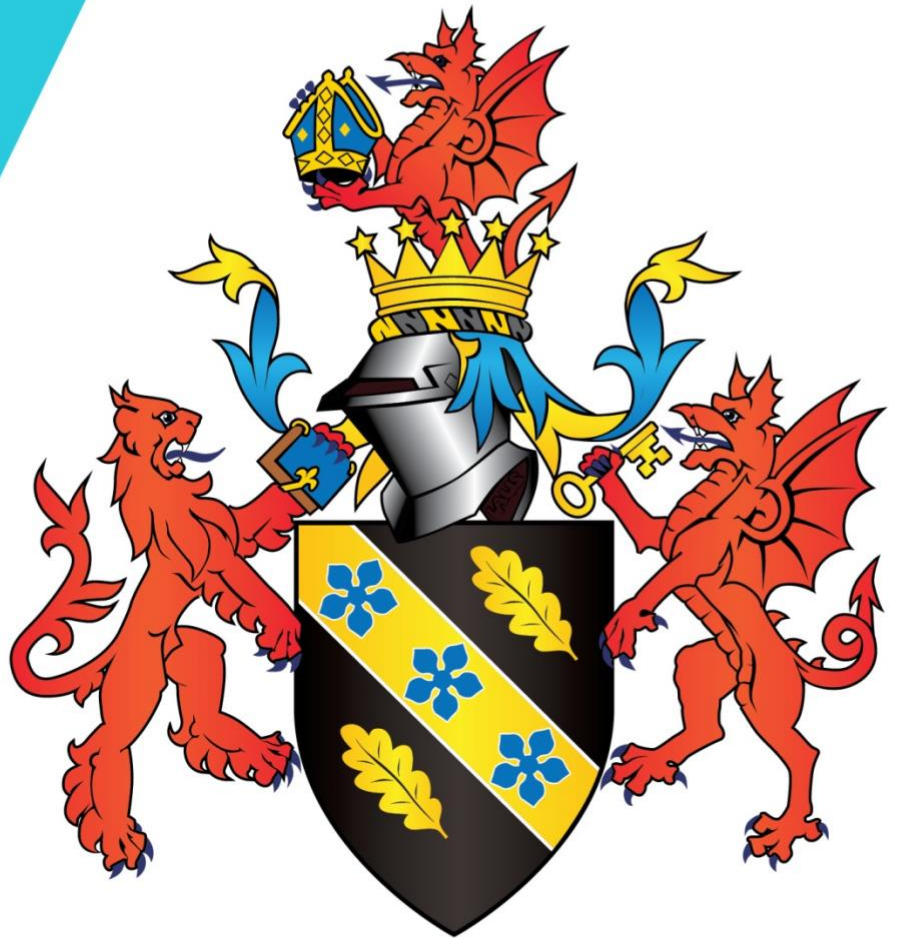




Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



Sports Industry Research
Project Report M6X02100
Assignment 2

Student Name

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Project Title

Analysing the internal and external factors
affecting female participation in football in South
Wales



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Abstract

Women's football in Wales, like many other countries across Europe, is continuing to grow. FAW reports show that "the female game has grown by 50% since 2016, with a record 8,600 women and girls now signed up to football clubs in Wales" (FAW, 2020).

Research conducted by the FAW tell us that "girls are more likely to be less confident than boys when joining a sports club" (FAW, 2020) and this study aims to determine whether traditional motivational theories and barriers affecting participation are visible in women's participation in football in Wales. Building on existing work and studies, this report asks what motivated the players to first participate in football as well as what continues to motivate them and what, if any, barriers have affected their participation at any point.

Based on a review of literature and analysing previous studies on motivational factors and barriers affecting women's participation in football, a structured questionnaire, consisting of both open and closed questions, was distributed to a willing group of respondents who are currently members of a team/teams. An analysis of the results indicate that the majority of these woman first participated in football at an all early due to their family motivating them and remained in football due to their interest in football and maintaining their fitness.

The UK Government implemented a 24-hour curfew in March 2020 due to the global outbreak of COVID-19 (Coronavirus). The University of Wales Trinity St David took steps to support students remotely with continued online supervision. However, many National Governing Bodies, Sports Teams and Schools closed during this period which meant that data collection become more challenging. As of the 13th March 2020, all youth and senior football activity was suspended in Wales with a subsequent effect on data collection. Instead of physical questionnaires being handed out to participants, an online survey was constructed and sent on to be completed.



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1.0 Introduction

Over the last 15 years, Women's football has seen an incredible growth in profile and popularity within Europe. UEFA, national associations, officials and administrators have worked constantly in order to get the women's game to blossom to the level of attraction that is now (UEFA, 2019). "Women's football growth and development within Europe remains consistent. Research compiled by UEFA shows that the total number of registered female players now over 1.27 million. More young girls are playing football with numbers rising to over 800,000. The number of youth leagues has also increased from 164 to 266 between 2012 to 2017" (UEFA, 2019).

Women's and girl's football participation in Wales recently hit record numbers. "The FAW Trust reports that a record 8,600 women and girls are now signed up to football in Wales" (FAW, 2020). The report came off the back off the FAW trust announcing its expansion of the Huddle programme, which is designed for 5-12 year olds and aim to bridge the gap and support the transition between school and club football. "Research tells us that girls are more likely to be less confident than boys when joining sports clubs. Huddle is designed to give girls the opportunity to develop skills and their confidence in a fun and sociable environment with their friends" (FAW, 2020).

The ideology behind the paper is based around the motivational factors and barriers affecting girls and women's participation in football. As stated in the FAW report, girls are more likely to be less confident when joining sports clubs, this paper aims to look at motivational theories and understand what motivates girls in Wales to participate in football and what, if any barriers they have been faced with, preventing them for part taking in football.

The paper also analyses the policies and initiatives in place in Wales and discovering whether these are deemed successful in terms of women's participation levels. It also compares Wales to other countries around Europe and the initiatives and policies implicated in those countries.

1.2 Aim

The aim of this project is to analyse female participation levels in football in Wales in comparison to other countries across Europe.

1.3 Objectives

- Analyse female participation across Europe
- Discover what influences female participation in football in Wales
- Discover what prevents female participation in football in Wales
- Identify what provisions are in place to encourage female participation in football

1.4 Rationale



The decision to look into women's football came due to the increasing popularity of the game and a personal interest in the sport

"Women's football is the fastest growing participation sport amongst girls in the UK" (Edwards, 2018)



2.1 Background of Football

Women's football in the UK was surprisingly popular in the early 1900's with *"around 150 women's teams in the England"* and obtaining attendances within the 10's of thousand, with Dick Kerr's Ladies vs St Helen's Ladies attracting a crowd of 53,000 at Goodison Park in 1917, 14,000 more than the highest attendance at a men's match at the stadium (Doble, 2015). However, in 1921 women's football was banned from affiliated pitches by the FA as the sport was seen as *"unsuitable for females and should not be encouraged"* (FA, n.d.).

Following the creation of the Women's Football Association in 1969 and the ban being lifted, women's football has significantly progressed at both elite and grass roots level. At elite level, there has been the creating of the Women's Premier League and cup competitions, the FIFA Women's World Cup and UEFA Championships attracting more and more spectators, both attending the matches and watching on live TV and there is an increasing number of professional Women footballers (Doble, 2015).

At grass roots level, there has been a significant change in the amount of funding and initiatives in the women's game. In 2018, the FA stated that there would be an increase in investment in women's and girl's game. Over 6 years, there would be an additional £50m provided in order to *"ensure the sustainability of successful initiatives such as the SSE Wildcats programme, and also ensuring the Women's Super League receives the support it requires to continue to grow"* (FA, 2018). FA chief executive, Martin Glenn said that the continued investment and initiatives are *"all part of the commitment to double participation in women's football and ensure consistent success on the world stage"* (Glenn, 2018).

2.2.1 Participation levels in Wales & the UK

Football is the most popular team sport in the UK, as of 2015, there was over 89,000 registered female footballers in England and an estimated 1.1m girls playing kickabout football (UEFA, 2015).

Similar results are seen in Wales, as football is also seen as the most popular team sport with 3% of female participation in outdoor football (Sport Wales, 2019). In 2015 however, UEFA reported that there were 4,800 registered female football players in Wales, a decrease of just over 1,300 on the previous season (UEFA, 2015). Although the 2 following reports showed an increase in participation with the number of registered female players increasing to 5,015 in 2015/16 and then to 5,626 in 2016/17 (UEFA, 2017). An 89% growth in the last 6 years.

2.2.2 Participation in Europe

Over the past 15 years, there has been a significant growth in the profile and popularity of women's game across Europe. Competitions like the Euro Championships and Champions League have gained significantly more interest and exposure over recent years and some of the top footballers such as Alex Morgan and Ada Hegerberg, the first woman to receive the Ballon Do'r Feminin, have become role models for the younger generations (UEFA, 2019). UEFA state that work to continue to grow the women's game in order to further increase the participation in the sport, whether that be as a player, a coach or just as a spectator (UEFA, 2019).



