari and Lovell, 2009), for example, an increase in likelihood of sustaining injuries (Weber and Sharma, 2011) and ill health (Moschny, *et al.*, 2011). However, one participant stated:

‘*I just think as you grow older you get more responsibilities and people just don’t have the time (to engage with sport)*’.

*(Participant three)*

This suggestion is supported by Sports Council Wales (2009) who discovered a consistent decline in physical activity across the lifespan. Therefore, a practical implication could be for universities to devise mechanisms which will engage the wider student population with physical activity (Kilpatrick, *et al.*, 2005; Kwan, *et al.*, 2013) by providing access to available programs and facilities (Kimball, *et al.*, 2009). One intervention suggested in previous research was a website-delivered mediation which would positively impact students’ physical activity cognitions (Kwan, *et al.*, 2013). However, with all participants in this study already positively disposed towards sport, they were aware of the importance of physical activity and suggested interventions including introducing intermural leagues or free fitness classes would be most beneficial.

**Barriers**

Lovell, *et al.*, (2010) suggested that developing an understanding of the barriers to participation in physical activity is a complex issue however, amongst the broader adult population, the primary barriers to participation are low fitness, time constraints and old age (SCW, 2009). However, in support of Sport Wales (2012) and Street Games (2012b), this study discovered competition to be a primary detriment to physical activity. Participants’ responses included:
‘The university itself is probably the best rugby university in maybe Britain… There is always high completion for places’.

(Participant three)

‘I think they may be too competitive here… It makes people drop out for that reason’.

(Participant six)

Previous research identified competition to take away the pleasure from physical activity (Sport Wales, 2012) and intimidate students due to fearing failure (Allison, et al., 2005) however, participants in this study suggested competition can prevent participation even if students are motivated to engage with sport. One participant stated:

‘I come here I’m like guys are like serving at me and I can’t even see the ball’. (Tennis)

(Participant four)

Therefore, this emphasises a different perspective on competition because rather than taking away the enjoyment from physical activity (Sport Wales, 2012) competition can actually prevent students from participation because of their performance standards (SCW, 2009). In relation to this, universities could potentially provide peer-mediated learning schemes where the more adept talented students’ skills are employed in a systematic way to facilitate the aptitude of the less competent students (Kimball, et al., 2009). This is essential, considering two students believe high competition will affect future participation because:

‘If people don’t get in the team they tend just to shy away from sport’.

(Participant three)

‘It can actually I feel like affect a person’s ability to play sport for the rest of their life’.

(Participant six)

However, competitive/club sport has been found to be more engaging in the long term (Coalter, 2005; DCMS, 2012a), as is participating in a group as opposed to alone (Putnam, 2000; Coalter, 2002). Therefore, an implication would be for universities to provide students with both competitive and non-competitive opportunities, enabling them to engage with their preferred activities. This is crucial considering Hirvensalo and Lintunen (2011) suggested dropping out of sport at an early age often results in physical activity not
becoming a part of later life which is concerning, taking into account the health implications this may produce (DOH, 2011a; Welsh Government, 2011a; Eime, et al., 2013).

‘Limited opportunities’ were a further barrier found to prevent participants from engaging with physical activity, a similar finding to Rintaugu and Ngetich (2012). This suggests universities need to identify models based upon student needs and create systems which develop engagement and enhance student experiences (Burdett and Crossman, 2012). This is especially important considering the local area also failed to offer students enough opportunities. Firstly, the area (Roath) appeared to be unsafe, contradicting the suggestion from Participant six who stated the area is secure. Unlike Participant six, certain participants suggested the area is rough and unsuitable to exercise outdoors at night-time, supported by Dwyer, et al., (2006). This suggests local communities need to improve their safety provision, by possibly installing more CCTV cameras and providing better lighting in public areas. Also, more opportunities need to be made aware to students outside of university as one participant said:

‘I wouldn’t ever hear of any like local clubs training here of there or anywhere unless it was through somebody else at uni’.

(Participant Four)

Therefore, for authorities to succeed in their commitment to stimulate health-enhancing exercise across sectors (WHO, 2004; CEU, 2013), they must develop systems such as advertising in local papers or posting leaflets through student residential households which will successfully promote opportunities within local communities (Coalter, 2002; Salvesen, et al., 2008). Nevertheless, raising awareness will only succeed if local facilities are affordable (WHO, 2012) to students. However, two participants stated:

‘I don’t get enough money to be able to join the gym’.

(Participant five, Appendix K)

‘I was quite interested in taking up Cross fit but it’s very expensive, especially for a student’.

(Participant six)

This questions whether students are given enough funding throughout their education (Forbes-Mewett and Nyland, 2013) and suggests universities and local authorities are not offering students affordable rates. Coalter (2002) supports this by implying that many
people are already susceptible to facing participation barriers, but unaffordable costs are 
adding increasing pressures to people on low incomes. This is because costs account for 
a large proportion of their disposable income, making physical activity more expensive for 
people with low financial stability (Coalter, 2002). As a result of this, students must be 
charged prices at a level which reflects value for money and time because unaffordable 
costs will make physical activity become a low priority (Coalter, 2002). One intervention 
which could help tackle these financial issues is for universities to provide free, structured 
sporting opportunities in the form of intra-university leagues or competitions (Kimball, et al., 2009). Also, financial barriers may suggest that students need to alter their activity 
goals, overcome various barriers, and use other resources to remain active throughout 
lifestyle changes (Kimball, et al., 2009).

Further barriers preventing participants from maintaining regular activity engagement are 
low confidence (Participant five; Allender, et al., 2006), and fitness levels (Participant four; 
DCMS, 2011), adverse weather conditions (Participant four; Spinney and Millward, 2011) 
and bad experiences (WAO, 2007). Participant three identified past experiences to be a 
pivotal reason for his decreased levels of activity in his third year as he stated:

‘Not getting on with the coach... The stress of being picked one week and not being picked 
the next week... It’s a bit discouraging when they turn to younger players’.

(Participant three)

This poor relationship may suggest the coach favours other players within the squad which 
is common in sport and can deter higher quality personnel from gaining equality (Rickman 
and Witt, 2008; UK Sport, 2012). This is a valid interpretation considering one participant 
stated:

‘I played (in) second year it was so bad. You would see the first and second team playing 
with like decent footballs and then we would walk out and have a bag of balls that were 
like horribly pumped up, absolutely terrible like. They’re getting the benefits of the money 
and we’re getting nothing’.

(Participant four)

However, this statement not only highlights favouritism and neglect (UK Sport, 2012) 
effecting students, but also a lack of value (Tas, 2013) and enjoyment (Sport Wales,
This could be a reason why many students who are regularly active during secondary school experience significant declines in physical activity throughout university (Kimball, et al., 2009). Therefore, for physical education to expand its influence after students finish school, universities need to continue educating and supporting students in regards to knowing where and how to distinguish essential and relevant physical activity venues throughout multiple life transitions (Kimball, et al., 2009). Universities should also invest more financial support towards facilitating physical activity by providing students with equal resources and opportunities.

Academic workload is a further barrier found to prevent students from participation in physical activity (Dwyer, et al., 2006; Sport Wales, 2012). The data collected during this study suggests academic work is more of a priority than physical activity (Participant two) and that balancing work with exercise is too pressurising (Participant five). However, too much focus on academic work has resulted in many students developing psychological issues including anxiety or depression (Flatt, 2013) therefore, students must find the right balance between work and physical activity due to the numerous benefits which have been discussed (Magoc, et al., 2010; DOH, 2011a). One way this can be achieved is for providers to think more innovatively and identify physical activity opportunities which fit the schedule for students, for example, offering lunchtime or late evening slots. Universities should also be encouraged to provide students with more practical based learning methods as Gilson, et al., (2009) discovered prolonged sitting down periods to contribute to low activity levels amongst students.

**Lifestyle**

Student lifestyle can have potential negative impacts on the health and physical activity levels amongst students (Toda, et al., 2006; Beenstock, et al., 2010; Dodd, et al., 2010). This is because many students choose to live sedentary lifestyles (SCW, 2006; Leyk, et al., 2012) as it assists them in coping with the pressures of university (Toda, et al., 2006) however, this inflicts a reduction in daily energy expenditure (Leyk, et al., 2012). Students stated:

‘If I’ve got nothing on in the day I’d probably just do nothing really, just sit inside and watch tele(vision)’.

(Participant two)
‘I’d say I do a lot of relaxing... Stuff like watching TV and going on the PlayStation.’

(Participant five)

However, sedentary lifestyles often lead to developing unhealthy habits (Toda, et al., 2006; DOH, 2010), supported by two students who stated:

‘I’ve got two bad habits which I have gained since being in uni and that’s eating late before going to bed and snacking… I’m constantly snacking’.

(Participant three)

‘Excessive drinking is definitely one, smoking slightly (uhhh) yeah binge eating as well is a lot worse from before university’.

(Participant five)

Therefore, universities need to develop interventions which effectively promote healthy living to students (Tsouros, et al., 1998; Doherty, et al., 2011) by providing healthier foods in student unions and canteens (Doherty, et al., 2011) and building strong partnerships within local sectors to help develop systems which will address this issue (Street Games, 2012a). This is essential considering Rhodes and Dean (2009) discovered sedentary behaviours to actually fuel enjoyment amongst students, supported by Participant five who said he loved doing whatever he wanted, whenever he wanted.

However, as previously discussed, physical inactivity puts an individual’s health at risk (BHF, 2013b; WHO, 2014b; World Heart Foundation, 2014) which can be difficult to tackle later on in life (DOH, 2011a; Welsh Government, 2011a; Eime, et al., 2013). Illnesses are also common amongst students because of sleep deprivation (Miles, 2007) which often lead students to eating at irregular times (The National Sleeping Foundation, 2013). Physical inactivity is a key contributor to sleep deprivation (Shiromani, et al., 2012), supported by the three inactive participants in this study who admitted to experiencing sleeping problems. Examples include:

‘I would probably go to bed at like two in the morning maybe three in the morning’.

(Participant two)

‘(My sleep patterns are) terrible… (I) can't get to sleep before like one o’clock in the morning… It’s got worse every year’.

(Participant four)
This suggests that although third year sports students are faced with numerous barriers to participation (Leyk, et al., 2012; Street Games, 2012b), some may be contributing to their own downfall (Dodd, et al., 2010) and must develop a regular sleeping pattern (The National Sleeping Foundation, 2013) and healthy diet (Dodd, et al., 201) if they want to become regularly active.

**Participation Levels**

Evidence suggests participation levels in physical activity decline with age (SCW, 2009; BHF, 2012b) with the transition from high school to university representing a period of substantial downfall (Kwan, et al., 2013). However, this does not take into account that although many sports students’ levels decrease in their third year (Gilson, et al., 2009; Evans, et al., 2011; Kwan, et al., 2013) they may still be sufficiently active as a result of being over-active in previous years. For example, Participant three played rugby every weekend and attended the gymnasium for five hours per week working on both cardiovascular and muscle strength exercises. Therefore, he was sufficiently active in physical activity by performing 150 minutes of exercise per week (WHO, 2013; HM Government, 2014). However, he then explained:

‘Since I was growing up it has always been a lot more... When I first came to uni I was doing an hour a day of gym, training twice a week and playing twice a week with the uni rugby team’.

(Participant three)

He also explained how this continued into his second year, but academic workload (Sport Wales, 2012) and a poor relationship with his coach (UK Sport, 2012) forced him to minimise his levels during his third year. Therefore, although his levels had decreased, he was still sufficiently active which suggests that balancing work and physical activity is achievable if one maintains self-efficacy and is positively disposed towards sport (Thirlaway and Upton, 2009).

However, in contrast to this, two participants stated that before university:

‘I was about five times more engaged and involved than what I am now’.

(Participant four)
‘Before I came to university I was doing a lot of sport I played football, rugby and cricket at home’. (between eight and ten hours per week)

(Participant five)

This suggests that current physical education practices have been ineffective in endorsing lifetime physical activity (Kimball, et al., 2009). Therefore, to sustain health and well-being across an individual’s lifespan, physical educators must accommodate students with the skills and knowledge required to withstand physical activity barriers across life stage transitions (Kimball, et al., 2009). This is essential as it could be necessary to assume that the skills and knowledge gained from continual involvement in physical activity would have provided students with the adequate tools needed to maintain their activity levels whilst tackling the transition from secondary school to university (Kimball, et al., 2009). Therefore, it appears that students are not being nurtured successfully and suggests university degree planners need to consider the needs of the wider student population by accommodating more choice-based programs which deliver a more expansive range of physical activity opportunities (Kimball, et al., 2009).

However, in contrast to the other five participants, one student suggested his participation levels had significantly increased since being a third year student. He explained how his knowledge regarding the benefits of exercise had notably increased throughout his experience in university and a lot less social events in his third year had contributed to this. This may suggest that previous research has focused solely on the barriers to participation (DCMS, 2010; Dodd, et al., 2010; Sport Wales, 2012) for university students, rather than the actual opportunities it may provide (Cressy, 2011). Therefore, future researchers may benefit from devoting their attention towards the more opportunistic situations that third year sports students may encounter rather than the barriers to participation (Sport Wales, 2012; Street Games, 2012b) which have been thoroughly researched.

**Perceived Improvements/Facilitators**

Research suggests males are often motivated by power, challenges and competition (Egli, et al., 2013) however, the data collected during this study suggests otherwise as participants suggested sporting opportunities must be less focused on competition (Sport Wales, 2012; Street Games, 2012b) and more appealing to everyone (Olympic Movement, 2013). Therefore, universities must deflect their attentions away from focusing exclusively on elite competition and instead, create systems which accommodate the wider student
population (Burdett and Crossman, 2012) by exposing students to a variation of physical activity outlets including intermural tournaments, exercise programs and fitness classes (Kimball, et al., 2009).

With all participants registered on sport courses, there was an agreement that more practical based modules would satisfy student needs along with more opportunities being provided away from lectures, similar to the findings from Ferrara (2009). Participant three suggested:

‘It would help people if they would do like free classes… dance classes or something’.

(Participant three)

Therefore, universities need to adopt a more radical approach in addressing price constraints (Coalter, 2002) by offering students affordable schemes or free use of facilities (DCMS, 2012a). In support of this, Sport England (2011) have invested £8 million into 41 English universities which provide students with numerous sporting programmes including five-a-side football, dance aerobics and squash mini-leagues in an effort to increase student participation rates.

These programs also allow students to interact with friends (Street Games, 2012b), found to be a key facilitator for one participant who stated:

‘Regarding the gym I think my friends motivate me to go because if you don’t go you might get some stick… Although you’re in the gym working hard you’re socializing and bonding’.

(Participant three)

Sport Wales (2012) suggest friends are influential in getting each other active as they provide support for one another and do not judge each other’s performance capabilities (Yungblut, et al., 2012). Participant four acknowledged this but suggested his local area failed to provide enough opportunities for students to collaborate with each other. He then stated that if more opportunities were available it would:

‘Motivate me more seeing as Roath park is like a two minutes’ walk… If I could play football or anything there on the weekends then if I could I would’.

(Participant four)
Therefore, a practical implication could be for universities to create more representative teams which are managed by students and compete in the local amateur leagues. This will provide sporting opportunities for the non-elite students and allow sport management and coaching students to test their coaching abilities at an amateur level.
CHAPER FIVE: CONCLUSION
Conclusions

The research undertaken as part of this study has discovered how concerns are being raised regarding sedentary living in the UK (Lovell, et al., 2010; DOH, 2011b; Leyk, et al., 2012). Evidence has highlighted the numerous benefits physical activity can produce (Welsh Government, 2011a; Eime, et al., 2013; HM Government, 2014) however, large areas of the population are being deterred from physical activity as a consequence of the barriers they are faced with (Kondrič, et al., 2013). In particular, university students have been singled out as a distinctive under-researched area of the population (Lovell, et al., 2010) therefore, the current study investigated the impacts of higher education on the physical activity participation levels of sports students.

Six key themes emerged from the data collection which were interpreted and analysed in the previous section. The first theme focused on the opportunities which were available for students to engage with physical activity. There was a suggestion that Roath (local area) was an active place and that many opportunities including the available access to local public parks, affordable gymnasiums and football pitches offered students the chance to maintain regular engagement with physical activity if they maintained self-efficacy (McNelis, 2009) and chose to ignore leading a sedentary lifestyle. However, three of the participants in this study were currently inactive despite these available opportunities.

The second key theme to emerge was the participants’ perceptions of sport and physical activity. Despite understanding the numerous health benefits physical activity can produce (McDaniel, et al., 2014; WHO, 2014c) three participants were currently inactive with participant four suggesting that although he was positively disposed towards sport, he was unconcerned about his inactivity. However, in comparison to this, participant one suggested that only throughout his experience in university had he developed an understanding of the benefits of exercise and acknowledged how maintaining regular activity levels throughout his third year had contributed to improving his academic achievements.

The third theme to emerge was barriers to participation in physical activity. High competition (Street Games, 2012b) was found to play a key role in preventing students from playing sport as participants suggested that if students are not of an elite standard, the opportunities available for them to engage with sport within the university setting are largely minimised. And this became even more problematic given that certain participants suggested poor financial support and low safety provision within their local area (Roath)
prevented them from participating in physical activity outside of university. Similar to previous research (Dwyer, et al., 2006; Sport Wales, 2012) academic work pressures and bad experiences were also discovered to impact student participation levels.

The fourth key theme to emerge was the impact of student lifestyle on participation levels in physical activity. Firstly, the three participants who were currently inactive in physical activity all admitted to experiencing problems with their sleep. One participant suggested this was because he relaxed throughout most of the day and therefore, felt more energised in the evening times. The majority of participants suggested that they enjoyed watching television and playing games consoles with one participant admitting to enjoying living a sedentary lifestyle even though he was positively disposed towards sport. However, these habits were found to link with binge eating, eating late before bedtime and excessive alcohol consumption.

The fifth theme to emerge was the current participation levels of the participants. Because all were positively disposed towards sport, they had all previously been sufficiently active in physical activity before coming to university. One participant had in fact been significantly overactive before coming to university, explaining that this was maintained throughout his second year before he was forced to minimise his levels in his third year because of academic workload and issues with his coach. However, he was still sufficiently active in physical activity, similar to participant six. On the other hand, three participants were currently inactive in physical activity during their third year whereas before university one participant was five times more engaged in sport (Participant four) and another was active for up to ten hours per week (Participant five). However, for participant one, his activity levels had significantly risen since being a third year student due to attending less social events and developing a greater knowledge of the benefits of exercise throughout his time in university.

