



HAMPSHIRE FA 'THEIR GAME' INITIATIVE 2021 REPORT



Welcome.... 03



Graphs and figures.... 04

Thematic analysis.... 21

Concluding words.... 23

CONTENT PAGE

WELCOME – WHO ARE THE RESEARCHERS?

- **Head researcher – Connor Heiden:**

- Course of study: *BSc (Hons) Sports and Exercise Psychology*
- Sporting interests: *Powerlifting and American Football*
- Why I decided to volunteer to help: *It was an intriguing project and, I am always trying to volunteer and help to not only better me as a person, but to improve my community!*
- Data analysed: *Parents*
- Email: *c.heiden.20@unimail.winchester.ac.uk*

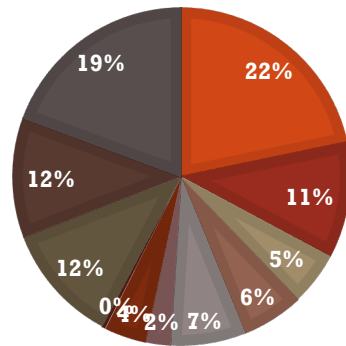
- **Co-researcher – Gareth Lloyd:**

- Course of study: *BSc (Hons) Sport Coaching*
- Sporting interests: *Ice Hockey and ball sports*
- Why I decided to volunteer to help: *I volunteered to help because I felt that this project was going to be very eye opening and something that many sports could learn from this study.*
- Data analysed: *Players and Coaches*
- Email: *G.lloyd.21@unimail.winchester.ac.uk*

DEMOGRAPHICS - PARENTS

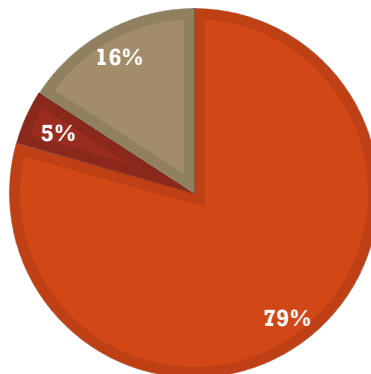
AGE GROUP - PARENTS

■ U10 ■ U11 ■ U12 ■ U13 ■ U14 ■ U15 ■ U16 ■ U18 ■ U7 ■ U8 ■ U9



GENDER SPLIT - PARENTS

■ Male ■ Female ■ Mixed



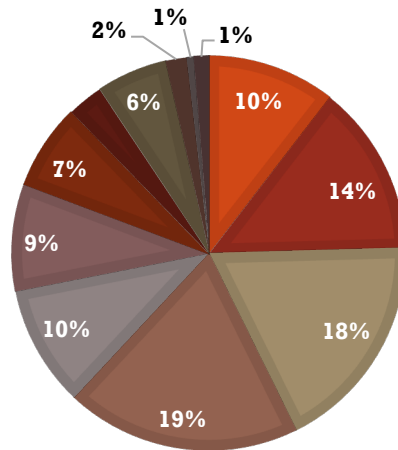
In the following slides, we will now present the quantitative element of the analysis process.

Here, we have the demographics of each **parent** who filled out the questionnaire