Research conducted by UEFA in 2016/17 shows that there is a consistent growth and development with there now being over 1.27million registered female players across Europe (UEFA, 2017). The increase is also seen amongst youth football with the number of girls registered under the age of 18 increasing to 827,000 as well as the number of youth leagues increasing from 164 to 266 since the 2012/13 season (UEFA, 2017).

UEFA state that *“the further development of women’s football is in safe hands”* with the UEFA Women’s Football Development Programme as well as *“encouraging FA’s to set strategic and financial goals, recommending the inclusion of women in key positions and ensuring domestic leagues across all associations”* (UEFA, 2017). Alongside this, FA’s around Europe are being instructed on how to market women’s football, initiatives into grassroots football are being more heavily encouraged, player pathways and recruitment plans are being further developed as well as improvements being made in facilities and playing environments.

2.3 Health Benefits of Football

A study in 2010 by the Department of Exercise and Sport Sciences in Copenhagen showed the impact regularly taking part in football can have on an individual’s health. The study which consisted of participants with no previous experience of participating in football showed that by participating regularly in football there was:

- Reductions in resting heart rate.
- Reductions in systolic and diastolic blood pressure.
- Decrease in fat mass.
- Increased leg bone mineral content.
- Improvements in cardiac function.

(Krustrup, Dvorak, Junge and Bangsbo, 2010).

As well as the physical benefits, the report also notes the social and psychological effects on individuals, such as:

- Low scores of worry.
- Fun and rewarding.
- Promotion of social interaction, creates social capital and networks.

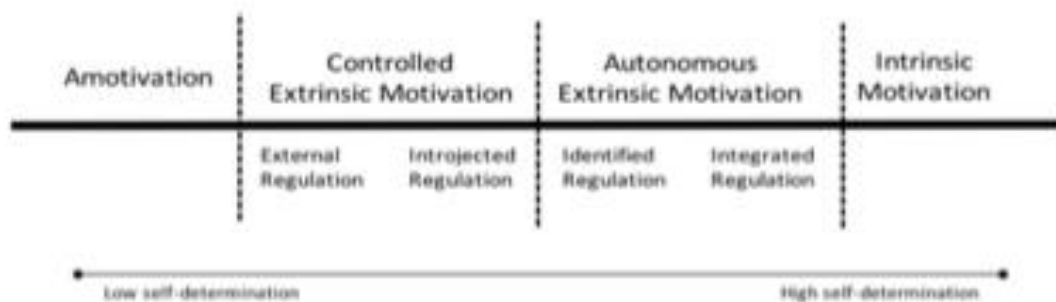
The NHS also note the benefits of participating in football *“counts towards the recommended amount of aerobic activity”* which will help improve an individual’s cardiovascular health and reduce the risk of heart disease, stroke and type 2 diabetes whilst also reducing body fat and increasing bone and muscle strength. (NHS, 2019). They too identify the psychological impact by stating *“participation can help improve mental health issues like depression and stress and can lead to an increase in confidence and self-esteem”* (NHS, 2019).



2.4.1 Self-Determination Theory

The Self-Determination theory is described as the “the process through which motivation develops and how it influences human behaviour and well-being” (Deci & Ryan, 1985). The Self-Determination theory analyses an individuals’ psychological needs in order to fulfil the autonomy, competence and relatedness fundamentals.

Within the theory, Ryan and Deci (1985) note how the self-determination theory goes beyond the basic principles of intrinsic and extrinsic motivation. They identify four different categories within extrinsic motivation on a self-determination continuum:



- External Regulation: activity for rewards or punishments by others.
- Introjected Regulation: to avoid guilt and/or anxiety or project self-worth.
- Identified Regulation: activity corresponding with personal values.
- Integrated Regulation: activity aligned with an individual’s self.

Some argue that intrinsic motivation can take two forms. The first being the obvious absence of extrinsic rewards meaning individuals are choosing to occupy their own free time. The second being an expressed interest in and enjoyment for the activity (Vallerand, Deci & Ryan, 1987)

“Sports comprise one of the most pervasive sets of activities that people engage in for enjoyment”
(Vallerand, Deci & Ryan, 1987).

2.4.2 Social Motivation in Youth Sport

The report into Social Motivation in Youth Sport stated how participants identified social reasons for their involvement in sport with the main reasons being part of a team, being with/making friends as well as positive and negative recognition and pressure for parents (Allen, 2003). Participants noted that “the social context of sport is salient to an individual’s motivation to participate” as it provides the opportunity for personal interaction and the possibility of developing social connections.

The overall purpose of the research was to “examine the contribution that social goal orientation and perceptions of belonging make toward understanding youth sport motivation” (Allen, 2003).



In addition to social factors that can impact an individual's motivation, the report also identifies the idea that physical competence leads to feeling of belonging in sport, the idea that being good at sport helps increase motivation (Allen, 2003).

2.5 Barriers Affecting Participation

A report conducted by Cortis, Sawrikar and Muir in 2007 on women's participation in sport and recreation discovered that women expressed many barriers preventing them participating in sport. They noted socio-cultural, access, affective, resources, physiological and interpersonal barriers as they key factors affecting participation levels (Cortis, Sawrikar & Muir, 2007).

2.5.1 Time

It is argued that "women perform more domestic work and care in their life therefore having less time and money for leisure activities than men (Bittman & Wajcman, 2000).

"For women, time is a major barrier to participating in sport" (Cortis, Sawrikar & Muir, 2007). They note how simply a shortage of time due to commitments like family and work and the addition of inconvenient opening times of leisure centres caused women to be inactive.

2.5.2 Finances

The financial cost of participating in sport is identified as a key barrier to affecting participation levels. "Families have other competing financial priorities like providing for the family" (Spaaij, 2013) which means some can't afford the costs of registration fees, equipment, travel that comes with participating in sporting activity.

Sport England also noted how women who work full time, on average, earn £599 less than men per month therefore they would have less desposable income to spend on sporting activity (Sport England, 2009).

2.5.3 Transport

A distinct lack of transport is perceived as a major factor preventing sports participation, especially amongst youths and students as transport after school is limited. Parents have work commitments and public transport runs at scheduled times therefore impacting the likelihood of getting to and from practice or games (Kubayi, Toriola & Monyeki, 2013).

For others, the lack of public transported impacted on participation as those without cars are unable to travel to and from activities. It was found even more difficult for those in more rural areas (Cortis, Sawrikar & Muir, 2007).

2.5.4 Facilities



According to some reports, women “aspired for access to space for sport, on the basis that activities could offer opportunities to strengthen identity and forge a sense of belonging” (Cortis, 2009). Cortis’ report also points out how women feel that although some facilities provide opportunities such as women only swimming time, it doesn’t meet many individuals needs in terms of the time day coinciding with parental and domestic responsibilities. Lack of appropriate changing facilities is noted as another barrier in facilities, especially amongst those of particular religious and cultural backgrounds (Cortis, 2009).

2.5.5 Body Image

Some argue that sport’s participation can be affected by the idea of beauty and body image. Cash (2004) stated that body image can have an impact on an individual’s everyday life, however, it is a greater cause for concern for women than it is men. For some sport or taking part in physical activity can raise insecurities about their body and how they appear taking part in sport in comparison to other (Cortis, 2009). For example, a study conducted by Frederick and Shaw found that “young women experienced reduced enjoyment of leisure activities due to concern about their appearance in comparison to others taking part” (Frederick & Shaw, 1995).

2.5.6 Cultural Priorities

In some instances, it’s not due to a lack of wanting to participate which causes some women not to take part in sport, some have cultural practices and expectations, for example “women from Asian backgrounds note how education and other leisure activities such as music and their education take precedence over sport” (Cortis, Sawrikar & Muir, 2007).

Whereas in other cultures, taking part in sporting activity is seen as the norm and encouraged by families and through governing bodies and initiatives. In some countries like Australia for example, sport is perceived as a ‘way of life’ (Cortis, Sawrikar & Muir, 2007).

2.5.7 Role Models and The Media

It is suggested by some that sports media can influence how participation in certain sports is viewed as well as what aspects of female sport is portrayed in the media (Higgs, Weiller & Martin, 2003). There is the idea that women must still conform to society’s traditional view on women and sport despite the ever-increasing popularity of women’s sport. Higgs, Weiller & Martin (2003) stated how the media use “manipulative techniques in order to influence participations levels in certain sports by presenting the idea of which sports women should play.

Furthermore, there is a clear disparity amongst media coverage between men and women’s sport, “on average, only 4% of sports coverage in national media and local print media is dedicated to women’s sport” (Sport England, 2009). Sport England (2009) identify this as a key factor to influencing participation levels as the media provides the knowledge, opinions and provides a platform for women’s sport.

2.5.8 Conclusion of Barriers



Although there is significant focus on increasing women's participation in sport, more needs to be done in order to overcome these barriers. Women's accounts of barriers "underline the needs to better fuse social inclusion, sport and public health agendas with more active strategies to engage women" (Cortis, 2009).