The final theme to emerge was facilitators to physical activity and the perceived improvements universities could provide students with. In contrast to previous research (Egli, et al., 2011) it was suggested that universities needed to provide more opportunities which are less focused on competition and more engaging for everyone. Participants agreed that more practical modules should be integrated into sports degree courses and that more exercise programs should be made available away from lecture hours. Examples suggested include intermural tournaments, free fitness classes, and free dance sessions along with cheaper admission prices to university facilities. Furthermore, the
primary facilitator discovered to influence students’ participation levels was the ability to exercise or compete with friends, similar to Yungblut, et al., (2012).

Limitations

For the current study, there were four limitations which may cause problems in the generalizability of recommendations for future application. The first limitation is that data was collected from students studying in the same university and therefore, cannot fundamentally be applied to students in different universities as their participation levels could be influenced by alternative factors. One example of this could be the location of the university, which may offer contrasting physical activity opportunities or barriers to the students involved in the current study. Another example is that one university may be more sports-orientated than another and therefore, a perceived barrier such as competition could depend on the standard of athletes in each particular university.

The second limitation is that none of the chosen participants currently played for the university representative teams. Therefore, it could be argued that selection bias may have influenced the data collection given that only one participant suggested his participation levels had risen during his third year. This is because the results may not statistically represent the larger sport student population as students who represent university teams are likely to have regular training and matches and therefore, be more active than participants chosen in this study. As a result of this, caution must be applied in generalising the results of this study to the wider sports student population.

The third limitation is the small sample size which was selected. If a larger sample group participated, more data would have been gathered and therefore, the results would have been easier to replicate, adding more reliability to the study (Gratton and Jones, 2009).

The fourth limitation is that the instrument used to gather the data collection was preliminary in nature, given that the researcher had no previous experience in managing interviews. This could have impacted the validity of the results as the interviewer’s inexperience meant he was not able to prompt and guide the interviews the way they had been planned (Seipp and Lindberg, 2012). An example of this is that although the interviews were semi-structured to a certain extent, they became more structured than what had been prepared.
**Future Research**

Continued research on physical activity during late adolescence and young adulthood is extremely vital for numerous reasons, specifically as long-term habits are developed during this time (McDaniel, *et al.*, 2014). Firstly, correcting the study’s limitations and adding further potential improvements could immensely improve future research similar in nature to the current study. For a more comprehensive understanding regarding the impacts of higher education on participation levels in physical activity, future research would benefit from using a more diverse sample than the current study by increasing the sample size, conducting the research across multiple universities, and by interviewing participants with various participation levels in physical activity. This will improve the reliability of the study as more generalised data will be collected and therefore, replicating the results will become easier (Gratton and Jones, 2009).

Future research will also benefit from more than one pilot interview being conducted as the researcher will gain vital experience in managing interviews (Connelly, 2008). It may also profit the validity of the study as the researcher may feel more confident in prompting and guiding interviews into their desirable directions (Gratton and Jones, 2009) and could develop more detailed responses from the participants.

Furthermore, because tough competition was highlighted as a primary barrier to participation from the participants in this study, this raises the question whether an exclusive use of team sports in secondary school physical education classes is a competent way of encouraging lifetime physical activity (Kimball, *et al.*, 2009). This is because team sports represent only a slight percentage of the activities in which adults actually participate in (Kimball, *et al.*, 2009) and therefore, suggests that students must be taught a wide range of individual activities so they can prepare for the greater barriers they may be faced with during university. Also, for universities to tackle student constraints to physical activity participation, promotion and intervention approaches need to acknowledge the barriers students are faced with and tailor measures to their precise needs (Kimball, *et al.*, 2009).
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APPENDICES
APPENDIX A

RESULTS TABLE (KEY THEMES)
<table>
<thead>
<tr>
<th>Participant</th>
<th>Factors that promote Physical Activity or exercise/Opportunities</th>
<th>Perceptions about physical activity</th>
<th>Barriers</th>
<th>Lifestyle</th>
<th>Participation levels before and during third year</th>
<th>Perceived improvements/ facilitators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participant 1</strong></td>
<td>'Yeah I did a tennis module this year'.</td>
<td>'It's really boring to walk around'.</td>
<td>'Some of the people in the house are very active so it's definitely sort of persuading me to be more like them'.</td>
<td>'The only real things I do during the day is just work'.</td>
<td>'I usually just go to the gym and then two days a week I play football'</td>
<td>'I think I would like to do more' (Practical modules).</td>
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<td></td>
<td>'That was two hours per week'.</td>
<td>'I feel that at my age now that I should probably be doing more than 150 minutes a week'.</td>
<td>'You can go for like ten minutes a week'.</td>
<td>'Six hours a week' (Lecture).</td>
<td>'Probably about an hour a day I would imagine with two days off a week' (During).</td>
<td>'Where I go it's quite expensive' (Cheaper cost).</td>
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<td></td>
<td>'I have finished that one now so'.</td>
<td>'Just like better general quality of living, I guess like prolonged life' (Benefits).</td>
<td>'I probably spend I'd say probably about an hour per day on my phone'.</td>
<td>'I usually just go to the gym'</td>
<td>'I guess it is quite good for social' (Benefits).</td>
<td>'You pay for the convenience of where it is'.</td>
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<tr>
<td></td>
<td>'Cardiff (ummm) yeah definitely there is a lot going on I think' (Opportunities).</td>
<td>'A lot of social benefits like meeting new friends' (Benefits).</td>
<td>'I'm not a great sleeper'.</td>
<td>'Probably my first year I was really inactive' (Before).</td>
<td>'Just more teams that are less focused on the competitive side'.</td>
<td>'Just more teams that are less focused on the competitive side'.</td>
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<td></td>
<td>'There is a gym probably two minutes away from me'.</td>
<td>'Feeling better about yourself' (Benefits).</td>
<td>'My sleep is often like distorted'.</td>
<td>'My participation rates have increased quite a lot this year' (During).</td>
<td>'Yeah definitely' (Intermural tournaments).</td>
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<td></td>
<td>'Obviously because it’s a sport uni there is a lot going on'.</td>
<td>'It was only really until this year that I actually started to realize how important sport was socially and health'.</td>
<td>'I haven’t gone out as much this year'.</td>
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<td></td>
<td>'Some of my friends play for the sports teams in uni'.</td>
<td>'I think playing sport and actually doing exercise is benefitting that' (Academic work).</td>
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<td></td>
<td>'A lot of the people in the house are very active so it’s definitely sort of persuading me to be more like them'.</td>
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<td><strong>Participant 2</strong></td>
<td>'We do the practical’s so I’m doing football and badminton’.</td>
<td>'Because it’s easier than walking’ (Getting the bus to uni).</td>
<td>'I wouldn’t wanna cycle really or walk (to uni) because of the weather’.</td>
<td>'The only real thing I do during the day is just work'.</td>
<td>'I usually just go to the gym and then two days a week I play football’</td>
<td>'If I was on campus I’d probably go more like in first year I went loads’ (Exercised).</td>
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<td></td>
<td>'I do Paralympic roadshows’.</td>
<td>'Is it five thirty five times thirty’? (Guidelines)</td>
<td>'All the hills so it’s a bit too far’ (To uni).</td>
<td>'Six hours a week' (Lecture).</td>
<td>'I usually just go to the gym'</td>
<td>'Maybe more teams’ (In university).</td>
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<td></td>
<td>'I do coaching on a Monday three til four at like after school club and then on a Wednesday luncheon’.</td>
<td>'Yeah I think they’re good guidelines.</td>
<td>'There’s a few rough people’ (In the area).</td>
<td>'I usually just go to the gym'</td>
<td>'I’d probably go maybe for a run in the morning or something’ (With better sleep).</td>
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<td>'I guess it is quite good for social' (Benefits).</td>
<td>'Since we’ve come back this term because of the weather it’s been off every week so far’ (Local football team games).</td>
<td>'I usually just go to the gym'</td>
<td>'I’d probably go maybe for a run in the morning or something’ (With better sleep).</td>
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<td></td>
<td></td>
<td>'I’ll probably do a lot more when I finish uni’.</td>
<td>'I did play in first year for the football team for the fourth term but it was quite expensive’.</td>
<td>'I did play in first year for the football team for the fourth term but it was quite expensive’.</td>
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<td></td>
<td></td>
<td></td>
<td>'It’s not really worth it' (Cost of playing for university).</td>
<td>'It’s not really worth it’ (Cost of playing for university).</td>
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<td></td>
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<td></td>
<td>'When I go up to uni I can’t really be bothered’ (Exercise).</td>
<td>'When I go up to uni I can’t really be bothered’ (Exercise).</td>
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Participant 3

- "There's one practical module where I take part in two sports".
- "The area itself is quite an active place Cardiff is".
- "I normally walk to uni probably seventy per cent of the time depending on the weather".
- "Walking to uni takes me about half an hour".
- "I'm doing an internship at a sporting organisation".
- "Working with different projects such as badminton".
- "You see advertisements on any street for loads of sports asking people to take part".
- "There's plenty of gyms and there's always people running on the streets".
- "There's not really much sports asking people to take part".

"As you grow older the physical activity gets a bit less".
- "I just think as you grow older you get more responsibilities and people just don't have the time".
- "With work and everything and dropping out of school" (Reason for drop in participation)
- "One hundred and fifty minutes a week of moderate exercise I think that's a pretty decent amount".
- "Regarding the strength exercises twice a week I don't think much people will take part in that".
- "I think more people are concerned about looking good and so they may go towards more of a physical activity".
- "After late at night it can be dangerous being out".
- "If the weather is bad I take the bus" (To university).
- "It's just got a bit too much for me" (Sport in third year)
- "Workload".
- "The stress of being picked one week and not being picked the next week".
- "Not getting on with the coach".
- "The university itself is probably the best rugby university in maybe Britain".
- "There's always high competition for places".
- "With work in uni and other commitments it's quite hard (To exercise)".
- "I feel as I've got older I've got not as fit as I used to be".
- "I've had an operation and I've got not as fit as I used to be"
- "I definitely like to play computer games".
- "I do spend a large amount a day (Time on mobile phone)".
- "I like to get up early".
- "Lately it's been about eight and a half hours (Sleeping pattern)".
- "I've got two bad habits which I have gained since being in uni and that's eating late before going to bed and snacking I'm constantly snacking".
- "The people live with me always go into town together we always do stuff together".
- "Three of four hours a week (Practical modules – 3 hours)
- "I'd say in the gym I'm currently on about four to five hours a week".
- "On a Saturday I'll play rugby, we will warm up for about forty minutes before the game and last about an hour and a half so maybe two hours’ (During)
- "Since I was growing up it has always been a lot more".
- "When I first came to uni I was doing an hour a day a gym, training twice a week and playing twice a week with the uni rugby team".
- "I've done exercise throughout my whole life".

"It's just a bit of a pain going" (Using university facilities).
- "I remember first year there was like one hundred and fifty trialed or something and only thirty people thirty-five forty people actually got to go into the two teams"
- "The first two teams had already been made in the summer that nobody knew about".
- "Unless you were like amazing you couldn't really get into the first or second team".
- "Rather just stay in".
- "Work's more a priority than getting fit or going to participate more".
- "If it's pouring down with rain I probably wouldn't bother".
- "There's not really been much on unless you're really good at the sport (In university)"
- "I normally walk to uni probably seventy per cent of the time depending on the weather".
- "Walking to uni takes me about half an hour".
- "I'm doing an internship at a sporting organisation".
- "Working with different projects such as badminton"
- "You see advertisements on any street for loads of sports asking people to take part".
- "There's plenty of gyms and there's always people running on the streets".
- "There's not really much sports asking people to take part".

"An hour and a half once a week with each sport" (Practical modules – 3 hours)
- "I'd say in the gym I'm currently on about four to five hours a week".
- "On a Saturday I'll play rugby, we will warm up for about forty minutes before the game and last about an hour and a half so maybe two hours’ (During)
- "Since I was growing up it has always been a lot more".
- "When I first came to uni I was doing an hour a day a gym, training twice a week and playing twice a week with the uni rugby team"
- "I've done exercise throughout my whole life".

"Personally I would prefer if there were more modules" (Practical modules)
- "I think they should provide more opportunities for maybe having more than one rugby team because there's definitely enough people in the university to do that".
- "It's very competitive in most the teams" (Could spur people on)
- "It would help people if they would do like free classes regarding dance classes of something".
- "I think I'd be a bit more active if we
Participant 4

Yeah I’ve never had any problems myself. (When asked if the area is safe).

Otherwise I’ll walk up which will take about twenty-five minutes. (To uni if not getting a lift).

Roath park is like two minutes’ walk down there.

If we’ve got time to go down the road and have a kick about we will.

I don’t really have any limitations.

Two of the boys play for football teams back home so they’re regularly active I guess.

Generally probably quite unrealistic there are not many people who are actually gonna follow that. (Guidelines).

Yeah just general health and well-being. (Benefits).

Like you run up the stairs without getting out of breath. (Benefits).

If I wanted to I could balance the two. (Exercise and academic work).

If one of my housemates is driving it takes five minutes so we will go up in the car. (Travel to university).

If I had a chance to walk or get a lift I would get a lift. (To university).

We had like rubbish balls and rubbish cones and everything. (Football team in second year).

It was a waste of time. (Football team).

If I don’t do any physical activity for a while I get you know knackered doing little things.

No I wouldn’t have thought so actually. (When asked if the area offered enough opportunities).

I didn’t really hear of anything going on. (Lack of awareness).

I wouldn’t ever hear of any. (University rugby team).

Just do whatever I like whenever I want. (Exercise).

To be honest I love it, prefer it so much to staying at home. (University lifestyle).

Do a lot more sort of going to the cinema as opposed to going out and I don’t know getting drunk whatever which we done first and second year way too often.

About eight. (Lectures per week).

Fifteen plus hours a week. (Academic work away from lectures).

On my phone at least like three hours a day. (First two years of university).

Terrible can’t get to sleep before like one o’clock in the morning. (Sleeping pattern).

It’s got worse every year.

During first year and second year I was training Monday morning, Wednesday morning and Friday morning in the gym and then Tuesday and Thursday I was training in the night.

I might have a game on Wednesday and I might have a game on Saturday. (Before).

I had basketball and trampolining first term but I’ve finished them now. (During).

Little bit of five-a-side like that was like once a week. (During – but not any more).

Forty minute game so nothing too intense and that’s for competitive. (Five-a-side).

Before I came to uni I had basketball training once a week, I had rugby training like three times a week. (Before).

Obviously I was doing sports course so I had practical’s for that as well. (First two years of university).

So I was about five times more engaged and involved than what I am now. (Practical modules).

I reckon there could be a little more practical based. (Practical modules).

I guess as a sports course the practical’s is more important.

I think it would probably motivate me more seeing as Roath park is like two minutes’ walk. (If there were opportunities).

If I could play football or anything there on the weekends then I could I would. (Roath park).

They could probably make it a little bit more available to everyone. (University opportunities).

Just like general competitions.
<table>
<thead>
<tr>
<th>(Awareness)</th>
<th>'I never really hear of anything being advertised'.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(University teams)</td>
<td>'I played second year it was so bad'</td>
</tr>
<tr>
<td>(The better football teams)</td>
<td>'I'm so comfortable with not having something there at the moment'</td>
</tr>
<tr>
<td>(Physical activity)</td>
<td>'With my workload in third year I couldn’t really do it'.</td>
</tr>
<tr>
<td>(Sleeping pattern)</td>
<td>'Binge eating and drinking is definitely two'</td>
</tr>
<tr>
<td>(Bad habits)</td>
<td>'First year I played tennis at the university'.</td>
</tr>
<tr>
<td>(Tennis)</td>
<td>'Once or twice a week for an hour and a half'</td>
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<tr>
<td>(Football)</td>
<td>'Second year I played football for the fourths and it was alright'.</td>
</tr>
<tr>
<td></td>
<td>'Training once a week again for an hour'</td>
</tr>
<tr>
<td>(Arranged by the university)</td>
<td>'It would definitely motivate me more to go with them’ (if friends participated locally)</td>
</tr>
<tr>
<td>(Competition in university affects chances of participating)</td>
<td>'This year I haven’t done anything because it’s a waste of time’.</td>
</tr>
</tbody>
</table>

- Like local clubs training here of there or anywhere’
- Unless it was through somebody else at uni'
- 'I never really hear of anything being advertised'.
- Obviously they’ve got some players which are really talented and others that just wanna play for enjoyment and the people who wanna play for the enjoyment don’t usually end up playing' |

- 'I played second year it was so bad’
- 'You would see the first and second team playing with like decent footballs and then we would walk out and have a bag of balls that were like horribly pumped up, absolutely terrible like'.
- 'They’re getting the benefits of the money and we’re getting nothing’ |

- 'I’m so comfortable with not having something there at the moment’ |
- 'With my workload in third year I couldn’t really do it'.
- 'When I wake up I always feel like terrible'.
- 'I’m always knackered by about five o’clock everyday’
- 'Weather is definitely an issue’
- 'Wales is terrible or rain never stops’.
- 'Yeah definitely’

- First year I played tennis at the university’. |
- 'Once or twice a week for an hour and a half’ |
- 'Second year I played football for the fourths and it was alright’.
- 'Training once a week again for an hour’ |
- 'This year I haven’t done anything because it’s a waste of time’. |