Sport Wales launched a new campaign in 2017 to help women and girls overcome such barriers and encourage more women to get involved in sport. 'Our Squad' allows individuals to register for activities and contact organisers, uniting a range of sports and encouraging women to try out different offerings (Sport Wales, 2017).

2.6 Current Policies and Initiatives

There are many policies and initiatives currently present in the UK and some specifically to Wales in order to increase participation levels in women's football and improve the game as whole.

Nationwide initiatives like This Girl Can, Gameplan For Growth and Girl's Football Week have been successfully rolled out for several years now and in Wales, the FAW have launched their own initiatives such as Pro Wales Women's Top Football, More Than a Game and most recently, BE. Football.

2.6.1 Gameplan for Growth

The FA Launched this initiative in 2017 in order to double the amount of women and girls participating in football by 2020. It was launched with the idea that it will "grow participation and create a sustainable and successful high-performance system" (FA, 2017).

The initiative focused on 8 key priority areas:

- Building a sustainable and successful high-performance system
- Building a world-class talent pipeline
- Increasing the number and diversity of women's coaches, referees and administrators in the sport at all levels
- Developing participation opportunities and infrastructure
- Changing perceptions and social barriers to participation
- Enhancing the profile and value of teams and players
- Signposting opportunities to participate, watch or follow
- Improving the commercial prospects in women's football

(FA, 2017)

2.6.2 This Girl Can

This Girl Can is a nationwide initiative which is run in order to get more women and girls active, regardless of shape, size or ability.

Although not specifically focusing on football, the initiative is run in order to get women involved in any kind of activity which includes football and within its first year (2016), 2.8 million 14-40 year old women said that they had taken part in more activity as a result of the This Girl Can campaign (See appendices 2).



However, Price stated that “with a gender gap of 1.7 million to overcome, we need to keep getting the message out so that all women feel able to exercise and play sport” and how initiatives like this are continuing to help change women’s behaviours and encourage more women to participate in sport and get active (Price, 2016).

2.6.3 Girls Football Week

“Girls’ Football Week is a national campaign to get as many girls as possible playing the game. It’s a great opportunity to get active, meet new friends and have fun” (FA, n.d.)

The initiative is focused on getting girls involved in football from a young age and use partners like Disney to add some further attraction to the event and work together to provide some Disney themed football games and activities. The most recent Girl’s Football Week saw participation figures of over 40,000 girls nationwide (See appendices 3).

2.6.4 Time For Action

Time For Action is the first ever football strategy launched by UEFA which is specifically designated to women which aims to double the number of female players in Europe by 2024.

The strategy focuses on laying the foundations for women’s football in order to provide the best possible platform for the game to grow. “UEFA aims to invest in programmes and initiatives to support the delivery of the plan from grassroots up to elite level” (UEFA, 2019).

The strategy aims to reach the following goals by 2024:

- Double the number of women and girls playing football to 2.5 million
- Change the perception of women’s football
- Double the reach and value of the women’s EURO’s and UEFA Champions League
- Improve player standards by reaching standard agreements for national team players and putting safeguarding policies in place
- Double female representation on all UEFA bodies

(UEFA, 2019)

2.6.5 BE. Football

The FAW launched BE. Football in order to promote and unite women’s and girls’ football across all levels. It “aims to challenge perceptions, inspire and give confidence so that women and girls across the game can BE their best self” (FAW, 2019).

The campaign aims to use the introduction of specific social media channels to provide teenage girls’ with lifestyle and football content from national members in order to connect with them as well as using further initiatives like ‘Huddle’ which aims to introduce football to girls between 5-12 in a fun and friendly way (FAW, 2019).



The campaign and corresponding initiatives focus' on grassroots level and the introduction of the sport into younger age groups. However, what is being doing once they are involved in the sport, what is the campaign doing once they have captured the interest of these individuals.

2.6.6 More Than a Game

The FAW launched More Than a Game in order to provide the organisation with ambitious goals for Welsh football across all levels.

The strategy was design upon three core values:

- Excellence – An intense desire or enthusiasm to continuously improve and strive for excellence
- Family – A group of people working together to make football stronger in Wales
- Respect – Demonstrating respect for each other in all that we do and at all times

(FAW, 2016)

Although the strategic plan is designed for all of Wales, not just the women's game, the objectives can be applied specifically to it, for example improving access to football and facilities, improving the lack of national media coverage for the domestic games (See appendices 4).

Everything in the report is focused on all aspects of football within Wales. It states how they aim to get both the men's and women's national teams qualifying for major tournaments, improving the domestic leagues, transforming communities through football and creating a strong and sustainable environment for football in Wales (FAW, 2015).

2.6.7 Huddle

Huddle is an initiative run by the FAW as an introductory programme for girls who are new to football. "Huddle aims to introduce girls aged between five and twelve (12) to football in a fun, relaxed, sociable and friendly way the ensure they have a positive first experience of football" (FAW, 2020).

The programme is delivered by clubs and partners all across Wales in order to increase participation levels in the sport. It also provides an opportunity for those who wish to progress onto a club team to be able to receive information from the coaches and clubs at the session.

The first phase saw just under 500 girls participate in a Huddle session, the majority of which had never played football for. The second phase is due to be rolled out in 2020 with the help of 43 clubs in Wales.

3.0 Literature Review Conclusion

The purpose of this review is to identify particular barriers that prevent female participation in football as well as motivation factors and theories that may positively affect participation levels. It is clear from the research noted what barriers are believed to prevent women and girls from taking part in physical activity which can be applied specifically applied to football. Along with this, the motivational theories and factors researched can also be applied to the research being conducted in order to fully understand why women and girls choose to participate in football and whether the results correspond with these theories.



Most of the research into female participation is based on sport and recreational activity as a whole, more research and investigation needs to go into why women and girls choose / don't choose to participate in football specifically and to fully understand the motivational factors behind those decisions.



4.0 Methodology

4.1 Epistemology

The methodology used within my study will be based on an epistemological perspective using a mixed methods approach, including questionnaires, interviews and possibly focus groups, in order to gather both qualitative and quantitative data to allow the identification and analysis of the internal and external factors affecting the participation of women in football in South Wales.

Epistemology can be defined as “the study of the nature and grounds of knowledge” (Auerswald, 1985). Auerswald goes on to say how it is a set of rules used in thought by groups in order to define reality and the idea of ‘thinking about thinking’.

Others argue how the term epistemology underlines action and cognition and how it impacts how individuals make sense of their world (Benjamin, 1983 and Hoffman, 1981).

“Epistemology is concerned with all aspects of the validity, scope and methods of acquiring knowledge” and is important for researchers as it enables them to frame their research in order to be able to discover knowledge (Moon & Blackman, 2017).

4.2 Mixed Methods

Mixed method studies can be defined as “studies that are products of the pragmatist paradigm and that combine the qualitative and quantitative approaches within different phases of the research process” (Tashakkori & Teddlie, 2008, p.22). The mixed method approach has become widely used due to the disagreement over qualitative and quantitative methods. Terrell argues that the use of mixed methods “can provide an investigator with many design choices which can involve a range of sequential and concurrent strategies” (Terrell, 2012, pp. 255).

The purpose of using a mixed methods approach within this study allows me to gain data that can be quantified and verified that can be used for statistical analysis. Quantitative data can be conveniently evaluated and “makes measuring various parameters controllable due to the ease of mathematical derivations they come with” (Surendran, n.d.). The use of questionnaires allows a large amount of quantitative data to be gathered and analysed, based around female participation in football such as how many years participants have played the sport.

Qualitative data on the other hand is “important in determining the particular frequency of traits or characteristics” and “allows the researcher to form parameters through which large sets of data can be observed” (Surendran, n.d.). Gathering qualitative data allows the emotion and perceptions of the participants to be fully understood and documented and can help identify and deal with any problems effectively. The possibility of using collection methods like one-to-one interviews and focus groups will allow data to take on a more personal approach and gain more in-depth opinions and knowledge surrounding women’s football in Wales.

“Qualitative research is taking an increasing importance within sports studies due to the need to understand the underlying experiences, feelings and emotions related to behaviour, which has become increasingly more acknowledged in recent years” (Gratton & Jones, 2010).

4.3 Ethical Concerns



Ethical issues have become an integral part of the process of preparing, conducting and publishing empirical research in the social sciences" (Siegel & de Wildt, 2016).

Any ethical concerns should be cleared up with the participant(s) before they sign the ethic form confirming their willingness to take part any research conducted. Possible ethical concerns in this study could be:

- Voluntary participation
- Knowledge of the purpose and procedures of the study
- Potential benefits of participation in the study
- Respect for the participants privacy
- Participants anonymity must be maintained throughout the duration of the research, data analysis and publishing
- Un-bias writing



Main body – Findings (use relevant number of pages)

5.0 Data Collection

There have been significant advancements in the techniques and technologies utilized in survey research, such as enhanced questionnaire design and computerized data analysis (Evans & Mathur, 2005). Originally, physical questionnaires were going to be handed out to the participants willing to take part on the research, however due to the impact of COVID-19 and the implications the virus had on football activity, an online survey was produced, and the online link sent to the participants.

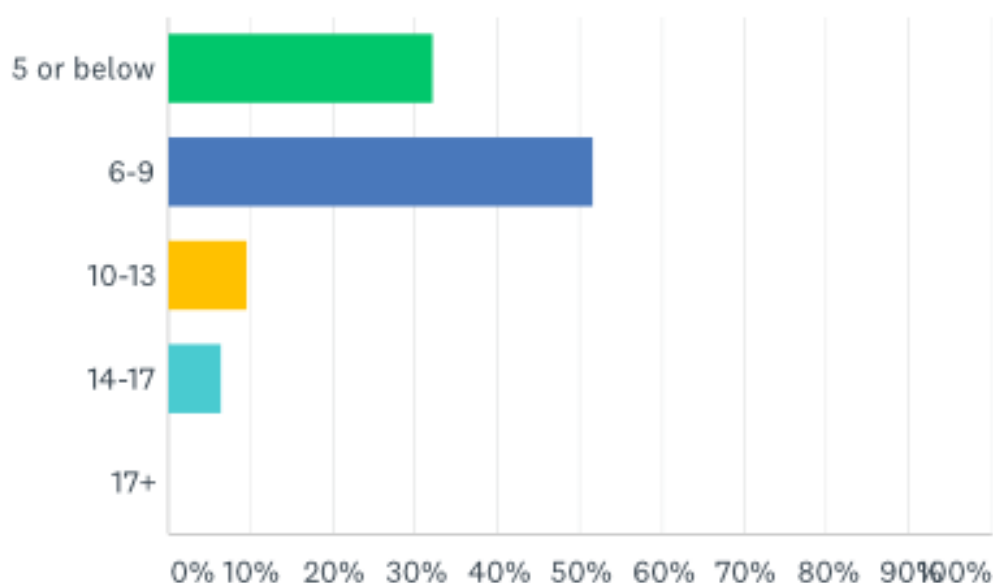
“Online surveys have numerous strengths and potential weaknesses” (Evans & Mathur, 2005), which can be seen in appendix 4. A major issue with online surveys is they tend to obtain a lower response rate. Fricker and Schlögl noted how “the majority of reported of results show online surveys, at best, obtain response rates equal to other models, sometimes worse” (Fricker & Schlögl, 2002).

However, given the circumstances, the use of an online survey provided significant convenience. Online surveys can be administered quickly and time-efficiently, helping to minimize the time it takes for the survey to be introduced into the field of research and for data to be collected. Respondents are also able to complete the survey at a time which is convenient for them, as well as taking as much time as is required to answer each individual question (Hogg, 2003).

5.1 Data Analysis

As easy as it for respondents to complete online surveys, it is just as simple to analyse the data and for it to be tabulated or placed into graphs (Evans & Mathur, 2005).

The first question on the survey asked the respondents what age they first participated in football.

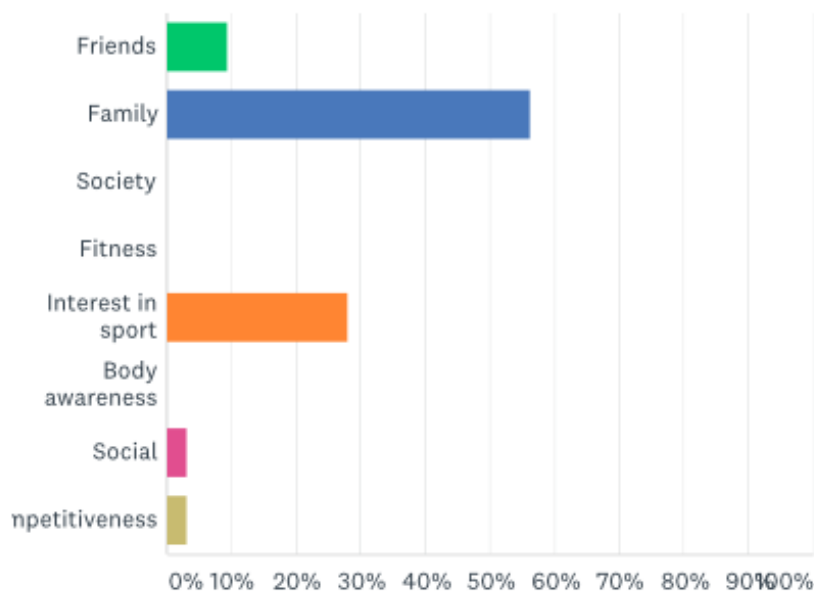


(Figure 1)



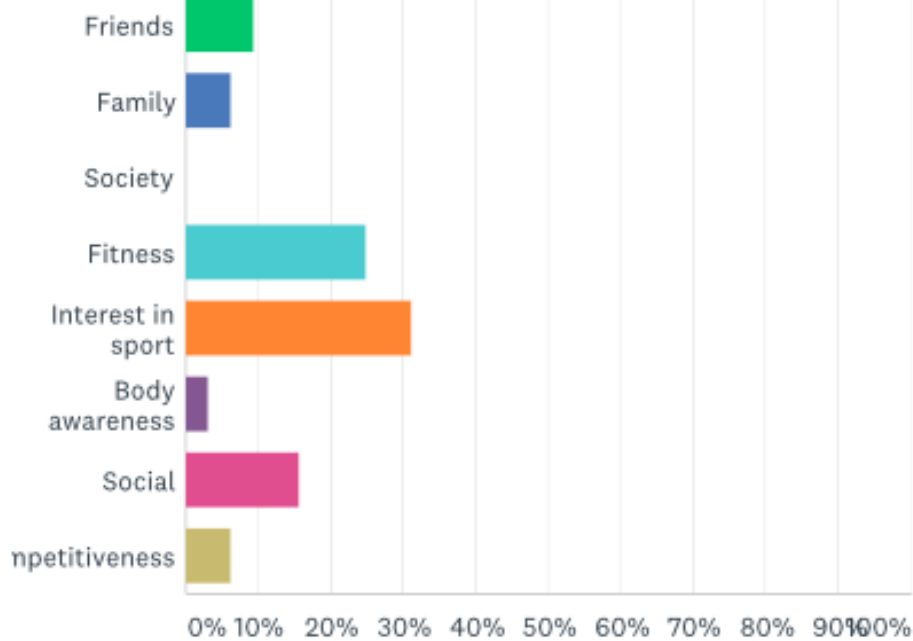
From the responses we can see that more and more girls are getting involved in football from a young age. The graph shows that the majority of those who completed the survey, participated in football from a young age, with 52% first playing the sport between ages 6-9 and 32% started when they were 5 or younger. The reason for this could be linked to the responses in question 2, what encouraged these girls to participate in football. 56% of the respondents stated that their family was their main source of encouragement (Seen in figure 2).

The motivational theories noted at the beginning of the paper, Social Motivation and Self-Determination Theory, explained how motivation can help an individual and influence their choices and well-being. Although the Social Motivation theory noted how gaining recognition from parents was a factor, it doesn't consider the actual influence a family or family member can have on one's motivation and the responses to these questions suggest that family members are a key factor to girls participating in sport within South Wales.



(Figure 2)

Social Motivation in Youth Sport states how participants identified social reasons for their involvement in sport with the main reasons being part of a team, however, social reason (16%) was listed just 3rd amongst respondents, with both maintaining fitness (25%) and having an interest in the sport (31%) being deemed as more significant when it comes to an individual's motivation (see figure 3).



(Figure 3)

Cortis, Sawrikar and Muir's report on women's participation in sport and recreation discovered that women expressed many barriers preventing them participating in sport including time, family responsibilities and the role the media can play. Surprisingly, 38% of respondents stated that since first participating in football, they haven't actually experienced any barriers that have affected their ability to participate. The main barrier to participation experienced was education with most stating that they gave up playing football in order to focus on their studies or that they simply didn't have enough time to participate.

Another barrier preventing the respondents participating in football was due to the fact there wasn't any teams available for them to play for. Up until 2014, girls and boys were able to compete against each other, in mixed gender teams, up until and including U11's. However, after this, girls were required to join a female only team, which in these circumstances, were non-existent. In 2014, however, the FA changed the age limit to U 16's, meaning girls are able to continue participating in football in mixed gender teams. The FA stated that "the most important thing is to give girls who want to play football the choice" (FA, 2014).

Research also found that the majority of girls had also participated in another sport(s), either as well as or instead of, football, with only 28% saying they hadn't taken part in different activities. Kelly Smith, England Women's all-time leading goal scorer and now Arsenal Ladies Development Team Manager argued how "a big number of PE teachers don't feel comfortable teaching girls' football" and that "there's a gap at school level where younger girls are missing the opportunities to play football and that's the key age where you enjoy it" (Smith, 2017).