- When I got to uni I played rugby all the way through college and then I got to
<table>
<thead>
<tr>
<th>Participant 5</th>
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</thead>
<tbody>
<tr>
<td>&quot;Yeah there's one the football one bit of coaching but I've already finished it now&quot; (Practical modules)</td>
</tr>
<tr>
<td>'I walk to University it takes about twenty minutes to half an hour'.</td>
</tr>
<tr>
<td>'Yeah I think to be fair the area does' (Provides opportunities).</td>
</tr>
<tr>
<td>'There's a lot of football fields close by and tennis courts and stuff but I just don't really use them'.</td>
</tr>
<tr>
<td>'Yeah its cheap, it's the cheapest method' (Jogging).</td>
</tr>
<tr>
<td>'I'd say it was slightly rough around here so I wouldn't be comfortable doing exercise at night no'.</td>
</tr>
<tr>
<td>'I don't feel that they give you enough opportunity in University'.</td>
</tr>
<tr>
<td>'They concentrate mainly on the people that are playing the sport for them rather than students in general'.</td>
</tr>
<tr>
<td>'I don't feel that they give you enough opportunity in University'.</td>
</tr>
<tr>
<td>'I do do jogging but I do, I wouldn't say I enjoyed it I do it because I feel like I have to'.</td>
</tr>
<tr>
<td>'I'd probably prefer to go to the gym'.</td>
</tr>
<tr>
<td>'I think it's a bit too much to ask because people have got other things to do' (Guidelines).</td>
</tr>
<tr>
<td>'Improved health, feel better about yourself, (uhh) yeah increased perceptions you feel more positive and stuff' (Benefits).</td>
</tr>
<tr>
<td>'When I was doing sports and stuff consistently at home I used to have no problem sleeping and stuff but I struggle to get to sleep until late now.'</td>
</tr>
<tr>
<td>'I do do jogging but I do, I wouldn't say I enjoyed it I do it because I feel like I have to'.</td>
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<tr>
<td>'I'd probably prefer to go to the gym'.</td>
</tr>
<tr>
<td>'But they were a bit frustrating' (Practical module).</td>
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<tr>
<td>'I'd say it was slightly rough around here so I wouldn't be comfortable doing exercise at night no'.</td>
</tr>
<tr>
<td>'I've got to study a degree and stuff like that'.</td>
</tr>
<tr>
<td>'I don't feel that they give you enough opportunity in University'.</td>
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<tr>
<td>'They concentrate mainly on the people that are playing the sport for them rather than students in general'.</td>
</tr>
<tr>
<td>'I don't hear of many teams' (In local area).</td>
</tr>
<tr>
<td>'A lot a lot of work stuff, work related stuff, always got some work to do, and always got something on the back of my mind like.'</td>
</tr>
<tr>
<td>'I think that it especially at this time of the year I think it's too much pressure really.' (Balancing work and physical activity)</td>
</tr>
<tr>
<td>'It consumes a lot of time' (Relaxing).</td>
</tr>
<tr>
<td>'Always tired when I get up, struggle to get up'.</td>
</tr>
<tr>
<td>'Recently I've been picking up a few illnesses'.</td>
</tr>
<tr>
<td>'I'd say in university it is not affordable' (Sports facilities).</td>
</tr>
<tr>
<td>'I don't get enough money to be able to join the gym'.</td>
</tr>
<tr>
<td>'It's decreased a lot this year I mean we don't really go out at all much' (Social life)</td>
</tr>
<tr>
<td>'First and second year was a lot different. We had a lot more time for a social life'.</td>
</tr>
<tr>
<td>'About six to eight' (Lectures per week).</td>
</tr>
<tr>
<td>'Probably about twenty' (Hours per week on academic work away from university).</td>
</tr>
<tr>
<td>'I'd say I do a lot of relaxing'.</td>
</tr>
<tr>
<td>'Stuff like watching TV and going on the PlayStation'.</td>
</tr>
<tr>
<td>'About four to five hours a day probably' (Mobile phone).</td>
</tr>
<tr>
<td>'I don't have enough sleep, ever since I've come to uni it's my sleeping pattern, I go to sleep later and I wake up later'.</td>
</tr>
<tr>
<td>'I'd say it probably has got worse to be honest yeah' (Sleeping pattern in third year).</td>
</tr>
<tr>
<td>'Probably not using any energy all day, just sitting round all day doing work and relaxing so I still feel energised' (Reason for poor sleeping pattern).</td>
</tr>
<tr>
<td>'Excessive drinking is definitely one, smoking slightly (uhhh) yeah binge eating as well is a lot worse from before'.</td>
</tr>
<tr>
<td>'I don't really do that much'.</td>
</tr>
<tr>
<td>'Well I don't do any' (Physical activity).</td>
</tr>
<tr>
<td>'I go on a few runs occasionally but that's it'.</td>
</tr>
<tr>
<td>'Before I came to university I was doing a lot of sport I played football, rugby and cricket at home'.</td>
</tr>
<tr>
<td>'About eight to ten' (Hours of physical activity a week before university).</td>
</tr>
<tr>
<td>'I don't really do that much'.</td>
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<td>'About eight to ten' (Hours of physical activity a week before university).</td>
</tr>
<tr>
<td>'I think they could do more, less serious competitions for people' (University)</td>
</tr>
<tr>
<td>'They should have football tournaments and stuff arranged like that just for people to get involved in' (University).</td>
</tr>
<tr>
<td>'I'd definitely be able to participate more' (With better financial position).</td>
</tr>
</tbody>
</table>
Participant 6

- This year swimming is an hour and a half practical and a half lecture and an hour and a half theoretical (Practical module). I live in Roath the area is quite nice, it’s not the dangerous place of Cardiff; it’s quite close to university. There is a park so it’s quite reasonable really (Local area). There is quite a few gyms about. You could go for a jog quite easily if you wanted to. You could easily just go and play football when you want to on Roath park. I could go at night it wouldn’t bother me that much (Exercising outdoors). I work as a swimming coach. I feel like there’s quite a few available to you (Opportunities in university). Yeah I make sure I have enough sleep. Not really know it wouldn’t bother me too much (Not put off by adverse weather conditions). Yes my mum is a...
gymnastics coach and she’s if I mention sport to her she will she will say you need to take part.’

  to get involved with a sport now I feel that it’s too late for you.’
  • ‘Work priorities.’
  • ‘I think my main problem was (umm) work commitments with my coaching. I think that’s more important to me than taking part in sport.’
  • ‘Getting all students involved isn’t very good compared to other universities.’
  • ‘I think they may be too competitive here. It makes people drop out for that reason.’
  • ‘So try and make the teams the best team you can you’ve gotta push people away and that’s exactly what happens.
  • ‘And it can actually I feel like affects a person’s ability to play sport for the rest of their life’ [Exclusion]
APPENDIX B

INTERVIEW GUIDE
Interview Guide

Introduction

Hello, my name is Joel thank you for coming. How are you today?

In front of you there are three documents. The two documents to your right contain a participant information sheet along with a copy of the interview guide. The document on your left is an informed consent form which will need to be signed and dated if you agree to participate in this research study.

If you have had a look at these documents before the commence of this interview and are happy to continue taking part could you please sign the dotted lines on the bottom of the informed consent form. (If not, could you please take a couple of minutes reading over the participant information sheet and interview guide and decide if you agree to take part in the study).

(If yes) May I take this opportunity to offer my appreciation and thankfulness for agreeing to participate in this research and may I assure you that at any time you may wish to withdraw from the study, you may do so without having to give any explanation and all discussion between me and yourself will be removed from the research.

The Interview

First of all, I would like to find out some basic information and get to learn a little bit about you if that is ok?

1. Just to confirm, you a student at Cardiff Metropolitan University and are currently studying in your third year? **How old are you?**

2. Tell me about the course you are currently studying including what modules you undertake. **(Ask about practical modules if they do not mention it)**

3. Explain to me your current living arrangements and your opinions on the area you live in. **(conditions of housing, safe or rough area?)**

4. What form of transport do you take to travel to university and how long does it take to travel to/from university each day? **Why do you use this form of transport?**

5. Do you currently have any part-time jobs?
   a) If yes, where do you work?
   b) How many hours per week do you spend working?
   c) Do you feel pressure in having to work (financial pressures) or is it a case of you wanting to work?
   d) (Volunteering) – Would you say you are active or sedentary whilst volunteering? Does it involve any physical activity?
Ok, thank you for letting me get to know a little bit about you. Now we will move on to your current activity levels and whether or not you believe that your current life situation offers you enough opportunities to regularly engage with sport and physical activity.

6. Are you aware of the recommended physical activity guidelines for adults? (If no, outline the guidelines published by The World Health Organisation, 2013). What are your interpretations of these guidelines?

7. Explain to me what your current participation levels are in sport and physical activity? Do you feel dependent on friends and family having to exercise as well in order to motivate you to physically exercise?

8. Are you aware of the many benefits that regular physical activity can produce?
   a) If yes, ask them to explain what they perceive as benefits to physical activity
   b) If no explain the many different positive effects it can have on physiological, psychological and social life

9. Do you feel that the area you live in provides you with enough opportunities to engage with sport and physical activity? (Reasons?)

10. Do you feel that the university provides you with enough opportunities for participation and if so, what courses, facilities and training programs are available to you? What more do you think could be done to get students more active. What initiatives would persuade you to join? (eg. Free classes, intermural tournaments?)

Ok. Now we have learnt what your current activity levels and perceptions on physical activity are, it is important to discover your current student lifestyle habits and whether or not they are affecting the reasons why your participation levels have decreased since being a third year student.

11. Explain to me about your participation levels from 1st year to 3rd year and how this had changed or been consistent over time. How does your social life compare now as opposed to first year with regards to academic workload and other added pressures? (examples include going to the cinema, going clothes shopping etc)

12. How many hours per week do you spend attending lectures? Do these mainly consist of large sitting down periods?
13. Away from lectures, how many hours of your own time do you spend on academic work on average per week?

14. Explain to me what else you do in your spare time. Would you say you live a sedentary lifestyle? (Examples include watching television, playing computer games etc).

15. Do you have a mobile phone? **Tell me how long on average per day you spend on a phone and the reasons why you use it**

16. Explain to me about your current sleeping pattern and whether or not you feel you have sufficient sleep. **Is it better or worse than when you first came to university and how has it developed over the three years whilst attending university? Why is this?**

17. Tell me about any habits you have developed since starting university? (Examples include binge eating, excessive drinking, smoking, and procrastination). **Would you say these have helped you positively or negatively with dealing with student lifestyle?**

18. How has your health been since being in university? Have you suffered many illnesses or injuries? **Is this more or less than before you came to university?**

19. Are your hobbies and interests affordable and do these effect your participation levels? **By this I mean membership costs, equipment costs, transport costs etc.**

20. Would you say adverse weather conditions put you off exercising outdoors?

21. What activities do your friends enjoy doing and would you say they are regularly active? **Do you feel you have enough support from your friends and family to engage with physical activity?** (Friends encouraging you to exercise with them/family helping out with financial constraints)

22. With Cardiff Metropolitan having many registered sports students and having great involvement with sport, do you feel this has impacted your chances of participating in sports teams as the standard of students in this university is greater than most others?

23. Finally, do you still believe in your own ability to perform exercise effectively or are you worried about your current health and fitness?

Ok, that is the end of the interview. Can I thank you for taking part in this research study as it has helped me in gathering results and will hopefully lead to a successful outcome. If you
wish to discuss anything regarding the interview in the future then feel free to contact me on the information given on the participant information sheet.

Thank you.
APPENDIX C
ETHICAL APPROVAL
Date: 11th March 2014

To: Joel Lloyd

Project reference number: 13/5/223U

Your project was recommended for approval by myself as supervisor and formally approved at the Cardiff School of Sport Research Ethics Committee meeting of 29th May 2013.

Yours sincerely

Melissa Anderson

Supervisor
APPENDIX D

PARTICIPANT INFORMATION SHEET
Title of Project: ‘An Investigation into the Impacts of Higher Education on Participation Levels in Physical Activity: A Case Study Focusing on Third Year Male University Sport Students’.

Participant Information Sheet

- For clarification, you are being asked to participate in a research study voluntarily therefore, you can withdraw from the study at any point you may wish to do so.

Background
This research study aims to discover the impacts of higher education on participation levels in physical activity. Previous research has discovered a number of key themes from the general population however, it is important to focus on a specific target group so appropriate interventions can be made. This study aims to discover key themes from participant responses so that a clear justification can be made as to what barriers need to be tackled primarily. Therefore, participating in this study will help university students to be provided with greater access to various forms of physical activity within the foreseeable future.

Why have you been asked?
You have been asked as you fit the criteria of:

A) Being a university sport student.

B) Your contribution may lead to improvements in accessibility to physical activity participation for yourself and upcoming university students in the foreseeable future.

What would happen if you agreed to take part in this research study?

A) A date and time will be arranged at a convenient time for both yourself and the researcher.

B) On arrival to the interview you will be issued with an informed consent form to fill out, confirming your acceptance and consent to take part in the study.

C) You will be interviewed by the researcher using a semi-structured format so a fluent conversation can take place.

D) Your interview will be recorded via a Dictaphone.

E) At the end of the interview, you will be able to highlight any queries you had about the interview and if there is any information you do not want to be used.

F) Your responses will be analysed thematically and transcribed ad verbatim before being analysed in the discussion section.
Are there any risks?
Realistically, there are no significant risks within this research. However, with financial problems being a sensitive subject, this potential barrier does not need to be highlighted within responses if it will put participants in a negative state of mind. Participants will not be forced to answer any questions they do not want to and the interview can be postponed at any time the participant wishes in doing so.

Your rights
At any stage the participant wants to withdraw from the research study, they can do so without giving any reasoning or explanation.

What happens to the results of the evaluation?
The data gathered from participants will be organised according to respondent and theme. Categories will be established for each question asked which will hopefully correlate to key themes arising from the results. The information given will be coded so that names are non-existent and privacy is maintained. The results from the overall study will then be exerted into textual analysis with the use of quotations.

Are there any benefits from taking part?
Yes, if common themes emerge from the results, appropriate interventions can then be proposed to tackle barriers to participation.

How we protect your privacy:
As you can see, the researcher working on the study will respect your privacy. Very careful steps have been taken to make sure that you cannot be identified from any of the information that we have about you.

All the information about you will be stored securely away from the consent and assent forms. At the end of the evaluation study we will destroy the information we have gathered about you. We will only keep the consent and assent forms with your name and address. We keep these for ten years because we are required to do so by UWIC.

Further information
If you have any questions about the research or how the study is intended to be conducted, please contact the following:

Mr Joel Lloyd
☎ 07969521868
✉ st20010574@outlook.cardifmet.ac.uk
APPENDIX E
INFORMED CONSENT FORM
PARTICIPANT CONSENT FORM

Reference Number:
Participant Name or Study ID Number:
Title of Project: ‘An Investigation into the Impacts of Higher Education on Participation Levels in Physical Activity: A Case Study Focusing on Third Year Male University Sport Students’.
Name of Researcher: Joel Lloyd

Participant to complete this section:  Please initial each box.

1. I confirm that I have read and understood the participant information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.

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

4. I agree to the interview consultation being recorded via a Dictaphone

5. I understand that my responses will be used for the data analysis but my full name will not be mentioned within the research.

6. Therefore, I agree to take part in this study

_______________________________________   ___________________
Signature of Participant                                            Date

___________________________________  ___________________
Name of person taking consent                                            Date

____________________________________
Signature of person taking consent

* When completed, 1 copy for participant & 1 copy for researcher site file
**Interview – Participant three**

I – Okay hello my name is Joel thank you for coming how are you today?

P – I’m good thanks how are you?

I – Good, thank you. Right in front of you there are three documents. The two documents to your right contain a participant information sheet along with a copy of the interview guide. The document on your left is an informed consent form which will need to be signed and dated if you agree to participate in this study. If you have had a look at these documents before the commence of the interview and are happy to continue taking part could you please sign the dotted lines on the bottom of the informed consent form.

P – (Participant writes his signature).

I – Okay cheers. May I take this opportunity to offer my appreciation and thankfulness for agreeing to participate in this research and may I assure you that at any given time you may wish to withdraw from the study you may do so without having to give any explanation and that all discussion between me and yourself will be removed from the study.

P – Okay great.

I – Okay first of all I would like to find out some basic information and get to learn a little bit about if that is ok?

P – Yeah that’s fine.

I – Okay just to confirm you are a student at Cardiff Metropolitan University and you are currently studying in your third year?

P – That’s correct.

I – How old are you?

P – (Urr) just turned twenty-two.

I – Okay (umm) tell me about your course you are currently studying including what modules you undertake.

P – (Urr) I’m currently studying sport development and the modules I study include developing communities through sport (urr) strategic management, sport consulting and all of these are to do with (umm) how we can implement (urr) outside factors and hopefully (umm) develop sport through the community and develop sport in general.

I – Right okay so (umm) do you is there any practical modules?

P – (Urr) yeah there’s one practical module where I take part in two sports for an hour and a half once a week with each sport.
I – Ok so that’s three hours all together per week?

P – Yeah that’s right.

I – Yeah (umm) would you say that’s a sufficient amount for what you’d want or would you prefer that there were more modules?

P – Personally I I would prefer if there were more modules with in sport but as you grow older the, the physical activity gets a bit less as you grow older so maybe that has an effect on them I’m not sure.

I – Why do you think (urr) participation goes less when you grow older?

P – (Umm) I just think with more responsibilities with (urr) as you grow older you get more responsibilities and people just don’t have the time and with work and everything and dropping out of school.

I – Okay explain to me your current living arrangements and your opinions on living in the area that you do.

P – (Umm) I’m currently living with five other people (umm) the area itself is quite an active place Cardiff is (umm) (participant coughs) however like late at night after late at night it can be dangerous being out and (umm) other from other from other from that its pretty decent and quite an active place.

I – Okay and what are the conditions of your house what are they like?

P – (Urr) the house itself I’d I the conditions of the house itself I’d say were (urr) just under average but considering we’re students and like this is the first house were living in after moving out of our parents I’d say it was a pretty decent house.

I – Okay (umm) what form of transport do you take to travel to university and how long does it take to travel to and from each day?

P – (Umm) I normally walk to university probably seventy per cent of the time (urr) depending on the weather I if the weather’s bad I take a bus (urr) walking to uni takes me about half hour and the bus only takes about ten minutes.

I – So if u walk up that's an average you get an hour a day of walking to and from?

P – (Urr) that’s correct yeah.

I – Okay (urr) what makes you choose this form of transport?

P – (Urr) it’s cheaper and going on the bus everyday would just (urr) not give me any money to buy food or any other or take part in leisure activities or anything else.

I – Okay (umm) do you currently have any part time jobs?

P – (Umm) no but I’m doing an internship at a sporting organisation.

I – Okay so can you tell me a little bit about that internship?
P – (Umm) basically the internship involves (umm) working with different projects such as badminton (urrr) Wales bowls (urr) doing a bit of video analysis for the Welsh bowls team and (urr) for judo as well as archery (umm) and giving my opinion on some of the decisions they make.

I – Yeah so would you say it’s an active sort of job or would you say it’s more likely to be sedentary?

P – (Umm) more like it’s more likely to be sedentary but the job itself is more conducting physical activities as in coaching and setting up, setting up (umm) coaching events where people will come and participate in physical activity.

I – Okay thank you for letting me get to know a little bit about you. Now we will move on to your current activity levels and whether or not you believe that your current life situation offers you enough opportunities to regularly engage with sport and physical activity. (Urr) are you aware of the recommended physical activity guidelines for adults?

P – (Urr) no I’m not.

I – Okay well the World Health Organisation recommends that you take one hundred and fifty minutes of moderate intensity activity per week, seventy-five minutes of vigorous (umm) activity a week that’s one or the other it’s not both and to carry out (umm) strength training on at least two day per week. What are your interpretations of these guidelines?

P – (Umm) there there okay but I think physical activity doing one hundred and fifty hours a week no a hundred and fifty minutes a week of moderate exercise I think that’s a pretty decent amount but regarding the strength exercises twice a week I don’t think much people would be in (urr) that’ll have a large effect on people or much people will take part in that one.

I – Alright why do u think that?

P – I just think like although gyms participation is rising I just think people are more concerned about looking good and so they may go towards more of a cardiovascular exercise where there’s not really lifting heavy weights or anything involved (umm) instead of physically becoming stronger.

I – Okay (umm) explain to me what your current participation levels are then in sport and physical activity.

P – (Urr) I’m currently (urr) just training in the gym however on the weekends I I will have a game of rugby with my local club back home.

I – So how many hours a week would you say you are currently active?

P - (Urr) I’m current I’d say in the gym I’m current currently on about four to five hours a week and (urr) on a Saturday I’ll play rugby we will warm up for about forty minutes before the game and last about an hour and a half so maybe two hours.
I – Okay (umm) how has that how is it transferred then from first year second year and before you came to university? Is it have you always been that sort of amount of time per week or has it been more or less in the past?

P – (Umm) since I was growing up it has always been a lot more than that normally (urr) when I first came to uni I was training I was doing (urr) an hour a day of gym (urr) training twice a week and playing twice a week with the with the uni rugby team but in the third year now I it’s just got a bit too much for me.

I – In what way has it got too much?

P – (Umm) just regarding workload and (urrr) the stress of being picked one week and not being picked the next week and just things like that and not getting on with the coach and stuff.

I – So you say that (umm) the competition is quite high in university and that’s one of the reasons why?

P – (Urr) definitely yeah the university itself is probably the best rugby university in maybe Britain (urr) definitely in the top three (umm) so (urr) new rugby players come through every year so there’s always high competition for places and things like that.

I – Okay (umm) are you aware of the many benefits that regular physical activity can produce?

P – (Umm) I’m aware for I’m aware of quite a bit but probably not a lot.

I – So could you give me any examples as what you perceive as the benefits to physical activity?

P – (Umm) obviously cardio-vascular benefits as in heart improvements, blood flowing around your body and stuff (umm) mental improvements where you’re socialising with people and (urr) maybe social socialising.

I – And do you do you feel the benefits of exercise when you do it?

P – (Umm) physical benefits yeah otherwise I wouldn’t do it (umm) social benefits not as much and psychological benefits personally I wouldn’t really know because I’ve done exercise throughout my whole life so if I went two weeks without exercise maybe I’d be able to realise it but other than that I wouldn’t know.

I – So with you saying that (umm) you you’re not participating as much as you were are you happy with that or would you prefer to do more or do you still feel like you do enough?

P – Personally I’d wanna do more and get better but with work in (urr) university and other commitments its quite hard to but as you grow like like I I felt as I’ve got older I’ve got (urr) not as fit as what I used to be. Maybe it’s because I don’t participate but I’m more likely to get injuries and I’ve had an operation and things like that it’s just slowed me down kind a thing.

F-4
I – Okay (umm) do you feel that the area you live in provides you with enough opportunities to engage with sport and physical activity?

P – Yeah definitely you see you see advertisements on any street for loads of sports (urr) asking people to take part there’s there’s plenty of gyms and there’s always people running on the streets so (urr) there’s not really much barriers in Cardiff to stop you from participating in any physical activity.

I – Okay (umm) do you feel that the university provides you with enough opportunities for participation and if so what courses, facilities and training programs are available to you?

P – (Umm) personally I don’t I I find the university because it’s a sporting university yeah they have (urr) a good sporting name but if people don’t get in the team they’re very they tend just to shy away from sport whereas I think they should provide more opportunities for maybe having having more than one rugby team because there’s definitely enough people in the university to do that and (urr) in other sports a lot of people lose out lose out on the opportunity to play football and they just lose interest and stuff.

I – So would you would you say it’s a very competitive then within the teams?

P – Definitely yeah it’s very competitive in most the teams.

I – Yeah but does does that affect your motivation (urr) positively or negatively?

P- (Umm) sometimes positive mostly positively but if if you if you’ve played a good game one week and the next week you’re still starting in that team then that is a bit discouraging then.

I – Okay (umm) so what what more do you think could be done then for students to be more active what initiatives would you persuade (umm) like what would persuade you to join?

P – (Umm) ahhh I don’t know.

I – I mean examples would be like any free classes or intermural tournaments you know.

P – Yeah definitely (umm) they maybe they should it would be helpful if they would do like a free classes regarding dance classes or something. I know that the only dance classes that they’ve got up in uni are the lectures itself for the people doing dance itself.

I – Right.

P – So maybe it would attract more girls and stuff to take part.

I – Okay (umm) now we have learnt what your current activity levels and perceptions on physical activity are it is important to discover your current lifestyle student lifestyle habits and whether or not they are affecting the reasons why your
participation levels have decreased since being a third year student. Explain explain to me about your participation levels from first to third year and how has this changed or been consistent over time.

P – (Umm) within during first year and second year I was training Monday morning, Wednesday morning and Friday morning in the gym and then Tuesday and Thursday I was training in the night and i might have a game on Wednesday and I might have a game on Saturday but when it came to the end of my second year (urr) going into my third year (urr) I was only training Tuesdays and Thursday nights and I was doing my own gym sessions where I could just go when I want and it wasn’t scheduled so the hours would vary but I was still playing rugby twice a week.

I – Okay so (umm) how does your social life compare now as opposed to first year and second year (urr) like examples include going to the cinema, clothes shopping or going out with friends nights out?

P – (Umm) the social events within the sport are always really good and I get on with everyone in the team (umm) regarding outside of rugby there's I wouldn't say there was its considering its a rugby team that changes all the time and there’s players coming in and getting chucked out all the time it’s quite hard to keep up with people.

I – Yeah.

P – So many people that (urr) you rarely see in university because there not on your course you only see them in rugby training and things like that.

I – So what about the people you live with then do you still (umm) like hang about with them a lot outside of uni like outside of lecture times or

P – Yeah definitely.

I – Yeah.

P – Yeah we the people live with we always go into town together we always do stuff together we’re pretty much just a group that does everything together anyway.

I – Okay (umm) how many hours per week do you spend attending lectures?

P – (Umm) probably about three or four hours a week?

I – And do these mainly consist of large sitting down periods?

P – (Umm) most of my lectures are an hour long but I do get one lecture which is two hours long but it's not every single week it's it’s maybe once a month.

I – And there just sitting down?

P – There just sitting down yeah.

I – Okay away from lectures how many hours of your own time do you spend on academic work on average per week?
P – Maybe six hours a week on (urr) I tend not to so (urr) an hour a day but I try I tend to bulk it maybe do three hours on one day then two hours on another day.

I – Okay.

P – And things like that.

I – (Umm) you said before you still pretty active but not as active as you would like to be (umm) so what else would you say you do in your spare time I mean do you do you usually be quite sedentary like watching television, playing computer games or do you like to keep yourself active like doing (umm) house work, washing up etc.

P – (Umm) I definitely like to play computer games and things like that (urr) especially in the house I’m living all the boys always enjoy we play games in the living room and things like that.

I – So do you think that if you didn’t have computer games you would be more active or do you think you would try and find other sedentary ways of living?

P – (Umm) may I think maybe I’d be a bit more active if we didn’t have a computer game around the house.

I – Okay (umm) do you have mobile phone?

P- Yes.

I – (Urr) can you tell me how long on average per day you spend on a phone and the main reasons why you use it?

P – (Umm) do you mean phone call or just general?

I – Any any any general phone or everything together internet phone calls.

P – Phone calls I normally do maybe ten minutes a day but I like playing games on my phone I’m always looking on my phone to social networking, apps and things like that so I’d say about I don’t really know a specific time but I do spend a large amount on my phone.

I – Okay explain to me about your current sleeping pattern and whether or not you feel you have a sufficient amount of sleep.

P – (Urr) I normally try and get about nine hours in but lately just its been about eight and a half hours because (urr) I just like to get up early.

I – So you’d say you still got a pretty a good sleeping pattern?

P – Yeah.

I – (Umm) okay so can you tell me any habits you have developed since starting university like any bad habits such as binge eating, excessive drinking, smoking, procrastination.
P – (Urr) I’ve got two bad habits which I have gained since being in uni which and that’s eating late before going to bed and snacking I’m constantly snacking around the house (urr) I normally have two or three main meals other a day other than that I’m picking at food or throughout the day.

I – And would would you say this has this helps you ya know?

P – No definitely not.

I – No (umm) how has your health been since being in university have you suffered many illnesses or injuries?

P – (Urr) (urr) regarding physical activity I’ve suffered two main injuries where I had to have knee operations and I cracked a rib and regarding health wise I’d say within my first year I didn’t really know how to cook or anything so my my diet wasn’t very stable so I put on quite a lot of weight in the first year and then towards midway through my second year I started to sort my diet out and I’ve lost weight now.

I – So your your health and you feel like your health’s gone better and you’ve not had as many illnesses as you’ve got to third year?

P – Yeah yeah definitely (urr) yeah definitely.

I – Okay are your hobbies and interest affordable and do they affect your participation levels (interviewer coughs).

P – (Umm)

I – So by this I mean membership costs, equipment costs, transport costs.

P – Yeah definitely. This year in my third year we haven’t really been going out much so a lot of money saved from socialised going to social events and stuff has gone towards paying membership and (urr) buying food and things like that.

I – Okay. Would you say that adverse weather conditions would put you off exercising outdoors?

P – Say again sorry.

I – Would you say adverse weather conditions would put you off exercising outdoors?

P – Yeah if it’s bad weather then it’s it’s sometimes discouraging to go out for a run or something like that.

I – So if say university was in the summertime and you still had the same amount of work everything was still the same do you feel you would do more exercise outdoors or do you think you’d still be the same now?
P – (Urr) I’d say I’d do a lot more exercise if it was in the summer I generally do more exercise if its better weather anyway because its more encouraging you wanna get out and enjoy the sun.

I – Okay (umm) last few questions (urr) what activities do your friends enjoy doing and would you say they are regularly active?

P – (Umm) my friends are mostly regularly active (ur) they do go to the gym (urr) we normally go together to the gym (urr) they do different sports to me but (urr) regarding physical activity wise we normally do the same kind of routines and running and things like that.

I – So do you feel that having your friends motivates you to go with or would you say you would still be the same if you went independently?

P – (Umm) regarding the gym I think my friends motivate me to go because (urr) if you don’t go you might get some stick for not (urr) missing a session and things like that and you don’t wanna miss out because although you’re in the gym working hard, your socialising and bonding.

I – Right okay with Cardiff Metropolitan having many registered sports students and having great involvement with sport do you feel this has impact impacted your chances of participating in sports teams as the standard of students in this university is greater than most others?

P – Yeah definitely like obviously the competitions higher and it’s not within the sport it’s not always gonna be (urr) good so with players coming through it’s a bit discouraging when they turn to a younger player because they don’t know what he can do and push you aside because they know how good you are.

I – Okay and finally do you still believe in your own ability to perform physical physical activity effectively or are you worried about your current health and fitness and standard of?

P – No I feel I feel my current physical activity is.

I – So you feel even though you are not doing as much rugby now (umm) that you could still get the standard that as you were?

P – Yeah yeah I defiantly feel I can get to the standard that I was maybe I wouldn’t be able to go work for as long as I was back then because I just used to do it because I enjoy its more (umm) I still I still think I’d be able to get the same standard yeah.

I – Okay thank you that is the end of the interview. Can I thank you for taking part in this research study as it has helped me in gathering results and will hopefully lead to a successful outcome. If you wish to discuss anything regarding the interview in the future then feel free to contact me on the information given on the participant information sheet. Thank you.

P – Thank you.
APPENDIX G

INTERVIEW – PARTICIPANT ONE
Interview – Participant one

I – Okay hello my name is Joel thank you for coming how are you today?

P – I’m good.

I – Okay, good. In front of you there are three documents. The two documents to your right contain a participant information sheet along with a copy of the interview guide. The document on your left is an informed consent form which will need to be signed and dated if you agree to participate in this research study.

P – Yeah cool.

I – Okay, (umm) if you have had a look at these documents prior to the interview (urrr) and are happy to continue taking part could you please signed the dotted lines on the bottom of the informed consent form please.

P – Yeah, sure.

I – Okay, cheers. May I take this opportunity to offer my appreciation and thankfulness for agreeing to participate in this research and may I assure you that at any given time you may wish to withdraw from the study you may do so without having to give any explanation and all discussion between me and yourself will be removed from the research.

P – Ok.

I – Okay. Okay so first of all I would just like to find out some basic information and get to learn a little bit about you if that is okay?

P – Yeah that’s fine.

I – So just to confirm, you are a student at Cardiff Metropolitan University and are currently studying in your third year.

P – Yep.

I – Okay (umm) how old are you?

P – I’m twenty.

I – Twenty. Okay can you tell me a little bit about your course you are studying including what modules you undertake.

P – (Ummm), I do Sport Management (urrr) and the modules I do are (umm) strategic management, (ummm) marketing and events management, (ummm) what are the other ones now.

I – Can’t think of anything else?

P- No.
I – Okay well do you have any (umm) practical modules like any sport modules?

P – (Ummm) Yeah I did a tennis module this year. But that’s the only one and I have finished that one now so.

I – And how many hours was that?

P – (Ummm) that was two hours per week.

I – Do you think that is a sufficient amount of practical modules for your course or would you prefer on doing more?

P – (Umm) for my course I think it’s pretty appropriate because we do management so it’s not massively sport based but (umm) personally I think I would like to do more yeah.

I – Okay. Explain to me your current living arrangements and your opinions on living in the area?

P – (Umm) I live in a house of sixteen which is quite big. It’s sort of separated into two bits (urr) the one bit is sort of like five people and the other bit is the rest. (Umm) and it’s fairly new so I am quite happy personally.

I – So the conditions ....

P – Yeah it’s really nice yeah.

I – (Umm) what would you say about the area you live i? Would you say that it is safe or pretty rough?

P – Yeah, yeah it’s pretty safe compared to i think most big cities. Obviously it’s not like not the nicest area but it’s alright.

I – Okay (umm) what form of transport do you take to travel to university and how long does it take to travel to and from each day?

P – I usually just take a car and takes about 10 minutes each way.

I - Why, why do you use this form of transport?

P- Just because it’s easier and most of the time the weather is pretty bad and because I have got a car so I might as well use it.

I – Okay, (umm) do you currently have any part time jobs?

P – No.

I – No, okay. Thank you for letting me (urr) get to know a little bit about you. Now we will move on to your current activity levels and whether or not you believe your current life situation offers you enough opportunities to regularly engage with sport and physical activity. Okay so (umm) are you aware of the recommended physical activity guidelines for adults?
P – Yeah I’ve got a sort of rough awareness I think.

I – Okay so what, what would you say they are?

P – Is it half an hour a day or an hour a day or something like that?

I – Yeah its 150 minutes so five days a week of 30 minutes or 75 minutes of vigorous intensity activity and they also say to do two days of strengths activity.

P – Okay yeah.

I – Okay (umm) what are your interpretations of these guidelines. Do you think that is an appropriate amount or ...

P – I think it’s all dependent on age really I think. I feel that at my age now that I should probably be doing more than 150 minutes a week. (Umm) but as I get older that will obviously, that will be more unrealistic.

I – And do you think as well that (umm) its sort of a hard guideline I mean because it’s not really, it doesn’t say you can mix them its just set on 150 minutes of moderate, 75 minutes of vigorous (Participant : “yeah”) there is just no sort of combination within the guidelines.

P – No (umm) yeah definitely I would agree with that.

I – Okay (ummm) explain to me what your current participation levels are in sport and physical activity.

P – (Umm) usually, probably about an hour a day I would imagine (umm) with two days off a week. So I usually just go to the gym and then two days a week I play football so on those days I won’t go to the gym.

I – Right okay. Do you feel dependent on your friends and family having to exercise as well in order to motivate you to physically exercise?

P – When I am at home it definitely helps yeah, I think because of the family that I am from is quite active so I think that has sort of convinced me that I should sort of be doing it as well if you know what I mean.

I – Yeah (umm) so you are quite happy to like independently exercise.

P – Yeah yeah yeah.

I – Okay. Are you aware of the many benefits that physical activity can produce?

P – Yeah definitely.

I – Can you explain what you perceive as the benefits of physical activity?

P – (Umm) just like better general quality of living (ummm) I guess like prolonged life (ummm) yeah just like health mainly just health benefits and social as well actually ye
(Interviewer: social, and psychological yeah?) a lot of social benefits like meeting new friends and feeling better about yourself and stuff like that.

I – Okay good (umm). Do you feel that the area you live in provides you with enough opportunities to engage with sport and physical activity.

P – Where I live now?

I – Yeah in, in like uni.

P – Cardiff (ummm) yeah definitely yeah there is a lot going on I think.

I – Yeah so what sort of (urrr) whats available to you?

P – Well there is, there is a gym probably two minutes away from me. (Umm) there is football sides everywhere pretty much and the only thing there is probably a lack of I guess is facilities

I – Yeah?

P – You have to go a bit further for those.

I – So if you haven’t got transport you would say it’s quite difficult?

P- Yeah yeah it’s a bit difficult yeah.

I – What would you say the (umm) would you say they were affordable like the gym, what sort of prices with being a student is it quite expensive to go?

P – Yeah where I, where I go it’s quite expensive. You sort of pay for the convenience of where it is so I think it’s like £35 a month. (Umm) Which for what you get in terms of gym is not very good to be honest but the fact that it is only a two minutes’ walk down the road is actually pretty worth it.

I – Yeah okay. (Ummm) well with you saying that you go to a gym outside of university do you feel that the university provides you with enough opportunities for participation and if so, what courses, facilities and training programs are available to you?

P – (Umm) I think obviously because it’s a sport uni there is a lot going on. But I think because the sport, because of the reputation that this uni has with sort of the fact its quite elite, there is not much opportunity for people that aren’t going to be as elite as the people who are in the teams if you know what I mean.

I – Yeah.

P - So in that sense no I don’t think there is a lot that goes on.

I – So it’s basically quite a small majority of people (Participant: ‘yeah’) who it’s at?

P – Yeah its people who are really quite elite at sport so.
I – Okay (umm) so what more do you think could be done to get more students active, like what initiatives would persuade you to join?

P – (Umm) I think just like more just more teams that are less focused on the competitive side and more focused on the you know the other sort of benefits of sport.

I – Okay so maybe…. 

P – So maybe health and social or something like that.

I – So maybe like intermural tournaments?

P – Yeah definitely, definitely.

I – Yeah?