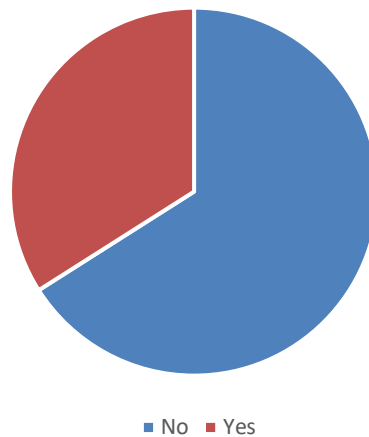
Rugby and netball were the most popular sports (both 25%) amongst respondents. Other sports consisted of hockey, athletics, cricket and golf. Many noted how they participated in these sports in school as it was what was available to them. Some actually stated how football wasn't offered to them in school, therefore if they wanted to participate in some kind of sport then they were required to take



Up something new. Other reasons were having a general interest in the sport, maintaining and/or improving fitness and it provided an opportunity to socialise.

What was quite surprising was the number of participants, 66%, who were unaware of any current initiatives encouraging the female participation in football. Out of the 34% who were aware, the most common response was the 'This Girl Can' initiative run by Sport England. Not so surprising with how successful the project has been, with nearly 3 million more women persuaded to get more active (This Girl Can, n.d). Another initiative noted was 'Huddle' conducted by the FAW as well as football festivals and the media representation of women's football in general.

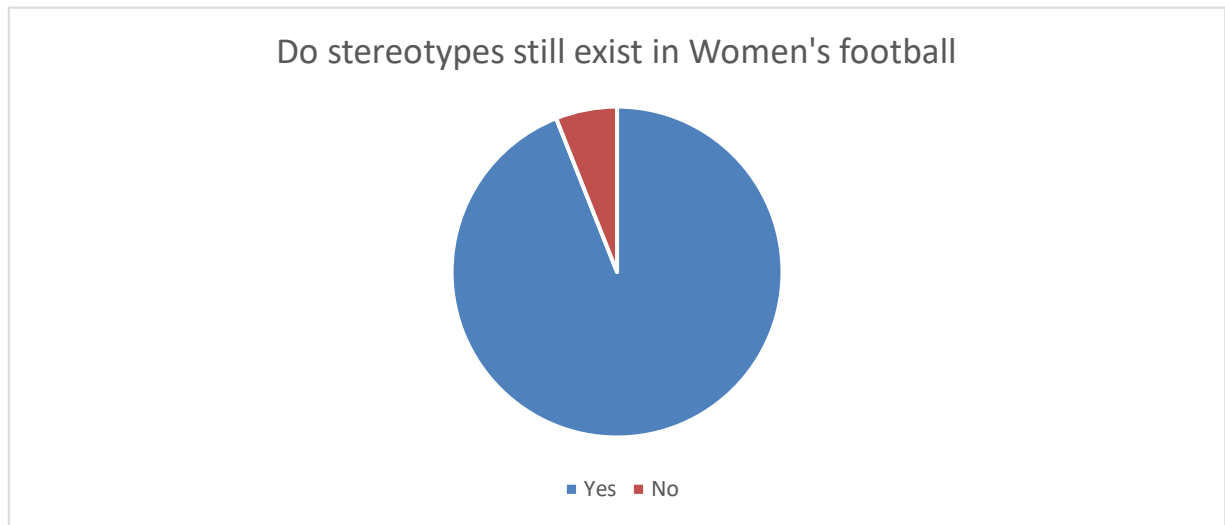
Percentage of participants who were aware of initiatives encouraging participation



(Figure 4)



“Research tells us that there are still pretty old-fashioned stereotypes around women's sport in general and women's football suffers from that” (James, n.d). The participants in the survey were asked whether they believed traditional stereotypes and prejudices still existed and were visible in Wales.



(Figure 5)

As seen in figure 5, 94% of the respondents stated that stereotypes and prejudice were very much evident in women's football in Wales with the most common responses arguing that football was seen as a men's game and women were seen as masculine and labelled as 'tom boys' or 'dykes' for playing it. Some did argue however that there have been changes in attitudes towards women playing football and the game is becoming more and more recognised.

The participants in the survey were also asked what they would like to see done in women's football in general as well as in Wales, the main response, not too surprisingly, was the idea of equal pay between men and women. “The 2017 Sporting Intelligence Global Sports Salary Survey showed that the pay gap is especially wide in football compared to other sports. Women footballers earn as little as one-hundredth the sums of their male counterparts, even amongst elite players in nations where women's football is relatively advanced” (Archer, 2019). On average, a Premier League players wage has risen to £2.64 million whilst the average wage for someone in the Women's Super League is £26,752 (Sporting Intelligence, 2017).

However, the calls for the pay gap between genders to be reduced, have been growing. In 2016, the United States' Women's National Team launched the 'Equal Play, Equal Pay' campaign in order to be paid the same as their male counterparts and even filed a federal complaint against the U.S Soccer Federation with the Equal Employment Opportunity Commission as well as filing a lawsuit of 'Institutionalised Gender Discrimination' against their own governing body (Guardian Sport, 2019).

Similarly, the Danish Women's team have challenged their employers by striking over pay disputes before a World Cup qualifier leading to the game being cancelled (Archer, 2019). The Norwegian MEN'S team requested the Norwegian Football Association provided equal pay for both the men's and women's national sides as well as rejecting their pay checks (Wrack, 2017) and in Australia, as of 2019, the women's national team will now earn the same as the men's after a Collective Bargaining Agreement was reached between the Football Federation Australia and the Professional Footballers Australia union (Regan, 2019).



Focusing more on women's football within Wales, the respondents stated how they would like for the Football Association of Wales (FAW) to be more proactive and involved within the sport. They identified a lack of involvement and opportunities at grassroots level as well as a distinct lack of funding across the whole of women's football.

They also identified a need for a bigger league with more teams, which would continue to grow the sport and have a positive impact on influencing girls to participate in football. As well as more opportunities for women to be involved in the men's game. The respondents stated how by allowing women to have greater opportunities to be involved within the men's game, ie: coaching and officiating, could benefit the women's game by providing positive examples of what can be achieved, no matter what gender you are.

5.2 Conclusion of Data Analysis

By analysing the data and processing it into bar graphs and pie charts, it makes it easier to identify any patterns or trends within the results. The open questions which required more in-depth answers in order to gain more qualitative responses, allowed the respondents to portray their feelings behind their responses regarding their experiences within women's football.

Unfortunately, due to the outbreak of the coronavirus (COVID-19) in March, interviews were unable to be conducted because of the social distancing and lockdown measures that we put in place by the UK Government. Although this affected the collection of qualitative data somewhat, due to some of the questions in the survey being open questions, some qualitative responses were able to be collected and analysed in order to gain insights and personal experiences of the respondents.



6.0 Analysing Other Nations Initiatives

6.1 England

England and Wales share similar initiatives. Gameplan for Growth, This Girl Can and Girls' Football Week are all initiatives which are run in both countries in order to increase female participation in football. However, "England's success at the 2019 FIFA Women's World Cup has helped a growth in participation across all levels of the women's game" (FA, 2019). Last summer, England Women's team reached the semi-finals of the World Cup before being knocked out by the eventual winners, the USA. The teams success lead to a major increase in participation, following the summer tournament, a further 850,000 committed to playing some form of football, with 23% playing 11-a side or small-sided football competitively throughout the coming season.

Participation figure have increased across a range of different age groups. 1,200 Wildcat Centres have been established in order to provide 30,000 girls under the age of 16 the opportunity to play football in the community. The FA's Shooting Star initiative works alongside Disney, the Youth Sport Trust and the National Literacy Trust in order to encourage 1,200 primary schools to teach the fundamentals of football during break time and the FA Girls' Football School Partnership is a new developed initiative being implemented in over 6,500 school through England (FA, 2019)

6.2 Iceland

Like Wales, Iceland is a relatively small country, both on the planet and in the footballing world. However, like Wales, the country has seen significant improvements amongst women's football albeit not as great as others. Participation figures increased 14% over the last 5 years up to 7,375 in 2016 (UEFA, 2017) and further investment into women's football has 'sparked fresh Icelandic dreams'.

Women's football in Iceland has benefited greatly from the FIFA Forward Programme. The Programme provides tailor-made support based on three principles: more investment, more impact and more oversight with the aim of improving the way football is develop and supported across the globe so every country can reach its potential (FIFA, 2019). Thanks to the \$900,000 investment from FIFA, the Football Association of Iceland (KSI) "has been able to implement one of the best educational and technical development models" and further develop women's football within the association (FIFA, 2018). Having FIFA supporting these associations is significantly important. Not only does it financially support them but it also sends out a strong message that women's football is important and it will continue to grow worldwide.

6.3 Azerbaijan

"Girls football is flourishing in Azerbaijan thanks to two UEFA backed projects: 3v3 mini-tournaments and a new women's Under-13 league" (Masson, 2016).

In 2013, The Azerbaijan FA staged a three-a-side girl' grassroots tournament, played on obviously smaller pitches and shorter matches, in order to increase participation. The tournament engaged with



over 2,000 participants and encouraged nearly 400 new players to register. The tournament was subsequently awarded with a UEFA Creativity and Innovation award in 2014.