P – Yeah.

I – Okay now we have learnt what your current activity levels and perceptions of physical activity are it is important to discover your current student lifestyle habits and whether or not they are affecting the reasons why your participation levels have decreased since being a third year student. (Umm) first of all can you explain to me about your participation levels from first year to third year and how they have changed or been consistent over time.

P – (Ummmm) so probably my first year I was really inactive. (Urr) I think just the transition of coming from college to university and being able to go out and stuff like that just affected my sports life so like I was doing much then. And the same sort of carried on into the second year really. (Umm) and it was only really until this year that I actually started to realise how important sport was socially and health. So (umm) my participation rates have, have increased quite a lot this year I think.

I – So even with being in third year…

P – Yeah even, I think what it is, is just the overall education of the benefits of sport although I’ve got a lot of work to do and stuff like that I think playing sport and actually doing exercise is benefiting that.

I – Right okay.

P – Because I feel you know, I feel better and I feel more awake and stuff like that so.

I – Yeah. Okay (umm) how does your social life compare now as opposed to first year with regards to academic workload and other added pressures. (Umm) like examples include going the cinema, going clothes shopping or going out.

P – I think it’s defiantly been affected quite (urr) quite heavily. I’m nowhere near as social this year as I was (urr) last year or what I was in first year.

I – Yeah.
Yeah and that mainly to be honest affected my work I think because I was so sociable in my second year that my grade was affected, so this year now I’m thinking that if I’m gonna be that sociable again then my grade is going to suffer as a result like.

I – Okay (umm) how many hours per week do you attend spending lectures?

P – (Ummm) think its six. I think it is.

I – Six?

P – Six hours, six hours a week

I – And do these mainly consist of large sitting down periods?

P – Yeah.

I – Yeah.

P – It’s pretty much all they are really.

I – Okay (umm) away from lectures how many hours of your own time do you spend on academic work on average per week?

P – (Ummm) say probably about two hours a day. So about fourteen hours a week probably.

I – And do you feel that’s a sufficient amount?

P – I think I could do more but (umm) I usually go in like bursts so I'll do say on a Monday I'll do six hours and then I will have Tuesday off and something like that.

I – Yeah.

P – So it does lack a bit of structure.

I – But do you think that (ummm) you can balance physical activity with your academic workload?

P – Yeah, yeah definitely.

I – Okay (umm) explain to me what else you do in your spare time. Would you say you live a sedentary lifestyle?

P – (Umm) yeah what as in sitting?

I – As in watching television, playing computer games.

P – Yeah I would say that definitely.

I – Yeah.

P – (Umm) since I’ve been in third year with all my workload and stuff the only real things I do during the day is just work and then the only time I will spend off my feet is even going
to the shop to get food or going to the gym or playing football so most of the day is just me sitting down really.

I – Yeah (ummm) do you have a mobile phone?

P – I do.

I – What are your reasons for using this and how long on average per day do you use a mobile phone for?

P – (Ummm) obviously the simple reason of calling and texting people so communicating. (Urr) but also for like social media and stuff so you’ve got Facebook and twitter. (Ummm) emails and I probably spend I’d say probably about an hour per day on my phone.

I – Yeah.

P – Yeah, maybe more some days.

I – Okay. (Ummm) explain to me about your current sleeping pattern and whether or not you feel you have sufficient sleep.

P – (Ummm) I’m not a great sleeper so (umm) my sleep is often like distorted and I wake up during the night so (umm) but this year I think I have been going to bed sort of like a lot earlier around eleven, twelve o’clock so that’s not too bad.

I – Yeah.

P – And then waking up in the mornings so yeah.

I – Yeah, okay. (Umm) would you say that’s better or worse than when you first came to university and has it always been the same over the three years or?

P – Nah it’s definitely improved in the third year. In my first year and second year I was sort of, I would go to bed like seriously really late, wake up really late in the afternoon and so ye I prefer how it is now.

I – So with sort of the answers you’re giving me you’re saying sort of (umm) habits have sort of got better in third year?

P – Yeah definitely.

I – Yeah.

P – Yeah.

I – (Umm) but what habits have you developed since starting university I mean like binge eating, excessive drinking, smoking, procrastination anything like that?

P – (Umm) I’ve always been a bit of a procrastinator to be honest so I haven’t really developed that (umm) obviously with going out you go out a lot more whilst being in university although I haven’t gone out as much this year but for sure second year I went
out a lot. I was drinking and stuff so (umm) but otherwise I wouldn’t really say I developed much.

I – No. And would you say that helps you positively or negatively (umm) obviously alcohol and binge eating is not good for you and stuff like that but do you feel it takes like pressure off stuff at different times?

P – (Ummm) definitely I think there’s no better feeling than completing work and celebrating with your friends and stuff and socially is great so I think it’s the part of uni really.

I – Yeah.

P – It’s a side of university like.

I – Okay (umm) how has your health been since starting university. Have you suffered many illnesses or injuries?

P – (Umm) again in my first year I was always ill pretty much because I was going out a lot and stuff and second year it got a little bit better and this year I haven’t really been ill at all. So yeah.

I – Okay, so are your hobbies and interests affordable oh sorry we have already covered that in a question earlier on. Would you say that adverse weather conditions would put you off exercising outdoors?

P – (Umm) I think in the long term probably (umm) not at the moment because I’ve only recently just started to get back in into sport so at the moment I’m really keen to just play whenever.

I – Would you if say university was in the summertime do you think that would maybe persuade you to go jogging or do more sports outdoors?

P – Yeah definitely I think you do, you do a lot more actively in the summer don’t you so I think yeah I probably would.

I – Yeah okay (ummm) what activities do your friends enjoy doing and would you say they are regularly active?

P – (Ummm) my friends, some of my friends play for the sports teams at uni so umm their pretty much always active (umm) and then another group of my friends aren’t as active I would say they don’t really do anything so.

I – So do you think them being active helps to get you active

P – Yeah the house that I am in now is a lot of the people in the house are very active so it’s definitely sort of persuading me to be more like them if you know what I mean.

I – Yeah. Okay (umm) last couple of questions. With Cardiff Metropolitan having many registered sport students and having great involvement with sport, do you
feel this has impacted your chances of participating the sport teams as the standard of students in the university is greater than most others?

P – No (umm) to be honest I think it’s a little intimidating. (Umm) you come to university with a particular sport and if you want to then play another sport it’s very hard to do because of the standard that’s set sort of thing. I think that actually ye it can be quite intimidating.

I – And would you have liked to have tried other sports?

P – Yeah definitely because when we first came to uni obviously we were doing the practical twice a week and that sort of gave you a, you know a different perspective on other sports.

I – Yeah.

P – You might have wanted to pursue that outside of uni whereas the opportunity wasn’t really there within the university if you know what I mean.

I – Yeah, (umm) finally do you still believe in your ability to perform exercise effectively or are you worried about your current health and fitness?

P – (Umm) nah I’m not worried about my current health im fine.

I – Yeah okay that is the end of the interview. Can I thank you for taking part in this research study as it has helped me to gather results and hopefully lead to a successful outcome. If you wish to discuss anything regarding the interview in the future then feel free to contact me on the information given on the participant information sheet. Thank you.

P – Cheers.
APPENDIX H

INTERVIEW – PARTICIPANT TWO
**Interview – Participant two**

I – Okay hello (umm) my name is Joel thank you for coming (urr) how are you today?

P – Yeah I’m not too bad (urr) yourself?

I – Yeah I’m good thank you. (Umm) in front of you there are three documents. The two documents to your right contain a participant information sheet along with a copy of the interview guide. The document on your left is an informed consent form which will need to be signed an dated if you agree to participate in this research study.

P – Okay.

I – Okay (umm) if you have if you have had a look at these documents before the commence of the interview and are happy to continue taking part could you please sign the dotted lines on the bottom of the informed consent form?

P – Yeah I’ll do that.

I – Cheers.

P – (Urr) what’s the date?

I – Sixth. Okay (umm) may I take this opportunity to offer my appreciation and thankfulness for agreeing to participate in this research and may I assure you that at any given time you may wish to withdraw from the study you may do so without having to give any explanation and all discussion between me and yourself will be removed from the study.

P – Okay yeah that’s fine.

I – Okay (umm) first of all I would to just find out some basic information and get to learn a little bit about you if that is okay?

P – Yeah that’s fine.

I – Okay (umm) just to confirm that you are a student at Cardiff Metropolitan University and are currently studying in your third year?

P – Yeah I’m currently in my third year.

I – Okay how old are you?

P – I am twenty-one.

I – Okay (umm) tell me a bit about your course you are currently studying including what modules you undertake.
P – Okay (urr) we’re currently I’m doing ‘Sport Development’ and we currently do ‘Developing Communities’ (Urr) ‘Applied Sport Consulting’ (umm) (urr) we do the practical’s so I’m doing football and badminton.

I – So how many hours per week would you do on them?

P – What, practical’s?

I – Yeah.

P – (Umm) we do one each term so the first term it’s about its (urr) an hour and a half practical and then an hour theory.

I – Okay do you feel that your course gives you a sufficient amount of practical modules?

P – (Umm)

I – Or would you like there to be more involved?

P – (Umm) maybe, maybe more options like different like rather than just doing the stuff you already know.

I – Yeah.

P – Like for like for football we did just sort of (urr) like a session every week and it was a bit just already already done most of that sort of stuff.

I – Okay.

P – It’s menna be a bit different but

I – Yeah okay cheers (urr) explain to me your current living arrangements and your opinions on living in the area.

P – Okay (urr) I live with six other guys from university but there all on different courses to me.

I – Yeah.

P – So I’m the only one that’s on that course (urr) the area it’s a bit (participant laughs) yeah it’s it’s alright it’s (urr) quite close to uni its easy to get the bus. I wouldn’t wanna cycle really or walk because of the weather as well and

I – Right

P – All the hills so it’s a bit too far.

I – Would you say the conditions of your house are good?

P – Yeah (urr) yeah their quite good we got better than last year because it all got a bit messy last year and sort of mice and stuff like that but this year its quite a new house and
theirs like everything yeah and like all the heating we got like the (urr) top we top it up every week sort of thing.

I – Right okay
P – Rather than paying bills every time.

I – Yeah
P – And yeah it’s quite clean this year so

I – Clean?
P – Yeah.

I – Okay (umm) would you say the area you live in is rough or
P – (Urr) depends yeah there’s a few like you see there’s a few rough people like few people around that are a bit rough but (umm) (urr) but it’s quite like friendly sometimes

I – Yeah
P – But not too bad.

I – Okay what form of transport do you take to travel to university and how long does it take to travel to and from each day?
P – Okay (umm) I usually get the bus it takes me about a couple of minutes to walk to the bus stop and then I’ll go it takes about fifteen minutes on the bus I’d say and then you get off.

I – Okay and what makes you choose this form of transport?
P – (Umm) because it’s easy easier than walking every day because I share my car with my dad so I can’t really bring that down all the time

I – Yeah
P – And it’s just you get you pay for a year and then you just scan it and it helps you get around other places as well rather than just university

I – Okay
P – So it’s just easier.

I – (Umm) do you currently have any part time jobs?
P – (Urr) yeah I do para Paralympic roadshows but that’s every now and then and that’s like they’re usually about three hours but I do coaching on a Monday three til four at like after school club and then on a Wednesday lunchtime as well.

I – Okay is that (umm) paid work or voluntary work?
P – (Urr) yeah it’s paid for by Sport Cardiff.

I – Right

P – Then I’ve got my placement at the moment as well

I – Yeah

P – But that’s just random times and that’s not paid.

I – Okay do you feel that (umm) the pressure of having to work is like the reason because of financial constraints of being a student or was it just you preferred to work as well?

P – (Urr) I think it’s more as well getting experience really because its coaching I I done coaching with the younger kids but not with like (urr) with secondary school

I – Right

P – Which is a lot yeah I’d say.

I – Yeah okay (urr) thank you for letting me get to (urr) get to know a little bit about you. Now we will move on to your current activity levels and whether or not you believe your current life situation offers you enough opportunities to regularly engage with sport and physical activity.

P – Okay

I – Okay (umm) are you aware of the recommended physical activity guidelines for adults?

P – (Urr) yeah I think so it is (urr) five is it five thirty five times thirty?

I – Yeah The World Health Organisation state that it should be one hundred and fifty minutes a week of moderate intensity or seventy-five minutes of vigorous intensity exercise (umm) with two days working on strength (umm) what are your interpretations of these guidelines?

P – (Urr) yeah I think they’re good guidelines it can be quite hard to if you’re working and other stuff to get it all especially because its five times a week all to actually get the time to do five things a week would be quite hard for someone that’s actually working not at at university there’s quite a lot of time

I – Yeah

P – But it’s just actually getting motivated to do any exercise really.

I – Okay (umm) so explain to me what your current participation levels are in sport and physical activity.

P – Okay (urr) I play for sort of the (urr) Cardiff University IMG league so sort of we sort of have one team and we don’t actually train we just play sort of its menna be every
Wednesday but since we’ve come back this term because of the weather it’s been off every week so far.

I – Right and is that (umm) is it what were your levels before like before you came to university and during your first two years?

P – Okay (urr) before university I was in went to Brocken Hurst college which was like a sports academy and we play we trained three times a week so like Monday, Tuesday and Fridays and then we played Wednesdays and then I’d play for like an extra team out on weekends so like both five five six times a week sort of thing football and then maybe badminton as well but (participant laughs) yeah.

I – Okay (umm) are you aware of the many benefits that physical activity can produce?

P – (Urr) yeah I guess it is quite good for social

I – Yeah

P – Like most of my friends that I’ve made during college and university are from being in the football team and yeah being in the football team (urr) and I think we did I did a bit of badminton in first year

I – Yeah

P – I did play in first year for the football team for the fourth team but it was (urr) it was quite expensive and we only played about eight games over the whole year which was and it was one hundred and fifty pound i think.

I – So that's membership cost and?

P – Yeah I think it was kit for the kit as well it was like fifty and the rest was a hundred and it was like eight games and it’s not really worth what it was and we and the standard we sort of won we won every game and and they and the teams we were playing weren’t that great.

I – Yeah right okay

P – So it wasn’t too good that’s why I didn’t do it second year or now third year.

I – Okay (umm) do you feel that the area you live in provides you with enough opportunities to engage with sport and physical activity?

P – Yeah I think I think there’s quite a lot of especially with like the the gyms as well there’s like you can go for like ten pound a month now

I – Yeah

P – That’s quite an easy one, I’ve actually got a three year membership for the gym but last year I only went once and this year i haven’t been at all.
I – And what’s your reasons for that?

P – (Umm) just when I go up to uni I can’t really be bothered to go straight into if I was on campus I’d probably go more like in first year I went loads

I – Yeah

P – To the gym but now were in a house I rather just go into uni and then come back

I – Right

P – Or go the library and come back rather than just doing some exercise and then it’s just a bit of a pain going in yeah.

I – Okay (umm) do you feel that the university provides you with enough opportunities for participation and if so what courses, facilities and training programs are available?

P – Okay (umm) right there’s the fitness I think is it the fitness direct membership it’s like that’s what I did first year for three years

I – Hmmm

P – Which is quite good if you’re on campus because obviously you get like the squash and then everything off peak times you get that for free. So that was really good first year but then this year like there’s not really like I just explained before like I can’t

I – Okay

P – I guess be bothered to go (participant laughs)

I – Okay

P – Each time and then.

I – I mean do you do you think (umm) what more do you think could be done to get students more active (umm) so what what initiatives would persuade you to join and maybe what would get you to get motivated?

P – (Urr) I guess like for if it was during teams as well for like the football team maybe more teams like there I remember first year there was like one hundred and fifty trialled or something and (urr) only thirty people thirty-five forty people actually got to go into the two teams. And that was only because the first two teams had already been made in the summer that nobody new about so you turned up and there was already people there that were already here.

I – So did that lead to like a lack of motivation?

P – Yeah well sort of like the fact that you couldn’t really unless you were like amazing you couldn’t really get into the first or second team without yeah without them knowing about you already
I – Yeah

P – Sort of thing and yeah and then then with the gym and stuff yeah like I said before you have to come up and

I – Yeah

P – I think it’d be easier when you’re on campus because it’s at your doorstep but not when you’re in a house its

I – Okay

P – I’d rather just go to a gym around the corner but then I feel like I’m wasting the money (participant laugh) that (urr) I’ve spent for three years.

I – Yeah okay (umm) now we have learnt what your current activity levels and perceptions on physical activity are it is important to discover your current student lifestyle habits and whether or not they have affected the reasons why your participation levels have decreased since being a third year student. (Umm) explain to me about your participation levels from first year to third year and how this has changed or been consistent over time.

P – (Umm) first year well I did do football which was training on a Monday and then playing on a Wednesday. You’d usually definitely train every week on a Monday but there wouldn’t always be a a game on a Wednesday. And I used to go to the gym a couple of times a week and I also done badminton in first year.

I – Right

P – But then after second year I think I went to like two badmintons at the beginning and then just stopped and football I started off going to there and then because it cost loads of money and I lost my jumper (participant laugh) I think wen (urr) and I just decided to join a different team somewhere else that wasn’t

I – Okay

P – Wasn’t really as regular sort of.

I – Yeah (umm) how would you say your social life is now compared (urr) now as opposed to first year with regards to your academic workload and other added pressures? So when when I say that I mean like going to the cinema, going clothes shopping going out

P – (Umm) well I’d say most of the time I’d usually from first year I went out all the time literally like a couple of times a week first and then in first bit we went out most nights but (urr) second year it sort of died out a little bit. Still went out sort of every couple of weeks or but I haven’t been out like rarely because of the work and I’ve got a girlfriend so I usually just

I – Yeah
P – Rather just stay in and other stuff to do rather than

I – So do you feel do you feel more pressure (umm) on other things that would stop you from doing physical activity?

P – Yeah so there’s like more sort of important things well not important

I – Yeah

P – But like priority like they’d be more (urr) like work work’s more a priority than

I – Yeah

P – Getting fit or going to participate more.

I – Okay brilliant (umm) how many hours per week do you spend attending lectures?

P – (Umm) I think at the moment it’s actually about maybe about six hours a week I think

I – Okay

P – Sometimes it varies because theirs like certain weeks you don’t actually have some and then because theirs placement as well that’s usually like two hours we had at the beginning but then because we actually gotta do the placement.

I – Yeah okay so what do you do on your placement?

P – (Urr) I’m in (participant laughs) in the gyms trying to keep the membership retention

I – Right

P – So like (urr) seeing why people actually drop out (participant laughs) drop out of the going to the gym that have been there for a while or

I – Okay

P – Not actually getting people signed up but to see like what the members why they actually dropped out that have been there for a while.

I – Okay (umm) and with your lectures do they mainly consist of large sitting down periods or?

P – Yeah there’s there’s only an hour and a half a week now that’s like we have badminton where we actually do exercise, the other’s we just sit and watch a lecture slide for the whole time pretty much

I – Okay

P – We don’t really do any moving around or anything like that.

I – Right (urr) away from your lectures how many hours do you spend on academic work on average per week?
P – (Umm) usually I sort of rather like go for it in like do quite a bit in one go rather than like every week sort of thing so like if I was trying to do something I’d do probably it’s easier to do it when you’re at uni and have like gap between a lecture

I – Yeah

P – To do it actually in the library but I’d say probably dunno about three hours if it’s like quite intense maybe i dunno like ten I dunno (participant laughs) like seven.

I – Yeah

P – Yeah

I – (Umm) explain to me what else you do in your spare time (urr) would you say you live a sedentary lifestyle?

P – (Umm) I do I do walk a lot to buses and because I have to go and get to placement I have to get the bus to into town, walk to another bus and walk to placement so I do walk quite a lot and like with the Paralympic roadshows you have to go to like just like random schools so you have to find out which bus route goes where

I - Yeah

P – And then jump off and then walk to another one

I – Yeah

P – And stuff like that and then but like in every sort of like if I’ve got nothing on in a day I’d probably just do nothing really

I – Right

P – Just sit inside

I – Yeah

P – And watch tele or yeah (participant laughs)

I – Okay (umm) do you have a mobile phone?

P – Yes

I – (Urr) what are you main reasons for using this and how long on average per day do you spend on a phone?

P – (Urr) I use it quite a lot when I’ll be travelling on a bus or yeah in on the bus or before but usually at home I’d probably use my IPad rather than

I – Right

P- Rather than the phone because it’s getting a bit slow.

I – And how how many hours would you say a day on average?
P – (Umm) I’d say probably about three of four hours maybe on a day itself.

I – Okay (umm) explain to me about your current sleeping pattern and whether or not you feel you have a sufficient amount of sleep.

P – (Urr) (participant laughs) okay sometimes if I haven’t got anything the next day I would probably go to bed about like two in the morning maybe three in the morning and then wake up about twelve. (Urr) if I’ve got something on in the morning I would probably go to sleep about the same time about one or two in the morning

I – Yeah

P – And then go get up about well if I have placement I’d have to get up about ten to eight or something so there’s a lot it’s pretty different each day really.

I – So you wouldn’t say you’ve got a regular sleeping pattern?

P – Nah it’s just

I – Do you feel that (umm) affects the reasons why you don’t participate as much anymore?

P – I guess so it would be nice if I sort of had like a regular like if everything was the same time or I didn’t have to into placement one time

I – Yeah

P – And then I’d probably go maybe go for a run in the morning or something if I’d actually wake up.

I – So do you think you would have the motivation?

P – (Urr) yeah little bit more motivation I guess if yeah

I – Okay so would you say (urr) it is better or worse than when you first came to university (umm) and has it always been the same over the three years or has it just been in third year you’ve started having this irregular sleeping pattern?

P – (Urr) I’d say most years they’ve been pretty irregular really because in first year you’re going out all the time

I – Yeah

P – And get back say like three of four

I – So it’s been pretty much the same?

P – Yeah the whole way through.

I – Okay (umm) tell me about any habits you have developed since starting in university. So examples include binge eating, excessive drinking, smoking and procrastination.
P – (Urr) at the beginning I drank quite a lot but then other than that I just I eat a bit more healthily this year that I have any other and I sort of gave fizzy drinks as well like

I – Right

P – So as it progressed

I – So your habits have gone better since you’ve got to third year?

P – Yeah I’d say as in nutrition sort of thing it would be better.

I – Okay and do you do you feel the benefits of that do you feel better now than what you did in the first two years?

P – Yeah because like the fizzy drinks my teeth always use to hurt quite a lot with (urr) because we always used to drink all the time and then

I – Yeah

P – Yeah and I feel a lot healthier just when I eat something a bit healthier rather than because we didn’t even have an oven first year

I – Right

P- (Participant laughs) so we just like microwaved pizzas and stuff like that

I – Yeah

P – Well we were catered but then if you didn’t like it you used to get chips and beans

I – Yeah

P – Everyday sort of thing (participant laughs)

I – And that and you and that wasn’t you weren’t happy with that?

P – No not really some days was really good but then like other days it wasn’t very good.

I – Okay (umm) how has your health been since being in university have you suffered many illnesses or injuries?

P – (Umm) not really been injured at all (urr) don’t think so (urr) I did have like a a (urr) skin condition for a bit but that I dunno what but that was sort of like an allergy thing.

I – So it was nothing to do with like your university surroundings?

P – Nothing not really no

I – No

P – I wouldn’t say that
I – Okay (umm) are your hobbies we touched on before (umm) that your hob you said you wouldn’t like be able to afford well some of the like the prices are quite expensive.

P – Yeah

I – (Umm) do you feel that (umm) like you have enough support off your friends like to do they motivate you to or in other words do you have enough financial support off your family?

P – Yeah yeah I guess so I do I do just sort of I guess like yeah I guess they all my housemates go to the gym but they all have different lectures so it’s hard to go at the same sort of time as them and they go to a different gym

I – Right

P – So maybe if it was the same gym id probably go with them a couple of times and yeah I guess other things they just do.

I – And would you say would you say (urr) they are regularly active?

P – (Urr) yeah I’d say most of them yeah yeah

I – Yeah

P – Yeah they go quite a lot.

I – And do you feel that (umm) because your living with people who are active do you think like that does not affect you does that not make you want to participate more?

P – Yeah but then again its sort of just they go when I've got a lecture or something so I can’t really go at that time or yeah

I – So you feel like (umm) you don’t like to exercise independently but maybe if

P – (Urr)

I – Say if you would say you had similar lecture times you would be more persuaded to go to exercise?

P – Yeah I’d probably go with them more if I had the lecture times. I occasionally go or a run but I haven’t done that for a while like before Christmas I did go for a few runs

I – Yeah

P – But id rather do that on my own sort of go for a run on my own rather than and then yeah.

I – Okay (umm) would you say adverse weather conditions would put you off exercising outdoors?
P – Yeah (participant laughs)

I – Yeah

P – Yeah (urr) yeah because like all football well our football gets called off like most weeks just because it’s been raining every day or like a month or whatever

I – Yeah

P – And yeah it’s like if it was sunny one morning I think I’d go for a walk or run or but if it’s pouring down with rain I probably wouldn’t bother.

I – Okay (umm) last couple of questions.

P – Cool

I – With Cardiff Metropolitan having many registered sport students and having great involvement with sport

P – Yeah

I – Do you feel this has impacted your chances of participating in sports teams as the standard of students in this university is greater than most others?

P – (Urr) I’d say its probably because the standard is quite good with most sports there’s not well with the ones I like say football there’s not actually there’s four teams but yeah like most universities have nearly ten sort or teams like so it’s not I’d say more focus is on different like rugby

I – Right

P – And other sports that yeah there is quite a lot of athletics like NIAC I’ve only been in there like three times probably like the whole time

I – Right

P – Like there’s not really been much on unless you’re really really good at the sport really

I – So all the programs that are available are basically to people who are more elite

P – Yeah elite yeah definitely more elite there isn’t really any sort of just like there’s not a football session where just where you a mess around team sort of thing not

I – Does that does that bother you I mean would you prefer to be stuff like that or are you quite happy the way you are at the moment anyway does it not bother you too much that you’re not regular exercising (umm) regularly active?

P – (Urr) yeah I guess so a little bit but like once I’ve done this I’ll probably do a lot more when I when finish uni

I – Yeah
P – After I’ll probably do a lot more than I do now just because you’re in that lazy sort of lazy

I – Yeah

P – You’re a bit lazy you don’t have a regular pattern and there’s not so I think after university I think I’ll, it’ll make me participate a bit more than I do now.

I – Okay (urr) finally do you still believe in your own ability to perform exercise effectively or are you worried about your own (urr) your current health and fitness?

P – (Urr) yeah I’m not really worried about

I – No

P – My (urr) current health and fitness really yeah (participant laughs)

I – Okay god (umm) that is the end of the interview can I thank you for taking part in this research study as it has helped me in gathering results and will hopefully lead to a success successful outcome. If you wish to discuss anything regarding the interview in the future then feel free to contact me on the information given on the participant information sheet. Thank you.

P – Cool yeah that’s fine.
APPENDIX I

INTERVIEW – PARTICIPANT FOUR
Interview – Participant four

I – Right okay hello my name is Joel thank you for coming how are you today?

P – Good mate thank you.

I – Good. Right in front of you there are three documents. The two documents to your right contain a participant information sheet along with a copy of the interview guide. The document on your left is an informed consent form which will need to be signed and dated if you agree to participate in this study.

P – No worries.

I – Okay (umm) if you have had a look at the documents before the commence of this interview and are happy to continue taking part could you please sign the dotted line on the bottom of the informed consent form.

P – Cool, done.

I – Okay cheers. Right, may I take this opportunity to offer my appreciation and thankfulness for agreeing to participate in this research and may I assure you that at any given time you may wish to withdraw from the study you may do so without having to give any explanation and all discussion between me and yourself will be removed okay.

P – Yep.

I – (Umm) first of all I would like to find out some basic information and get to learn a little bit about you. Just to confirm that you are a student as Cardiff Metropolitan University and you are currently studying in your third year?

P – Yes okay.

I – Okay (umm) how old are you?

P – I’m twenty-two.

I – Could you tell me a little bit about your course you are studying and what modules you undertake?

P – (Ahh) so I’m doing ‘Sport and Physical Education’ (urr) third year modules I have decided to take are ‘Performance Analysis’ and ‘Sports Pedagogy’ because I wanna be a teacher so there the best ones sort of suited for me Pedagogy more than anything really.

I – Okay (umm) do you have any practical modules?

P – (Umm) I had basketball and trampolining first term

I – Right.

P – But I’ve finished them now.
I – So how many and how many hours would they
P – (Umm) they would be three hours of each per week.
I – Oh right of practical?
P – Yeah.
I – Okay but you don’t anything now?
P - No.
I – No (umm) would you like there to be more practical modules within your course or are you happy?
P – (Ummm) yeah I reckon I think there could be a little more practical based but I guess it is all learning about all the theory which matters but yeah practical work I guess as a a sports course the practical’s is more important.
I – Okay (umm) explain to me your current living arrangements and your opinions on living in the area that you do.
P – (Urr) so I live with four other guys we live in a five bed house pay two-sixty a month (umm) Roath which is full of students and to be honest I love it
I – Yeah
P – Prefer it so much to staying at home.
I – Right
P – Just to do whatever I like whenever I want don’t have to worry about anything.
I – Okay and would you say the conditions of your housing is quite healthy quite safe?
P – (Ummm) yeah I guess we’re students so it can be messy at times but
I – Yeah
P – Yeah I think everything else is pretty up up to a good standard.
I – Okay and then with the area that you live in would you say it’s quite a safe area like would you would you be happy participating in night times or?
P – Yeah
I – Yeah?
P – I’ve never had any problems myself so.
I – Okay brilliant (umm) what form of transport do you take to travel to university and how long does it take to travel to and from each day?
P – (Umm) if one of my housemates is driving it takes five minutes so we will go up in the car but if I otherwise I’ll walk up which will take about twenty-five thirty minutes

I – Yeah

P – To get up there.

I – Is that (urr) do you prefer to walk or do you prefer to

P – (Umm) just depends on what day even sometimes I do like I do like to walk just to (urr) sort of wake me up a little bit if I’ve not long got out of bed but if I had a choice to walk or get a lift I would get a lift (participant laughs).

I – Right okay (interviewer slightly laughs). Do you currently have any part time jobs?

P – (Umm) not at the moment I’m actually waiting to get a a reply from a job application so maybe soon but not yet.

I – Is that would that be (umm) voluntary work or paid work?

P – It will I think it will start voluntary and then progress on to paid.

I – And is that during are you hoping to have that during university time or when you finish?

P – Both (umm) hopefully until now until June before I go to America and then when I get back if if I’ve they’ve said maybe I can carry on if I get the job myself.

I – Okay

P – Find out about that.

I – Okay and is that is that any way because of financial reasons or you know just to help you out with being a student?

P – (Umm) bit of both always finance is obviously the main thing really but then again its it will be working in schools and I wanna be a teacher so it will help me out you know it’s good on the CV then as well.

I – Okay (urr) thank you for letting me get to know a little bit about you. Now we will move on to your current activity levels and whether or not you believe your current life situation offers you enough opportunities to regularly engage with sport and physical activity. Are you aware of the recommended physical activity guidelines for adults?

P – No actually.

I – No well the World Health Organisation state that you should do one hundred and fifty minutes of moderate intensity exercise a week or seventy-five minutes of vigorous intensity like squash, tennis.
P – Right okay.

I – Okay and they also (umm) say to do two days of strength training. So what are your interpretations of these guidelines?

P – (Umm) generally probably quite unrealistic there’s not many people who are actually gonna follow that there aren’t many people like especially if their like in their thirties or whatever but for someone like me I wish I could get involved in sport like that much that would be ideal.

I – Yeah okay (umm) explain to me what your current participation levels are in sport and physical activity.

P – (Umm) if I had a practical session up in uni id get involved with that (umm) but I think anything oh and (urrr) little bit of five-a-side football like that was like once a week. Forty yeah forty minute game so nothing too intense and that’s it for competitive any any sports like.

I – Okay so and how does that compare to before you came to university and during your first and second year?

P – Okay before I came to uni I was I had basketball training once a week I had rugby training like three times a week (umm) obviously I had I was doing sports course so I had practical’s for that as well.

I – Yeah

P – (Umm) so I was about five times more engaged and involved that what I am now.

I – Yeah

P – (Urr) first year (urr) I played tennis at the university but nothing not really competitively it’s more for like the fun factor I had a few fixtures but nothing too like too bad.

I – Yeah

P – And that was just a bit of fun that was once once or twice a week for an hour and a half. (Umm) and then second year I played football for the fourth’s and it was alright. Training once a week again for an hour on the Astroturf we had like rubbish balls and rubbish cones and everything so.

I – Right

P – Yeah so this year I haven’t done anything because it was a waste of time.

I – Right okay (umm) are you aware of the many benefits that regular physical activity can produce?

P – Yeah just like general health and well-being and

I – Yeah
P – Like you run up the stairs without getting out of breath and that kind of thing.

I – Yeah and so do you well with exercise do you feel the benefits of it or is it just sort of what you know or rather do you feel it yourself?

P – Yeah well I always feel it because I can always if I don’t do it any active physical activity for a while I get you know knackered doing little things which really annoy me (participant laughs)

I – Okay

P – So ye.

I – Yeah (umm) do you feel that the area you live in provides you with enough opportunities to engage with sport?

P – No.

I – No?

P – I wouldn’t of thought so actually.

I – Why would you say that?

P – (Umm) I haven’t you know I didn’t really see anything going on I wouldn’t ever hear of any like local clubs training here or there or anywhere like I haven’t actually heard unless it was (urr) through somebody else at uni.

I – Yeah.

P – Which I’ve only I think I’ve only heard of like two or three people before now that have actually told me that they play for like a local club or something. Apart from that I never really hear of anything being advertised.

I – So if you if you did hear of things advertised do you think that would motivate you to get more (urr) active or do you think you would still sort of be the same?

P – I think it would probably motivate me more seeing as Roath park is like two minutes walk down there so if I could play football or anything there on the weekends then if I could I would.

I – Okay and (umm) do you feel that the university provides you with enough opportunities for participation and if so what courses, facilities and training programs are available?

P – (Umm) I don’t I think they could probably make it a little bit more available to everyone (umm) because they seem to sort of do trials and things at the start of the year and it sort of singles out the not good and bad but obviously they’ve got some players which are really talented and others that just wanna play for enjoyment and the people who wanna play for enjoyment don’t usually end up playing.
I – Right

P – (Umm) so that’s ye so my opinion is on that they can, they can make it a little bit more inclusive for everybody (umm) but what I was involved with was I done a bit like part of the trampolining as as a course that I did they were all really really inviting so that’s a difference they even though I wasn’t very good they really wanted to to help me out a little bit so the facilities they didn’t make me pay for anything.

I – Right

P – They would let me go in and do whatever so that was good. But with the with the football it was and I played second year it was so bad like you would see the first and second team playing with like training with like decent footballs and then we would walk out and have a bag of balls that were like horrible pumped up, absolutely terrible like.

I – Yeah

P – I just think that’s that’s one thing which personally I’d just be like well I’ve just paid the same amount of money as all these other first team players second team players.

I – Yeah

P – Yet I’m getting like they’re getting the benefits of the money and we’re getting nothing so.

I – Okay so what more do you think could be done to get students more active? Like what initiatives would persuade you to join?

P – (Ummm) just like general competitions or like someone you know constantly saying like have you played football before do you wanna just come and play for fun just little things like just to get people involved. It doesn’t necessarily mean they have to play for the team for example but maybe just to make people feel like they’re actually getting involved with some form of physical activity that they would have done before.

I – Yeah

P – If you see what I mean?

I – Yeah okay (umm) now we have learnt what your current activity levels and perceptions on physical activity are it is important to discover your current student lifestyle habits and whether or not they are affecting the reasons why your participation levels have decreased since being a third year student. So explain to me about your oh we have already spoken about the first year (umm) how does your social life compare now as opposed to the first two years? Like examples include going to the cinema going out shopping.

P – Ahhh okay (umm) do a lot more sort of going going to the cinema as opposed to going out I and I don’t know getting drunk whatever (umm) which we done first and second year way too often. (Umm) so I think that’s I think that’s benefited all of us in terms of general
health because I think everyone in first year just stopped playing sport and just started drinking which is terrible.

I – Yeah

P – (Umm) but once again like anyone who was playing playing sport at like one of the first or second teams then they obviously were taking time out which none of us would have ever thought about doing.

I – Right yeah (umm) how many hours per week do you spend attending lectures?

P – (oooo) about eight.

I – And do these mainly consist of large sitting down periods?

P – Yeah.

I – Yeah?

P – Yeah.

I – Okay so away from lectures how many hours of your own time do you spend on academic work per week?

P – A week I’d say about fifteen maybe more fifteen plus hours a week.

I – And would you say the added pressure of work in third year (umm) would stop you from participating as much as you would like or do you feel like if you wanted to you could balance the two?