The women's Under-13 league featured over 1,000 players for 46 teams, 35% of which were newly registered in order to provide the girls with an opportunity to play football and live a healthy lifestyle. The league also helped develop a strong coaching base with over 60 coaches, 15 of which female, being involved and gaining their UEFA B licences (Masson, 2016). These coaches then go on to play a key role alongside schools and keeping in contact with parents in order to promote and maintain the league.

6.4 Poland

Poland are one of the associations benefitting from UEFA's Women's Football Development Programme. UEFA provided funding of 100,00 euros to the Polish Football Association which then invested in three specific areas: Domestic Women's Competitions, Coach Education for Women and raising the profile of the women's game through large-scale promotions and attracting a variety of new sponsorship (Masson, 2016).

Working alongside UEFA, Poland aimed to increase access and participation in football among young girls in the country by strengthening the relationship between schools and clubs. The results have made it easier for girls to get involved in football and has seen a 178% increase in participation rates since 2012.

6.5 Scotland

"The Scottish FA launched dedicated Girls' Soccer Centres across Scotland in 2017 before the Euros, providing a fun environment for young girls to perfect their skills, grow in confidence and fall in love with football" (Scottish FA, n.d).

Run in partnership with local authorities, 28 Girl's Soccer Centres are run for girls aged five to 12. Building on the success of the women's national team, the centres aim to increase participation in football amongst those in primary school by providing a fun environment for young girls to perfect their skills, grow in confidence and fall in love with football. "A member of the SWNT has been appointed as an ambassador for the centres within their home region, providing a visible female role model for the participating girls." (Scottish FA, n.d). (See figure 6).



Main body – Conclusion (use relevant number of pages)

7.0 Conclusion

This research aimed to identify both the internal and external factors affecting women's participation levels in football within Wales as well as analyse what other associations in Europe are doing to actively engage with and improve female participation.

Despite facing some challenging and unexpected barriers like the impact of COVID-19

After analysing the data collected and placing them in comparison to the Self-Determination Theory and the Social Motivation in Youth Sport, it could be concluded that the majority of respondents that participated in the survey were extrinsically motivated to participate in football, with family being deemed as the greatest influence. However, as Vallerand, Deci and Ryan argued, intrinsically, having an interest in the sport was identified as the second most common factor to participation (Vallerand, Deci & Ryan, 1987).

Social Motivation was more commonly seen in response as to what motivates the respondents to remain in football. Allen noted how "the social context of sport is salient to an individual's motivation to participate" as it provides the opportunity for personal interaction and the possibility of developing social connections. Although, it was not deemed the key reason as to why women continue to play football. Having an interest in the sport was identified as the main reason women are remaining engaged with participating in football.

The report conducted by Cortis, Sawrikar and Muir in 2007 on women's participation in sport and recreation discovered that women expressed many barriers preventing them participating in sport. They noted many key factors such as time, finances, transport, cultural priorities and the role of the media, however, they failed to note the impact that education could have on the possible participation levels. Barring injury, Education was identified as the main barrier preventing women from participating in football, with some explaining how they needed to focus on their studies instead of taking part in any kind of sport. Some did note however, how the lack of time due to their focus on their education impacted upon them participating.

Another barrier preventing participation amongst women was the lack of teams available for them. As seen in figure 6, there is a lack of women's teams available across South Wales, with the South Wales Women's & Girl's league only having 14 teams spread across 2 leagues and the Women's Welsh Premier League only containing 8 teams (figure 7 & 8).



Main body – Recommendations (use relevant number of pages)

8.0 Recommendations

Although the women's game has grown significantly in recent years, within Wales in particular, it still has the potential to continue to improve and grow. Below is a list of recommendations that could potentially benefit women's football within Wales.

8.1 Major Tournament Qualification

Prior to the coronavirus outbreak in March, the Welsh women's national side were halfway through their qualifying campaign for the European Championships in 2021 (See figure 9) having previously just missed out on qualification to the 2019 World Cup, finishing behind England in the group.

Qualifying for major tournaments has been seen to have a significant impact on increasing the participation levels of girls in football. As previously noted, England Women's success at the 2019 World Cup had a massive impact, with over 850,00 more committed participants in comparison to the start of the tournament (FA, 2019). Likewise, this trend is seen in Scotland. Following the national teams' participation in the World Cup, "the number of registered female players in Scotland jumped 21%" (Green, 2020). The biggest annual increase in the history of women's football in Scotland saw the participation number rise from 14,000 to over 17,000 (Green, 2020).

Should the Wales women national team qualify for the European Championships, whenever qualifying recommences following the suspension of all football activity, we could expect to see a similar impact in Wales, and potentially see the number of girls and women increase.

8.2 Women's games before Men's

Another way in which the women's game can continue to grow in Wales is by potentially taking a leap out of the Welsh Rugby Union handbook. 2 years ago, the Welsh Women's rugby team competed against Italy in a Six Nations match at the Principality Stadium, just prior to the men's Six Nations match (WRU, 2018). The match was included in the price of the ticket and provided an opportunity for the Women's game to showcase its capabilities in front of a larger audience with more than 11,000 in attendance (figure 10). A similar idea could be applied to football, for example by having a women's match prior to a men's at the Cardiff City Stadium. This could encourage fans to get down early and watch the women's game which could potentially lead to an increase in participation levels as girls see their role models competing on such a grand scale.

This idea has been proposed by the Football Association. Director of the Women's Professional Game in England, Kelly Simmons, argued that "back-to-back matches would help boost the profile of the women's game" (Kondonis, 2019). The idea of having women's matches before men's fixtures could be



in place before next season as well as the possibility of Women's Super League Games being played as 'standalone' fixtures in premier league stadiums. All with the idea of capitalising on the momentum created by the World Cup success and continue to grow the attendances and the game in the UK (Kondonis, 2019).

8.3 Televised Women's Games

"The mass media have become one of the most powerful institutional forces for shaping values in modern culture" (Kane, 1988). Studies across media platforms show that women's sport receive only a fraction of media attention in comparison to men's, "although the sport-media nexus in men's sport is thriving, women's sport is scarcely a cut above invisibility" (Lebel & Danylchuk, 2009). Therefore, the lack of media coverage of women's football could be seen as a way of continuing to reinforce traditional stereotypes like football being a man's game, for example, as noted by the respondents.

However, the number of women's football games shown live on the tv is continuing to grow. As of the 2017-2018 season, the FA Women's Super League has been shown live on BT Sports as well as receiving its own highlights show on BBC (see figure 11) with the aim of helping the FA reach its target of doubling the number of women in football by 2020.

The FAW could potentially look into doing something similar with the Women's Welsh Premier League. The men's Welsh Premier League is already broadcast live on Sgorio on s4c. By doing the same with the Women's league, it will provide the league with a larger audience and a greater platform for them to encourage girls to participate in football and increase participation levels within Wales.

8.4 More Schemes in Schools

Some of the respondents noted how there was a lack of football related activity for girls within schools which prevented them from being able to participate in the sport and thus led them into taking part in a variety of other activities.

Following the FA by introducing the Girl's Football School Partnership into schools in Wales could be a good way to get girls into and enjoying football from a younger age. The initiative is committed to growing girls' football in schools by "providing girls with equal access to learn through football in PE lessons, participate in girls only football sessions, compete in girls' football school fixtures/events and lead girls' football activity for others" (FA, 2019).

The initiative "helps schools to mainstream girls' football in the PE curriculum, provide opportunities for girls to participate, lead and compete in girls' football and maximise inspiration from major women's football events" (FA, 2019).



As noted previously, there is the perception that a big number of PE teachers don't feel comfortable teaching girls' football. In order to overcome this, it could be possible to get local football coaches to come into the schools and either work with the teachers so that they feel comfortable or for the coaches themselves to conduct the PE lessons and coach the teams. This could also be beneficial for the clubs as there would then be a direct link between local school and clubs.

8.5 Bigger Leagues/More Teams

Growing the number of teams and the size of the league is somewhat dependant on the continued improvement of participation levels. As seen in figures 7 and 8, the size of the Welsh Womens' leagues are fairly small, especially in comparison to the mens, which was also noted by some of the respondents. Should the number of females participating in football continue to increase, then it is possible that the number of teams competing in these leagues can increase as well which could potentially have a greater impact on the standard and competitiveness which you would like to see benefit the national side as well.



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Appendices (use relevant number of pages)

1-This Girl Can - <https://www.sportengland.org/news-and-features/news/2016/january/12/thisgirlcanbirthday/>

THIS GIRL CAN DELIVERS RESULTS ONE YEAR ON

Millions of women and girls inspired to get active by our ground-breaking This Girl Can campaign

 12 January 2016



As we blow the candle out on the campaign's first birthday, 2.8 million 14-40 year old women say they have done some or more activity as a result of our campaign.

This Girl Can tells the unedited story of women who exercise and play sport - and celebrates the reality of cellulite, sweat and jigglng flesh.

2-Girl's Football Week - <http://www.fagirlsfootballweek.com>





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6-Scottish FA (n.d.) Soccer Centres Inspiring the Next Generation, Available at:

<https://www.scottishfa.co.uk/football-development/participation/girls-womens-football/soccer-centres/>, [Accessed on: 10th April 2020].