P – Yeah I think if if I wanted to I could balance the two because I’ll always I’ll always find time to for example say for example go to the gym or go for a run or whatever so I could definitely find time to train but I think if I was to do everything I’m doing at the moment like now I’m so comfortable with not having something their at the moment and with the workload in third year I couldn’t really do it.

I – Right okay (umm) so apart from being active and doing academic work what else do you do in your spare time?

P - (Umm) a lot of socialising so at the moment once again going out with the guys and because it’s our last year we wanna make the most of it so just doing little things going bowling, going to the cinema like you said (umm) going out.

I – So you would so you would say you’re quite active and not not sedentary?

P - (Urr) yeah yeah.

I – Yeah

P – I mean we will always find something to do all of us are always itching thinking what can we do next so.
I – Yeah okay (umm) do you have a mobile phone?

P – Yes.

I – (Urr) how long on average per day do you spend on a phone and what are the main reasons why you use it?

P – (Umm) oh my phone at least like three hours a day. On my phone just general socialising, chatting to friends back home, talking to parents, brothers (umm) even getting in contact with these guys if I’m not with them or general social media like Facebook or Twitter and Instagram thinks like that.

I – Yeah okay (umm) explain to me about your current sleeping pattern and whether or not you feel you have a sufficient amount of sleep.

P – Terrible can’t get to sleep before like one o’clock in the morning and then I’m always awake by about like nine (ummm) I guess that’s eight hours but I just I wish I could go to bed a bit earlier because when I wake up I always feel like terrible.

I – Yeah so do you think that (umm) affects like your decreased participation levels?

P – Definitely yeah.

I – Yeah?

P – Yeah one hundred per cent. I’m always knackered by about five o’clock everyday so.

I – And is that better or worse than your first two years in university or has it always been consistent?

P – (Urr) its worse it got worse every year. First year was fine because I knew I had to be up for lectures so I sort of like forced myself to sleep and then I know I’d be up at like nine o’clock the next day but now if I haven’t gotta be in uni until eleven then I’ll stay in bed like way too long or go to bed a little bit later or I don’t know something’s on tele so I’ll be watching that.

I – Right okay yeah (umm) tell me about any bad habits or any good habits you have developed since starting university. Examples include binge eating, excessive drinking, smoking or procrastination.

P – Yeahhh. Binge eating and drinking is definitely two, drink way too much I think a week we drink way too much and now like I said if I’m up late I’m hungry again by like eleven so now I just eat what I’ve got in the cupboards. (Umm) trying I’m trying to cut down but I can’t really I can’t really help it.

I – But do you feel that (umm) sort of drinking and binge eating helps you positively at any times?

P – Every time (participant laughs).

I – Yeah?
P – I mean if I don’t if I don’t eat then when I wake up in the morning I feel like horrendous like I feel like sick since I’m hungry.

I – Yeah

P – But then going out and having a drink with the guys like I’d much rather do that sort of say once a week than we all sit around and don’t do anything.

I – Yeah

P – Yanno I like to go out and socialise so.

I – And it takes like other pressures off other things?

P – Yeah.

I – Yeah okay (um) how has your health been since starting university in third year and have you suffered many illnesses or injuries?

P – (Umm) not I haven’t been ill at all I had a trapped nerve in my back but that was right at the start of the year and that just sort of eases again on and off every now and again.

I – But that was something natural nothing to do with your university?

P – No no no no that was just my terrible posture (interviewer and participant both laugh)

I – Right okay (um) are your hobbies and interests affordable and do these affect your participation levels?

P – (Umm) one of my biggest hobbies is music and its most expensive thing if you wanna do it properly so ye that is definitely an issue. (Umm) but apart from that I think all my hobbies are sports in general and if if we’ve got time to go down the road and have a kick about we will if we’ve got time during the day to play a little bit of tennis with our time off we will or something so yeah I don’t really have any limitations.

I – Okay (um) would you say adverse weather conditions would put you off exercising outdoors?

P – Hundred per cent Wales is terrible for rain never stops so you can plan to go for a run and then when u get home your like its tipping down with rain I’m not going anywhere.

I – Right

P – Weather is definitely an issue and then in the like to go for a kick around up the road it’s always raining so the pitch is disgusting so you don’t wanna do it.

I – Okay (um) what activities do your friends enjoy doing and would you say they are regularly active?

P – (Umm) well two of the boys play for football teams back home so they play every Saturday (um) so their regularly active I guess but they don’t train during the week they do any sort of training for their team during the week.
I – Right

P – Or if anything else the only thing we all do is go to the gym and that is usually for strength anyway.

I – Okay so do you feel that you’d be more motivated to participate if your friends went along with you say for a sports team do you think that would get you to go?

P – Yeah definitely it would definitely motivate me more to go with them than what it would on my own yeah.

I – Yeah okay (umm) last couple of questions. With Cardiff Metropolitan having many registered sports students and having great involvement with sport, do you feel this has impacted your chances of participating in sports teams as the standard of students in the university is greater than most others?

P – Yeah definitely. When I (participant laughs) when I got to uni I played rugby all the way through college and then I got to college I got to uni I was like there’s no way I’m stepping on a rugby pitch with all these guys that are twice my weight.

I – Right

P – (Umm) tennis I always win the tennis competitions at school and then I come here I’m like guys are like serving at me and I can’t even see the ball. You know and it’s the same with football I used to play at a really good standard back home and school teams, local teams (umm) and then get up here and obviously you’ve got like the elite boys that have come from the academies and they come here so yeah definitely.

I – Yeah and finally do you still believe in your own ability to perform sport effectively or are you worried what your current health and fitness would be like?

P – (Umm) I do worry every time about my current health and fitness but I’ve never had a problem so hopefully I’ll never have like a point where I’m on the floor like being sick if I’m playing a ninety minute game you know.

I – And your confidence won’t be affected if you stepped on the

P – (Umm) no I think it not so much my confidence if anything it would give me a kick up the arse to make me try and like perform or train more just to get back to what I was before. So but it wouldn’t affect me if wouldn’t wanna make me stop it would make me wanna like go more train train more.

I – Yeah okay (urr) thank you that is the end of the interview. Can I thank you for taking part in this research study as it has helped me to gather results which will hopefully lead to a successful outcome. If you wish to discuss anything regarding the interview in the future then feel free to contact me on the information given on the participant information sheet. Thank you.
APPENDIX J

INTERVIEW – PARTICIPANT SIX
Interview – Participant six

I – Okay hello my name is Joel thank you for coming. How are you today?

P – I’m good.

I – Good (umm) in front of you there are three documents. The two documents to your right contain a participant information sheet along with a copy of the interview guide. The document on your left is an informed consent form which will need to be signed and dated if you agree to participate in this study. If you have had a look at these documents before the commence of the interview and are happy to continue taking part could you please signed the dotted lines on the bottom of the informed consent form.

P – Done.

I – Okay cheers. May I take this opportunity to offer my appreciation and thankfulness for agreeing to participate in this research and may I assure you that at any given time you may wish to withdraw from the study, you may do so without having to give any explanation and all discussion between me and yourself will be removed from the research. Okay (umm) so first of all I would like to find out some basic information and get to know a little bit about you if that is okay?

P – Yeah.

I – So just to confirm you are a student at Cardiff Metropolitan University and are currently studying in your third year?

P – Yes.

I – (Umm) how old are you?

P – I’m twenty.

I – Okay good (umm) first of all can you tell me about the course you are currently studying including what modules you undertake.

P – (Umm) I do Sport Development (umm) the course, the modules that I do are ‘Developing communities through sport’, (umm) ‘Swimming application’, sport I done trampolining last term, (umm) I also do ‘Sports consulting’ and ‘Strat man’.

I – So swimming and trampolining are practical courses?

P- Yes.

I – So how many, how many hours a week would that be?

P – (Umm) last year trampolining was an hour and a about two and a half hours long. This year swimming is an hour and a half lecture and an hour and a half practical swimming.

I – And are you still doing them this term?
P –Yeah.

I –Right. Okay (ummm) explain to me your current living arrangements and your opinions on living in the area. So, conditions of housing, is your area safe or rough?

P –(Umm) I live with four people, five person house. (Umm) normal terraced houses it’s quite a nice house it’s not the worst I’ve seen some are quite terrible I’ve noticed (ummm) but other than that living in, I live in Roath living in the area is quite nice. It’s not the such it’s not the dangerous place of Cardiff, it’s quite close to university (ummm) and there is a park so it’s quite reasonable really.

I –So you would say it’s got (ummm) accessibility like to anything for exercise if you say it’s got a park?

P –(Umm) Yeah there is quite a few gyms about (ummm) you can go for a jog quite easily if you wanted to (ummm) you could easily just go and play football when you want to on the Roath park (ummm) yeah its quite easy really.

I –So (ummm) well we will come back to that then (ummm) so what if you were to go out in night-time would you be quite happy you said it is quite safe so if you were to go for a jog say late at night would you be quite happy to do so?

P –(Umm) I would ye it wouldn’t really bother me too much.

I –Okay.

P –So (ummm) I probably wouldn’t do it I probably would prefer to do it in the day

I –Yeah.

P –Or the morning because that’s one of the preferred times to go for a jog. But ye I could go at night it wouldn’t bother me that much.

I –Okay (ummm) what form of transport do you take to travel to university and how long does it take to travel to and from each day?

P –(Urr) I walk to university (ummm) and it takes me about twenty minutes to half an hour.

I –Is that twenty minutes there and twenty minutes back?

P –(Umm) well its half an hour walking up the hill and maybe twenty minutes walking down the hill.

I –Okay and you do that what once a day?

P –(Umm) even sometimes twice a day.

I –Okay (ummm) what makes you use tis form of transport?

P –(Umm) it’s the cheapest one.

I –Yeah.
I – And is that the main reason?

P – That's the main reason. It doesn’t cost me any money it’s free so.

I – Okay. Do you currently have any part time jobs?

P – (Umm) I do I still currently do right now I work as a swimming coach.

I – Ah okay (umm) how many hours per week would you spend working?

P – (Umm) I’ll do about fifteen hours a week.

I – Yeah is (umm) is that paid work or voluntary work?

P – (Umm) paid work.

I – So is that do you feel the pressure of having to work due to financial pressures or is it just a case of wanting to work?

P – (Umm) (Umm) its more both really, more the drive to want to have money really but I’ve had that ever since I was a young age but (umm) yeah and also I do enjoy it as well it’s not something that I hate going to. I do enjoy going to work.

I – Right.

P – So it’s more both really.

I – Okay so what sort of job roles do you have to do then?

P – (Umm) I work as a head coach so I coach from all ages. I coach from four year olds to sixteen year olds and (umm) I work I coach I teach and coach so teach little kids how to swim and then I coach the sixteen year olds to do competitions sometimes as well.

I – Okay so would you say that is quite an active job or is what you’re doing just mainly tutoring?

P – It’s quite an active job

I – Yeah

P – Especially when I have to demonstrate (umm) walking up and down the poolside constantly (umm) like I work six hours in a row teaching non-stop(umm) it’s both mentally and quite physically tiring not sitting down for six hours, walking up and down sometimes in the water swimming about back and forward. So it’s ye it’s quite an active job really.

I – And does that would that you say makes you feel tired to do like anything after your job like any exercise?

P – (Umm) not necessarily no.

I – No.
P – Not always. It can sometimes, it’s more mentally.

I – Right.

P – Not physically like I could force myself but then it’s more like my brain is so tired I just wanna sit down and calm my brain down really.

P – Okay yeah. Okay (umm) thank you for letting me get to know a little bit about you. Now we will move on to your current activity levels and whether or not that you believe your current life situation offers you enough opportunities to regularly engage with sport and physical activity. Are you aware of the recommended physical activity guidelines for adults?

P – Yes.

I – (Umm) could you explain what they are?

P – (Umm) it’s like well 5x60 minutes a week.

I – Yeah.

P – (Umm) try to do sixty minutes of activity five times per week basically.

I – Yeah well The World Health Organisation state that if you do that well that’s moderate intensity or they advise that you do 75 minutes of vigorous exercise and to do weight and muscle training on at least two days per week so what are your interpretations of these guidelines?

P – (Umm) there probably correct really it’s what you should be doing. (Umm) but it depends what you want to achieve really and I feel like they’re quite general and not really specific to a person or to an age group really especially some people might not want to do weight exercises but the still want to exercise its just different forms and how they wanna do it really.

I – Okay (umm) explain to me your current participation levels then in sport and physical activity.

P – (Umm) currently my only activity is (umm) going to the gym about four five times a week. Other than that I don’t really participate in anything else.

I – No so how does that compare to first of all your before you came to university?

P – (Umm) before I came to university I was (umm) I was climbing I was a climber in competitions national level and also I played rugby for county and regional level so I played I did a bit of gymnastics as well and did a bit of football now and again but the two main ones were climbing and rugby.

I – So how many hours per week on average would you say you were doing?

P – (Umm) I trained twice a week for rugby and I played one match a week so I would say three four hours.
I – And was that on top of doing your gym work?
P – Yeah I did my gym work as well.

I – Okay.
P – (Umm) so yeah.

I – So talk about then when you came to university the first two years. Has it been consistently just you going to the gym or have you undertaken any other form of exercise?
P – Well first year I (umm) I was in the rugby team I played most of the time (umm) I didn’t train as much as I could of (umm) I think that was due to the fact that training wasn’t very enjoyable.

I – Right.
P – But (umm) I did but I did attend gym all the time that’s always been a key part of my life I go to the gym at least four five times a week but other than that (umm) doing any other sports has been quite hard to get involved in really.

I – Okay (umm) with you going to the gym do you go on your own or with your friends?
P – I prefer to go on my own

I – Right okay so you’re an independent you prefer to go independently?
P – Yes.

I – Okay (umm) are you aware of the many benefits that physical activity can produce?
P – (Umm) yes.

I – Could you expand on what you perceive as benefits of physical activity?
P – (Umm) (Umm) like aesthetics of looking better (umm) mentally looking feeling better about yourself as well (umm) just being more confident and (umm) obviously the fitness and physical improvements

I – Yeah okay (umm) do you do you feel that the area you live in provides you with enough opportunities to engage in sport and physical activity? You mentioned before (urrr) you got a local park but is there anything sort of that’s not affordable?
P – (Umm) (Umm) yeah like I was quite interested in taking up Cross fit but it’s very expensive especially for a student. Also (umm) I was interested in maybe taking up climbing there’s a climbing place up in the bay but because it’s so far away and even for a student they have student prices but it’s still very expensive to take up the sport there so (umm) I’m like I’m working as well and trying to afford it was really hard.
I – So do you think if you weren’t a student you would be able to afford it or do you think it would still be very similar?

P – (Umm) I think it because with the climbing it was (umm) you know the student prices it was too much expensive for a student so I can’t imagine how much it would be for a normal person to go and join the club.

I – Right. And so that’s affected you as well then because you would have liked to have done that.

P – Yeah definitely.

I – Okay (umm) do you feel that the university provides you with enough opportunities for participation and if so what courses, training programs and facilities are available to you?

P – (Umm) there’s I feel like there’s quite a few available to you but I don’t really know about them. I don’t really see them around.

I – So there’s not much awareness?

P – Yeah I don’t feel that there is I feel like I’ve heard people getting involved but I dunno how they done it though (umm) and I feel like especially being in third year it’s quite hard to get involved with a sport now I feel that it’s too late for you even though it shouldn’t really be like that.

I – Right

P – So for a third year trying to join a sport would seem quite like a bit different.

I – Okay so what more do you think could be done to get students more active? What initiatives would persuade you to join?

P – (Umm) maybe a third year specific just third years (umm) enjoyment would be a massive one. Also, trying to keep that competiveness (umm) so just mainly flexible really.

I – Yeah.

P – Because obviously trying to fit in like your studies and work and stuff like that one week I might not be able to play but I’d want that to be okay. I wouldn’t want them to say that’s it your off the team.

I – Right.

P – Or something like that I think flexibility is really important.

I – So maybe would you say some sort of intermural tournament you know with just say house say for a team of your house or your course?

P – Yeah, yeah maybe.
I – Yeah, okay (umm) now we have learnt what your current activity levels are and perceptions on physical activity it is important to discover your current student lifestyle habits and whether or not they are affecting the reasons why your participation levels have decreased since being a third year student. So we have already talked about your participation levels from first to third year but how does your social life compare now as opposed to your first two years? Like examples going to the cinema, going clothes shopping, going out to town with the lads or.

P – (Umm) before in my first year?

I – Yeah, how do they how do they differ now in the third year than what they have done in the previous two years?

P – (Umm) well first year I didn't really know Cardiff that well so I think the main thing I did really was just going out to the bars and clubs and stuff like that I think that was the main thing whereas now I know Cardiff a bit different a bit more so we all go to do actually different things go bowling or go cinema (umm) so instead of going out so like we feel more of like we are putting more of a citizen of Cardiff rather than as first year you're more of a just trying to get to know the area.

I – Right.

P – And also in the first year the main priority was going out really and how to make friends. Now you've got that group of friends you don't feel like you need to go out as much and also with work priorities and stuff like that so.

I – Yeah okay. So (umm) how many hours per week do you spend attending lectures?

P – (Umm) maybe two or three.

I – And are these mainly just consist of large sitting down periods?

P – Yeah.

I – Yeah. So away from lectures how many hours of your own time do you spend on academic work per week on average?

P – (Umm) maybe about thirty or forty hours.

I – Yeah so would you say that having to do that much work (umm) affects the reasons why you don't participate as much as you would like?

P – (Umm) no I don't think it's because of work I think we can always works more flexible than anything you can always work around things with work. I think my main problem was (umm) work commitments with my coaching. I think that's more important to me than taking part in sport.

I – Okay. (Umm) so explain to me what else you do in your spare time so would you say you live like a sedentary lifestyle I mean would you prefer just to watch TV of
play computer games or would you like to keep yourself busy you know doing the housework or?

P – (Umm) probably (umm) watching TV I would prefer to do that than doing housework and stuff like that I’d much I can’t yeah

I – But you say that so that you you work and the gym say four times a week so you’d say you’ve pretty much got a balanced lifestyle?

P – Yeah, I like to relax myself like definitely like because I work a lot quite a lot and I’m always out the house and very rarely in the house.

I – Yeah.

P – (Umm) so in the morning would probably get up at nine go to the gym come back shower and go to uni. I will be in uni until five and then go to work straight after that and I won’t get home until about eight o’clock.

I – Right.

P – So and then I’m in when I get home I want to sit down and relax I don’t really want to do anything else.

I – So it sounds as if your time in the day is pretty much planned.

P – Yeah it’s quite like routine every single week is pretty much the same.

I – Okay (umm) do you have a mobile phone?