KIM LITTLE
SOCCER CENTRES
PRESENTED BY sse

→

KIM LITTLE SOCCER CENTRE
North Region covering Aberdeen, Aberdeenshire, Highland, Moray, Orkney, Shetland and Western Isles.



LISA EVANS
SOCCER CENTRES
PRESENTED BY sse

→

LISA EVANS SOCCER CENTRES
East Region covering Angus, Dundee, Perth & Kinross and Fife.



LEE ALEXANDER
SOCCER CENTRES
PRESENTED BY sse

→

LEE ALEXANDER SOCCER CENTRES
Central Region covering Clackmannanshire, East Dunbartonshire, Falkirk, North Lanarkshire, Stirling and West Dunbartonshire.



JANE ROSS
SOCCER CENTRES
PRESENTED BY sse

→

JANE ROSS SOCCER CENTRES
West Region covering Argyll & Bute, East Renfrewshire, Glasgow, Inverclyde and Renfrewshire.

7-South Wales Women's & Girls League (2020) SWWGL League Tables, Available at:

<http://www.swwgl.co.uk/Divisions>, [Accessed on: 12th April 2020].

SWWGL Women Division 1 (Adult)

	P	W	D	L	F	A	GD	Pts	
CWMBRAN CELTIC	7	6	0	1	19	9	10	18	
PONTYPRIDD TOWN LADIES	5	3	1	1	14	4	10	10	
TREDEGAR WOMEN AND GIRLS	7	2	1	4	12	12	0	7	
VILLA DINO CHRISTCHURCH	5	1	2	2	8	11	-3	5	
CAERPHILLY CASTLE LG	6	1	0	5	6	23	-17	3	



SWWGL Women Division 2 (Adult)

	P	W	D	L	F	A	GD	Pts	
AFAN LIDO	13	10	3	0	48	10	38	33	
AFC PORTH BGC	12	10	2	0	51	12	39	32	
CARDIFF BLUEBIRDS	8	6	2	0	51	6	45	20	
TONYREFAIL WELFARE	10	5	0	5	31	31	0	15	
BAGLAN BOYS AND GIRLS	12	3	2	7	25	42	-17	11	
RHYDYFELIN	9	3	0	6	22	24	-2	9	
CWMAVON BC	12	2	2	8	23	57	-34	8	
NEWPORT CITY	7	2	1	4	17	17	0	7	
LLANYRAFON	11	0	0	11	10	79	-69	0	

8-Cymru Football (2020) Welsh Premier Women's League Table, Available at:
<https://www.cymrufootball.wales/wpwl/table/>, [Accessed on: 12th April 2020].



POS.	CLUB	PLAYED	WON	DRAWN	LOST	GF	GA	GD	PD	PTS.
1	Swansea City	11	10	1	0	30	1	29	–	31
2	Cardiff Met	11	9	0	2	25	4	21	–	27
3	Cardiff City	10	7	1	2	25	9	16	–	22
4	Port Talbot	12	7	0	5	24	18	6	–	21
5	Cyncoed	11	3	2	6	12	26	-14	–	11
6	Briton Ferry Llansawel	8	1	1	6	8	19	-11	–	4
7	Abergavenny	9	1	1	7	4	23	-19	–	4
8	Aberystwyth Town	10	0	0	10	5	33	-28	–	-3

9-Pearlman, M (2019) Women's European Championship Qualifying – Group C, Available at: <https://www.bbc.co.uk/sport/football/50321154>, [Accessed on; 21st April 2020].

	Team	P	W	D	L	F	A	GD	Pts
1	– Norway	4	4	0	0	32	1	31	12
2	– Wales	4	2	2	0	9	2	7	8
3	– Belarus Women	3	1	0	2	7	8	-1	3
4	– Northern Ireland	4	0	2	2	2	14	-12	2
5	– Faroe Islands Women	3	0	0	3	0	25	-25	0

10-Griffiths, G (2018) Women's Six Nations: Wales 15-22 Italy, Available at: <https://www.bbc.co.uk/sport/rugby-union/43321880>, [Accessed on: 20th April 2020].

11-FA (2017) Broadcast Boost for WSL, Available at: <http://www.thefa.com/news/2017/sep/11/fa-wsl-broadcast-announcement-110917>, [Accessed on: 23rd April 2020].



TheFA



WOMEN'S & GIRLS'

For ALL



BROADCAST BOOST FOR WSL

The FA Women's Super League to be shown live on BT Sport, BBC and Facebook in 2017-18



Insert Ethics Form P1 into the table below

E3 FORM – Sports Research Project

PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

APPLICATION FOR ETHICAL APPROVAL – BA level

CAIS AM GYMERADWYAETH MOESEGOL – Lefel BA

Mae'r ffurflen hon i'w chwblhau gan bob BA myfyrwr. Rhaid i bob ffurflen gael ei ystyried gan diwtor y modiwl. Dylai un copi o'r ffurflen yn cael ei roi ar y ffelliau Gyfadran ac un copi cadw ar y ffeil myfyrwr.

This form is to be completed by all BA students conducting research, projects or productions. This form should be completed by the student. All forms must be considered by the Module tutor. A copy of the form must be kept centrally and on the student file.

ADRAN 1 – MANYLION MYFYRIWR

SECTION 1 - STUDENT DETAILS

Enw Llawn Full Name	Aaron Williams		
Ysgol/Cyfadrn/ School/Faculty	Swansea	Rhif Myfyrwr Student Number	1700800
Cydylynydd prosiect / Tiwtor Module Tutor/ Programme Co-ordinator	Andrew Thomas	Enw'r Gradd Name of Degree	BA Sports Management

Teitl dangosol yr Traethawd Hir:

Indicative Title of Dissertation:

**ADRAN 2 – MANYLION CYFRANOGWYR /
CYNULLEIDFA**

**SECTION 2 - PARTICIPANT / AUDIENCE
DETAILS**

Pwy yw'r cyfranogwyr arfaethedig?	Who are the intended participants?	Ydw / Yes	Na / No
Myfyrwyr / staff Y Drindod Dewi Sant	Students / staff of Trinity Saint David		/
Oedolion (dros oed 16 ac yn gymwys i gydsynio)	Adults (over the age of 16 and competent to give consent)	/	
Plant a phobl ifanc dan oed	Children / legal minors		/

1



Insert Ethics Form P2 into the table below

Cleifion neu gleientiaid gweithwyr proffesiynol	Patients or clients of professionals		/
Rhywun sy'n cael ei gadw yn y ddalfa neu y mae'r llys wedi cymryd cyfrifoldeb amdano	Anyone in custodial care or for whom the court has assumed responsibility		/
Aelod o unrhyw sefydliad lle mae'n bosibl bod angen i unigolyn arall hefyd gydsynio.	A member of any organisation where another individual may also need to give consent.		/
Eraill: Nodwch: / Others: please identify:			

Nifer, Oed a Ffynhonnell y Cyfranogwyr Rhowch fanylion yr demograffeg y cyfranogwyr / gynulleidfa.			Participant / Audience Number and Age Provide details of the demographics of the participants / audience.
Nifer o Gyfranogwyr / yn y Gynulleidfa	Participant/ number	Audience	TBC
Grŵp oedran y Cyfranogwyr/ y Gynulleidfa	Participant/ group	Audience age	16+

ADRAN 3 – GWEITHGAREDD YMCHWIL

SECTION 3 – RESEARCH ACTIVITY

1.	Ydy'r prosiect yn cynnwys:	Does the project include:	Ydy / Yes	Nac ydy/N o
	Defnyddio holiadur neu offeryn ymchwil tebyg	Use of questionnaire or similar research instrument	/	
	Defnyddio prawf ysgrifenedig neu gyfrifiadurol	Use of written or computerised test		/
	Cyfweliad (cysylltwch gwestiynau posibl)	Interview (attach provisional questions)	/	
	Dyddiaduron	Diaries		/
	Arsylwi ar gyfranogwyr a hwythau'n ymwybodol o hynny	Participant observation with their knowledge		/
	Arsylwi ar gyfranogwyr a hwythau ddim yn ymwybodol o hynny	Participant observation without their knowledge		/
	Recordio fideo neu sain	Video or audio-taping	/	
	Mynediad i wybodaeth personol neu gyfrinachol heb gydsyniad penodol y cyfranogwyr	Access to personal or confidential information without the participants specific consent		/



Insert Ethics Form P3 into the table below

Defnyddio unrhyw gwestiynau, ysgogiadau prawf, cyflwyniad y gallai rhai cyfranogwyr eu profi fel rhywbeth sy'n achosi niwed / tramgwydd corfforol, meddyliol neu emosiynol	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive		/
Cyflawni unrhyw weithredoedd allai achosi embaras neu effeithio ar hunan-barch	Performance of any acts which may cause embarrassment or affect self-esteem		/
Ymchwilio i gyfranogwyr sy'n ymwneud â gweithgareddau anghyfreithlon	Investigation of participants involved in illegal activities		/
Gweithdrefnau lle defnyddir twyll	Procedures that involve deception		/
Gweini unrhyw sylwedd, cyfrwng neu blasebo	Administration of any substance, agent or placebo		/
Dull arall o gasglu data neu fformat cyflwyno (esboniwr)	Other method of data collection or presentation format (please explain)	/	

2.	Restru eich dull o gasglu data	List your method of data collection:
	Secondary research via journals, reports, articles. QUESTIONNAIRES	

3.	Risg Posibl: (corfforol, seicolegol, cyfreithiol, cymdeithasol neu economaidd)	Potential Risk: (physical, psychological, legal, social or economic)
A oes unrhyw risg bosibl i:		Is there any potential risk to:
		Ydw / Na / Yes No
A	Cyfranogwyr?	Participants?
B	Ymchwilydd?	Researcher?
C	BrifYsgol/Cyfadrn?	University?

4.	Rheoli Risg: Os oes, beth yw'r risg a sut y bydd yn cael ei reoli?	Management of Risk: If yes, what is the risk and how will it be managed?
	n/a. All answers will be anonymous	

5.	Os ydych yn delio â phlant a / neu oedolion agored i niwed, rhaid i chi gyflwyno eich tystysgrif DBS i'ch tiwtor goruchwyllo i'w	If you are dealing with children and/ or vulnerable adults you must present your DBS certificate to your
----	--	--



Insert Ethics Form P4 into the table below

cymeradwyo cyn i unrhyw gysylltiad â cyfranogwyr hyn.		supervising tutor for approval before any contact with these participants.	
		Ydw / Yes	Na / No
A	Ydych chi wedi gwneud cais am dystysgrif DBS?	Have you applied for a DBS certificate?	
B	A yw eich tiwtor weld a'i gadarnhau eich tystysgrif DBS?	Has your tutor seen and approved your DBS certificate?	

6. A fyddwch yn cael cydsyniad gwybodus ysgrifenedig gan eich cyfranogwyr?		Will you obtain written informed consent from your participants?	
		Ydw / Yes	Na / No
A	Os na fyddwch, pam hynny?	If no, why not?	
B	Os byddwch, sut byddwch yn sicrhau cydsyniad gwybodus?	If yes, how will you secure informed consent?	
Rhowch eglurhad / Please explain: By getting the participant(s) to sign an ethics form which would allow them to take part in the study.			
Cynhwyswch gopi o'r ffurflen gydsynio os ydych yn defnyddio un.		Please include a copy of the consent form if you are using one.	

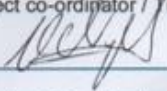
ADRAN 4		SECTION 4	
CEFNOGWYD /APPROVED		NIS CEFNOGWYD/ NOT SUPPORTED	
Datganiad Mae'r wybodaeth a gynhwysir yma yn gywir, hyd eithaf fy ngwybodaeth a'm cred. Rwyf wedi ceisio dynodi unrhyw risgiau a phroblemau sy'n gysylltiedig â'r prosiect / ymchwil neu gynhyrchiad ac rwyf yn cydnabod fymrwymadau innau a hawliau'r cyfranogwyr.		Declaration The information contained herein is, to the best of my knowledge and belief, accurate. I have attempted to identify any risks and issues related to the project/research or production and acknowledge my obligations and the rights of the participants.	
Llofnodau Dylai'r ffurflen hon gael ei chwblhau a'i llofnodi gan y myfyriwr a'r Cydlynnydd y prosiect /Twitor		Signatures This form should be completed and signed by the student and the Module tutor/Programme Co-ordinator.	

Myfyriwr / Student	Dyddiad: / Date:
--------------------	------------------

4



Insert Ethics Form P5 into the table below

		16/01/2020
Cydlynnydd y prosiect / Twitor Project co-ordinator / Tutor 		Dyddiad: / Date: 30/1/2020
Sefydliad / Organisation R.A. N. N. N.		Dyddiad: / Date: 30/1/2020



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

Cyfranogwr Rhif Adnabod:
Participant Identification Number:

CWESTIYNAU CYFWELIAD SAMPL		SAMPLE INTERVIEW/ SURVEY QUESTIONS	
TEITL Y PROSIECT: / PROJECT TITLE: Analysing Women's football in South Wales			

1	What age did you first participate in football?
2	How long have you played football for?
3	Do you play competitively or casually?
4	What encouraged you to get involved in football? (Friends, Family, Society, Fitness, Body Awareness, Social, Other)
5	What motivates you to continue to play football? (Friends, Family, Society, Fitness, Body Awareness, Social, Other)

5



Prifysgol Cymru

Y Drindod Dewi Sant

University of Wales

Trinity Saint David

Insert Ethics Form P6 into the table below

6	Did you stop playing football at any point? If so, why?
7	Are you aware of any initiatives that encourage participation? If yes, what ones?
8	Women's football in Wales has improved? Would you agree?
9	What would you like to see done in the future?
10	

ENW A CHYFEIRIAD YR YMCHWILYDD	NAME & ADDRESS OF RESEARCHER Aaron Williams 16 Llys Briallen, Brackla, Bridgend, CF312BG
--------------------------------	--



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

Cyfranogwr Rhif Adnabod:
Participant Identification Number:

FFURFLEN GANIATÂD CYFRANOGIAD	PARTICIPATION CONSENT FORM
TEITL Y PROSIECT: / PROJECT TITLE: Analysing the internal and external factors affecting female participation in football in South Wales	

Name of Researcher:

Please initial box

1. I confirm that I have read and understand the information sheet dated 28/01/2020 for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

RN

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

RN

3. I understand that any information given by me may be used in future reports, articles or presentations by the research team.

RN

4. I understand that my name will not appear in any reports, articles or presentations.

RN



Insert Ethics Form P7 into the table below

5. I agree to take part in the above study. RN

ROSS NORGROVE 30/1/2020 R.A. Norgrove
Name of Participant Date Signature

Aaron Williams 16/01/2020 AW
Researcher Date Signature

You may decline to participate in this study. You may end your participation in this study at any time. If you decide to remain anonymous, maintaining your anonymity will be a priority and every practical precaution will be taken to disguise your identity. If you prefer anonymity, there will not be any identifying information on audiotapes or transcripts of this or any interview. No-one will hear any audiotapes or see any transcripts without your prior consent. All materials generated from this or any interview will remain confidential.

When completed, please return in the envelope provided (if applicable). One copy will be given to the participant and the original to be kept in the file of the research team at:
PLACE UNIT 50

ENW A CHYFEIRIAD YR YMCHWILYDD	NAME & ADDRESS OF RESEARCHER Aaron Williams aaron.david.williams@hotmail.com 16 Llys Briallen, Brckla, Bridgend, CF312BG
--------------------------------	---



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

Cyfranogwr Rhif Adnabod:
Participant Identification Number:

FFURFLEN GANIATÂD CYFRANOGIAD	SAMPLE PARTICIPANT INFORMATION SHEET
TEITL Y PROSIECT: / PROJECT TITLE: <u>ANALYSING FEMALE FOOTBALL PARTICIPATION FACTORS</u>	

THIS FORM IS TO BE AMENDED AND ADAPTED AS NECESSARY

Dear Participant:

My name is Aaron Williams and I am studying in the School of Business Management

I would like to invite you to participate in my research project. This project will analyse the internal and external factors that affect female participation in football and aims to discover whether certain theories are relevant in today's society

7



Insert Ethics Form P8 into the table below

*Attached to this letter is a short questionnaire developed by myself which will assess the factors affecting participation. I believe your opinions will be extremely helpful to me.

Through your participation in the questionnaire and/or interviews, I hope to ascertain why your team began playing football and what continues to influence them.

All questionnaires will be kept strictly confidential to the researchers involved and at **NO** time will individual questionnaires be released to the general public. This gives you a chance to express your views on your programme a confidential and anonymous forum and still be able to make a difference. Your participation in this study is completely voluntary so you can withdraw from the questionnaire at any stage.

Our questionnaire should take about **5** minutes to complete, but there is no time constraint. There are also no right or wrong answers. Attached to this letter along with the questionnaire is **XXX** (e.g. an instruction sheet / a consent form / a feedback sheet). As this is a new project, your feedback is also important to us and we would be much obliged if you could also complete the feedback sheet along with the questionnaire. We understand that your time is at a premium but your opinions are very valuable to us.

After careful and precise analysis of the data obtained from this questionnaire, I will be happy to provide you with a copy of the findings at your request. The results of this questionnaire will hopefully enhance my understanding of **XXXX** and will be stored on **XXX**. The results of the research will be fed back to **XXX**.

We thank you in advance for your time and participation. If any questions do arise, feel free to contact me at your convenience.

ENW A CHYFEIRIAD YR YMCHWILYDD

NAME & ADDRESS OF RESEARCHER

Aaron Williams
aaronwilliams@hotmail.com
16 Llys Briallen, Brackla, Bridgend, CF312BG



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

UWTSDSPORT

BA Sports Management
Portfolio

Research Project
Report