P – Yes

I – Could you please tell me how long on average per day you spend on a phone and the main reasons why you use it?

P – (Umm) main reasons why I use it is for social purposes really (umm) I don’t really use it for work.

I – Right.

P – And that’s it it’s just for social reasons.

I – Yeah.

P – Maybe for emergency sometimes.

I – So do you often browse on the internet or?

P – Yeah, yeah yeah I do browse or for music as well. Mate I use music all the time especially when I’m in the gym anything walking about always have my earphones in plugged in.

I – Okay (umm) explain to me your current sleeping pattern and whether or not you feel you have a sufficient amount of sleep.
P- (Umm) Yeah I make sure I have enough sleep because I am quite keen for the gym so I always make sure I have to get my eight hours a night so I go to sleep about twelve o’clock get up about nine o’clock so that’s nine hours a night nine hours a night is it so

I – Yeah and is that being consistent for the first like all three years of university or is that just whilst being in third year?

P – (Umm) it’s quite consistent. I’m quite I’m quite good.

I – Okay (umm) tell me about any habits you have developed since starting university so examples include binge eating, excessive drinking, smoking and procrastination.

P – (Umm) I quite go through stages really for like just two months I might just eat and drink whatever I want and then suddenly over the next two months I’ll be careful what I eat but then again I’ll go back to the same stage like so it's never consistent, I never consistently eat bad stuff I’m never constantly eating good stuff. There is always stuff in something will probably trigger something in my head thinking I better start eating healthy now but then something will trigger something saying I can’t be assed I wanna ill just eat what I want.

I – Okay (umm) so would you say do you sometimes like having bad sort of habits help you positively at times? So like going out with the lads and do you see that as any positives?

P – (Umm) ye its positive for social like it can give you more confidence in talking to people but it can be quite bad as well because the day before you go out all you do is looking forward to going out so it’s not really a productive day (umm) and then after the day after is a complete write off as well because again you’re not doing anything you’re just quite hung-over.

I – Yeah.

P – So it’s not the greatest thing in the world but then again it is enjoyable.

I – Okay. How has your health been since being in university? Have you suffered many illnesses or injuries?

P – (Umm) I had a perforated ear drum but that’s the only one (umm) and that gave me really bad ear infection. I was (umm) couldn’t move literally for about three weeks (umm) then I’m set on to have an operation on it soon as well so that’s stopped me from lifeguarding.

I – Right so would you say that was to the conditions of your university lifestyle or was that just a?

P – (Umm) that was because I in lifeguarding because I used to swim really deep and the pressure exploded my ear.
I – Right okay. (Umm) are your hobbies and interests affordable well we’ve spoken about that you said there quite expensive the costs of doing the hobbies that you enjoy?

P – Yeah.

I – We spoke about that earlier yeah. (Umm) would you say adverse weather conditions would put you off exercising outdoors?

P – (Umm) not really no.

I – No, so you be quite happy to go jogging in the rain?

P – Yeah it wouldn’t bother me too much.

I – Okay.

P – It might keep me cool though.

I – (Umm) what activities do your friends enjoy doing and would you say they are regularly active?

P – (Umm) they like, like, like to play football things like that it’s a little bit different to the activities that I sort of enjoy. They like go to the gym but when they go to the gym there a bit not the greatest at it whereas I like to take it a bit more seriously.

I – Okay.

P – So it’s a little bit different.

I – And do you feel you have the support from your friends and family to engage with physical activity?

P – (Umm) yes my mum is a gymnastics coach and she’s if I mention sport to her she will she will say you need to take part whereas my dad is a bit the opposite he doesn’t really care about sport.

I – Yeah so you have got something to motivate you?

P – Yes.

I – Okay last couple of questions. (Umm) with Cardiff Metropolitan having many registered sport students and having great involvement with sport, do you feel this has impacted your chances of participating in sports teams as the standard of students in this university is greater than most others?

P – (Umm) the standard I probably is really good yes but the inclusion getting all students involved isn’t very good compared to other universities whereas for example like Cardiff Uni is not really a sports university whereas the inclusion is to get students involved with the sports is massive whereas its completely the opposite I think they may be too competitive here.
I – Hmmm

P – Like it makes people drop out for that reason whereas they I think that they feel like they’ve got their priorities in the wrong place at the moment.

I – So do you think in your sort of saying its quite intimidating and if if with it being elite.

P – Yeah it can be quite frustrating as well. Because when you make competitive priority then you’ve got to like pick the best players and then but then again that doesn’t always work. So try and make the teams the best team you can you’ve gotta push people away and that’s exactly what happens and it can and it can actually I feel like affects a person’s ability to play sport for the rest of their life.

I – Right.

P – Because its three years university and if they don’t take part for three years (umm) what’s the likelihood their gonna take part for the rest of their lives.

I – Yeah okay. So do you think if you were in another university you would be participating more or

P – (Urr) potentially yeah I definitely I feel like I could be definitely.

I – Yeah and would you want to do that?

P – (Umm) yes.

I – Okay. Finally do you still believe in your own ability to perform exercise effectively or are you worried about your current health and fitness?

P – (Umm) I feel I feel okay.

I – You feel okay?

P – Yeah I feel good. I’m not worried at all.

I – Okay that is the end of the interview. Can i thank you for taking part in this research study as it has helped me in gathering results and will hopefully lead to a successful outcome. If you wish to discuss anything regarding the interview in future then feel free to contact me on the information given on the participant information sheet. Thank you

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APPENDIX K
INTERVIEW – PARTICIPANT FIVE
**Interview- Participant five**

I – Okay, hello my name is Joel, thank you for coming. How are you today?

P – (Uhhh) I’m okay thank you yeah, cheers.

I – Okay (umm) in front of you there are three documents, the two documents to your right contain a participant information sheet along with a copy of the interview guide. The document on your left is an informed consent form which will need to be signed and dated if you agree to participate in this research. If you have had a look at these documents before the commence of the interview and are happy to continue taking part would you please sign the dotted lines on the bottom of the informed consent form (participant signs the informed consent form). Yeah okay (uhh) may I take this opportunity to offer my appreciation and thankfulness for agreeing to take part in this research and may I assure you that at any given time you may wish to withdraw from this study, you may do so without having to give any explanation and all discussion between me and yourself will be removed from the study. (Umm) first of all I would like to find out some basic information and get to learn a little bit about you if that is okay.

P – Yeah

I – So just to confirm you are a student at Cardiff Metropolitan University and are currently studying in your third year.

P – I am yeah

I – And how old are you?

P – (Uhhh) 21

I – So can you tell me a little bit about your course you are currently studying including what modules you undertake.

P – (Uhhh) I am doing a sports science degree (uhh) modules include performance analysis, sport psychology, (uhh) issues in sport and exercise science, (uhh) professional application of soccer.

I – Okay, (umm) is there any practical modules?

P – Yeah there’s one the football one bit of coaching but I’ve already finished it now: the module but it included a bit of coaching.

I - Right and how many hours would that be a week?

P – (Uhh) was about an hour and a half a week.

I – Do you feel as if (uhh) you would prefer more practical modules to be included in your course or are you quite happy with it?
P – (Uhh) it was good to be out of the lecture rooms and stuff and have it but they were a bit frustrating at the same time so I wouldn’t really want any more of it no.

I – Right, okay. Explain to me your current living arrangements and your opinions living in the area you do.

P – (Uhh) I got, I live in house of six with five other lads and (uhh), (uhh) it’s yeah it’s okay I mean, it’s what I expect really. I wasn’t expecting any more or any less.

I – So what would you say the conditions in the house were like?

P – There not great, I mean there not great at times especially in the winter but yeah.

I - And would you say the area you live in is quite safe or quite rough, like would you be prepared to participate in exercise like say at night time?

P – (Uhh) no I wouldn’t I’d say it was slightly rough around here so I wouldn’t be comfortable doing exercise at night no.

I – Right, okay (umm) what form of transport do you take to travel to University and how long does it take to travel to and from each day.

P – (Uhh) I walk to University it takes about twenty minutes to half an hour

I – So that's there and back so,

P – Yeah

I – Yeah, so why do you use this form of transport?

P- (Uhh) well it’s just easier really, I mean it’s probably about the same amount of time to get the bus It’s just more hassle so.

I – Yeah, okay (umm) do you currently have any part time jobs?

P – (Uhh) no, not in university no.

I – Okay (uhh) thank you for letting me to get (uhhh) get to know a little bit about you. Now we will move on to your current activity levels and whether or not you believe that your current life situation offers you enough opportunities to regularly engage in sport and physical activity. So are you aware of the recommended physical activity guidelines for adults?

P – (Uhh) no I’ m not aware of them.

I – (Uhh) well the World Health Organisation states you should carry out 150 minutes of moderate intensity exercise like jogging or cycling or 75 minutes of intense exercise such as squash or tennis and they also say that you should carry out (umm) strength and muscle training at least two days per week. So what are your interpretations of these guide lines?
P - (Uhh) well I’d say that I wouldn’t really follow them, to be honest I don’t really do that much.

I – And why would you say that is?

P – (Uhh) well I’m not really sure really (uhh) ever since I’ve come to Uni so.

I – Do you that’s like that’s too much to ask or do you think that’s just yourself?

P – I think it’s a bit too much to ask because people have got other things to do, like I’ve got to study a degree and stuff like that.

I – Okay (umm) explain to me your current participation levels in sport and physical activity.

P – (Uhh) well I don’t do any, I, I don’t do much at all at the moment since I’ve come to University. I go on a few runs occasionally but that’s it.

I – And what are your main reasons for not wanting to exercise?

P – (Uhh) I don’t feel that they give you enough opportunity in University.

I – Right okay

P – They, they, they concentrate mainly on the people that are playing the sport for them rather than students in general.

I – Right okay (ummm) so how does that compare to before you started university so how many, how many, and do you know in your first two years or has it just been consistent throughout your university degree?

P – Well before I came to university I was doing a lot of sport I played football, rugby and cricket at home. I still play cricket at home in the summer but (uhh) it’s been consistent throughout ever since I started uni its been through the whole three years.

I – Okay and how many hours likely per week were you doing before you came to University?

P – (Uhhhhhh)

I – Just an average

P – Well about eight to ten

I – Okay. Are you aware of the many benefits that regular physical activity can produce?

P – (Uhhh) yeah.

I – Yeah, can you explain what you perceive as the main benefits?

P – Well, improved health, feel better about yourself, (uhh) yeah increased perceptions you feel more positive and stuff.
I – Okay (umm). You said before that you didn’t think the University provide you with enough participation chances

P – Yeah.

I – So, what more do you think could be done to get students more active like what initiatives would persuade you to join?

P – I think they could do more, less serious competitions for people. Like because not everyone plays sport for Uni they should have football tournaments and stuff arranged like that just for people to get involved in but they don’t have anything like that in our uni.

I – So it’s just (umm) focused toward more elite standard?

P – Yeah.

I – Okay (umm) so do you feel that the area you live in provides you with enough opportunity to engage in sport?

P – Yeah I think to be fair the area does I mean there’s a lot of football fields close by and tennis courts and stuff but I just don’t really use them.

I – Would you say there is a lot of (umm) availability of teams or is it quite hard to come by?

P- (Uhh) I think it’s quite hard to come by I mean I don’t hear of many teams, I’ve heard of the odd one but.

I – Yeah Okay. (umm) okay now we have learnt what your current activity levels and perceptions on physical activity are it is important to discover your current student lifestyle habits and whether or not they are affecting the reasons why your participation levels have decreased since being a third year student. So can you explain to me about your oh we’ve spoken about your participations. So how does your social life compare now to as opposed to the first two years with regards to your academic work load and other added pressures like the examples include going to the cinema, going out, going clothes shopping etc.

P – Well, in the third year?

I – Yeah so how do they compare now?

P – Its decreased a lot this year I mean we don’t really go out at all much we, odd occasion we go to the cinema or go out for a few drinks but, first and second year was a lot different. We had a lot more time for a social life.

I – So what does your time consist of now?

P – A lot a lot of work stuff, work related stuff, always got some work to do, and always got something on the back of my mind like.
I – Okay so do you feel that if you, if you had the motivation you could balance work with physical activity Or do you think that it’s too much pressure?

P - I think that it especially at this time of the year I think it’s too much pressure really because you’re always thinking about doing work.

I – Okay so how many hours per week do you spend attending lectures?

P – (Uhhh) about six to eight.

I – And do these mainly consist of large sitting down periods?

P – Yeah they all do.

I – Yeah, so away from lectures how many hours of your own time would you spend on academic work on average per week?

P – (Uhh) probably about twenty.

I – Twenty okay. So explain to me what else you do in your spare time? Would you say you have a sedentary lifestyle?

P – (Uhh) (ahh) I’d say I do a lot of relaxing.

I – Yeah so what would that include?

P – Oh stuff like watching TV and going on the PlayStation and stuff like that yeah.

I – So would you say that spends a lot of time, that's a lot of your own time spent?

P – Yeah yeah it consumes a lot of time but I think I need to do it really after like studying for a lot of time a long time.

I – It helps to keep your mind off things?

P – Yeah.

I – Okay (umm) do you have a mobile phone?

P – Yeah

I – Can you tell me on how long on average do you spend on the phone and the reasons why you use it?

P – (Ummm) about four to five hours a day probably. A lot of the time it’s just to contact friends yeah.

I – Anything else?

P – Social media sites and stuff like that.

I – Yeah okay (umm) explain to me your current sleeping pattern and whether or not you feel you have a sufficient amount of sleep.
P – No I don’t have enough sleep, ever since I’ve come to uni it’s my sleeping pattern, I go to sleep later and I wake up later

I - And is that, so that’s been consistent throughout your three years?

P – Yeah.

I – It’s not got worse in third year?

P – (Ahh) I’d say it probably has got worse to be honest yeah.

I – And what do you think the main reasons for that are?

P – (Uhhh) probably not using any energy all day, just sitting round all day doing work and relaxing so I still feel energised.

I – Right okay, so do you feel as if, if you done more physical activity you think you would get better sleep?

P – Yeah definitely, I always think that yeah.

I – Yeah, so how has this, how has this (umm) differed to before you came to university or is it always, have you always been like that?

P – No it has differed since I have come to University. When I was doing sports and stuff consistently at home I used to have no problem sleeping and stuff but I struggle to get to sleep until late now.

I – And how does that make you feel the following morning?

P – Well, tired always tired when I get up, struggle to get up

I – Okay (uhh) tell me about any habits you have developed since starting university so examples include binge eating, excessive drinking, smoking or procrastination.

P – Yeah (umm), probably say well yeah excessive drinking is definitely one, smoking slightly (uhhh) yeah binge eating as well is a lot worse from before university.

I – So would you say you have got a poor sort of diet?

P – Yeah, yeah definitely.

I – Would you say these help positively or negatively with dealing with student lifestyle?

P - Negatively I think yeah because it doesn’t really help I mean with that on top of not doing as much exercise it is just not a good combination.

I – Would you but would you say that maybe going out with the lads once in a while does help to relieve the sort of pressure or do you sort of regret it the next day?

P – (Ahh) I suppose once in a while it’s okay yeah I mean you do need to do it once every while like.
I – Okay (umm) how has your health been since being in university? Have you suffered many illnesses or injuries?

P – It’s been, it’s been okay but recently I’ve been picking up a few illnesses and stuff so yeah.

I – And what do you think the reasons for that, are they just general flu sort of symptoms?

P- Yeah but I think the lifestyle doesn’t really help, I mean not keeping myself healthy so it was always going to happen that I become ill.

I – Okay and is this or have you become ill more or less than before you came to uni?

P – (Umm) more I’d say.

I – More.

P – Yeah.

I – Okay so are your hobbies and interests affordable and do these affect your participation levels? By this I mean membership costs, equipment costs and transport costs?

P – (Uhh) I’d say in university it is not affordable, I mean I don’t get enough money to be able to join the gym every week and stuff like that so yeah I’d say it wasn’t affordable.

I – The things you enjoy doing, so do you not enjoy doing things such as like jogging or running?

P – (Uhh) I do do jogging but I do, I wouldn’t say I enjoyed it I do it because I feel like I have to.

I – And maybe because it’s cheap?

P – Yeah its cheap, it’s the cheapest method as well I mean I’d probably prefer to go the gym.

I – Okay so would you say adverse weather conditions would put you off exercising outdoors?

P – Yeah they have done before I mean say I wanted to go for a run and it’s been raining I’ve sometimes like decided not to go.

I – Okay so that would de-motivate you then?

P – Yeah.

I - Okay so what activities do your friends enjoy doing and would you say they are regularly active?
P – Yeah I’d say a lot of my house mates goes to the gym on regular occasions daily really and I don’t go and yeah, apart from that really they don’t, well a few of them play football as well for uni and one does judo so they are quite active

I – Okay so do you feel you have enough support from your friends and family to engage in physical activity? So by this I mean like friends encouraging you to exercise with them or family helping out with the financial constraints.

P – (Uhh) I’d say that my friends have encouraged me to join the gym with them but I just financially haven’t been able to, it’s not that I haven’t wanted to but they have encouraged me.

I – Yeah, so you think if you had a better financial position that you would be able to participate more?

P – Yeah I’d say I’d definitely be able to participate more than I do now yeah.

I – Last couple of questions. With Cardiff Metropolitan having many registered sport students and having great involvement with sport do you think this has impacted your chances of participating in sports teams as the standard of students in this university is greater than most others?

P – (Uhh) yeah I’d probably agree with that because I mean if the standards were a bit lower there would be less competition for places and it would be easier just to turn up wouldn’t it and have a go. Yeah I think it’s because they concentrate on the elite standard players a lot that its more difficult.

I – And does that is that gives you less motivation or more motivation obviously with the standard being higher, does that motivate you?

P – At first I’d say it motivated me more because I thought I want to get in here like now its third year and stuff it’s like demotivated me I just thought there’s no point.

I – Okay and finally (umm) do you still believe in your own ability to perform sport effectively or are you worried about your current health and fitness?

P – (Uhh) I’d say at this current moment I’m probably a bit worried about my fitness because I could be a lot more fitter than what I am. So yeah I’d say that I wouldn’t I wouldn’t feel comfortable going to play in a football match now for example I’d want to get fit first.

I – And would you say that when you finish being a third year student you will become more active than what you do know or?

P – Yeah definitely, I’m already planning on basically starting again next summer when I finish University and that so.

I – Okay so thank you that is the end of the interview. Can I thank you for taking part in this research study as it has helped me in gathering results and will hopefully lead to a successful outcome. If you wish to discuss anything regarding the
interview in the future then feel free to contact me on the information given on the participant information sheet. Thank you.

P – Cheers.