DEMOGRAPHICS – COACHES

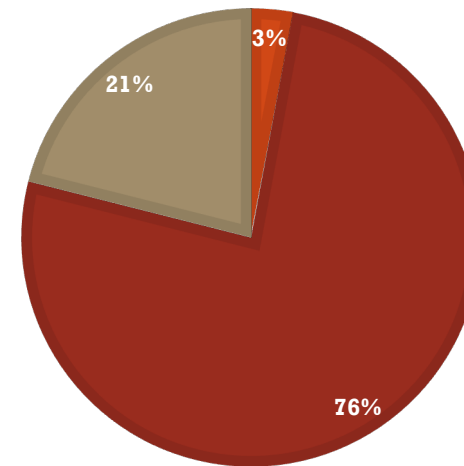
AGE GROUP YOU COACH - COACHES

■ U7 ■ U8 ■ U9 ■ U10 ■ U11 ■ U12 ■ U13 ■ U14 ■ U15 ■ U16 ■ U17 ■ U18



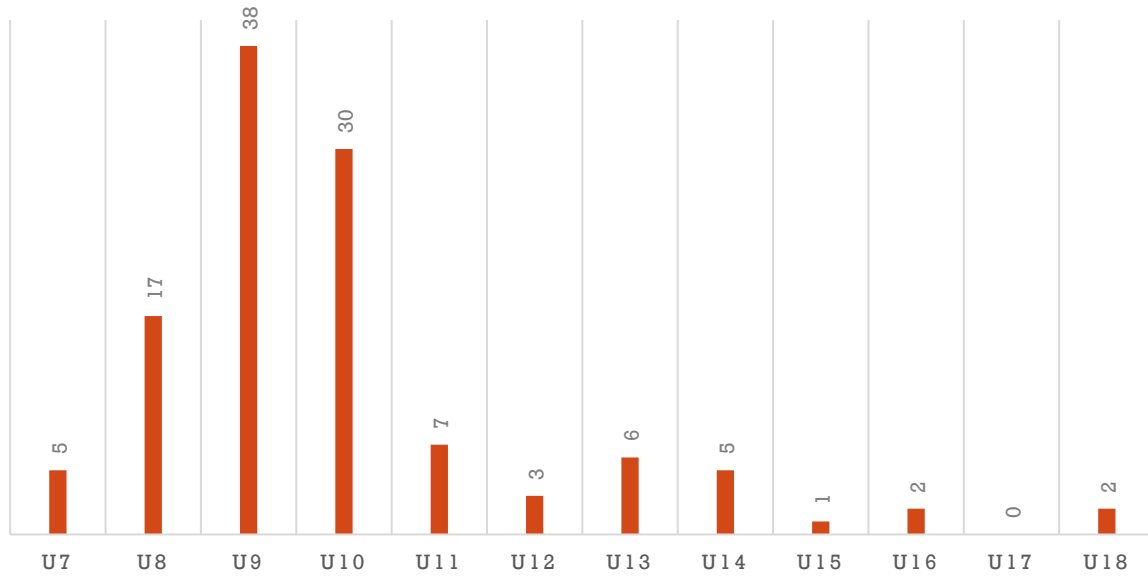
TEAM GENDER - COACHES

■ Female ■ Male ■ Mixed

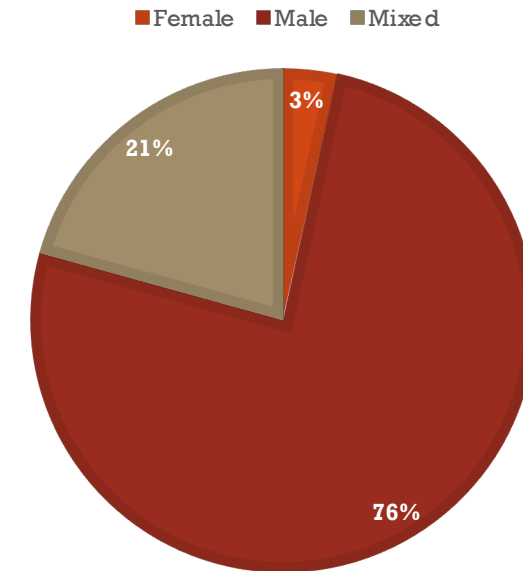


DEMOGRAPHICS - PLAYERS

AGE GROUP - PLAYERS

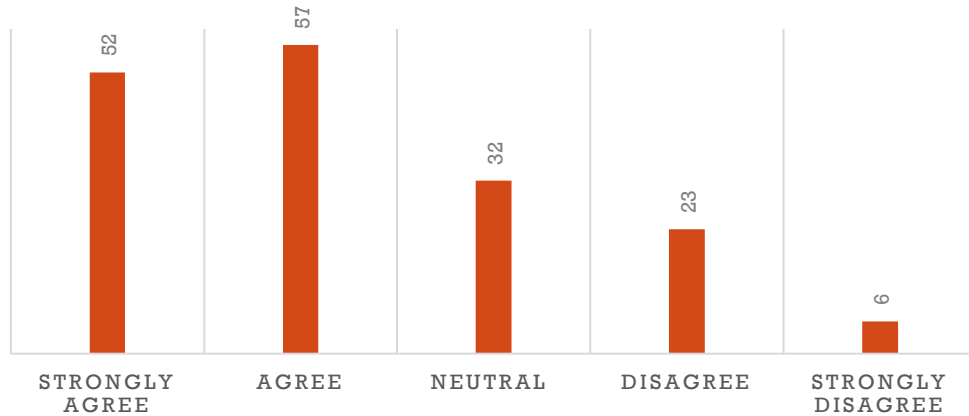


TEAM GENDER - PLAYERS

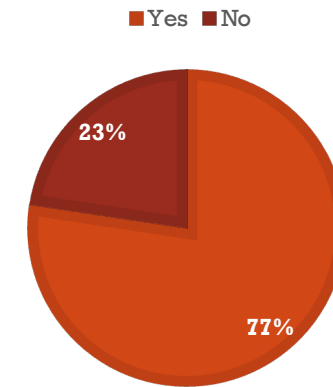


”DID YOU AGREE WITH IT?”

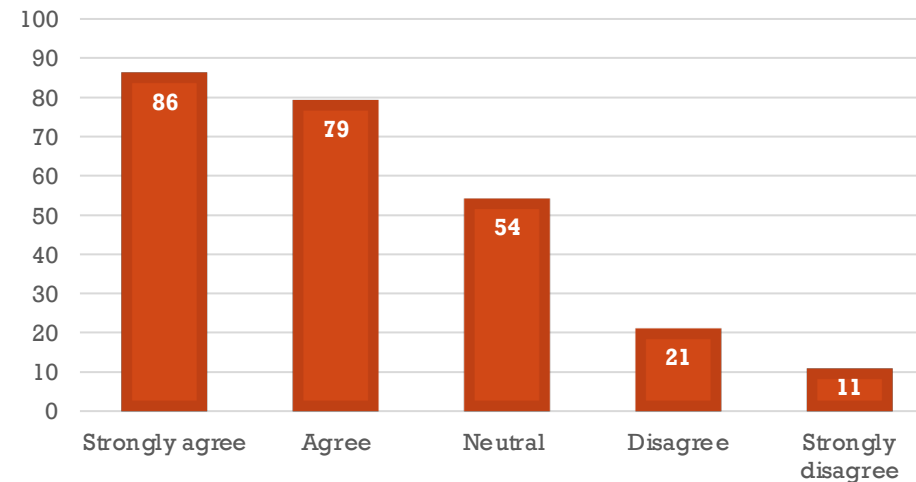
DO YOU AGREE WITH IT? - COACHES



DO YOU AGREE WITH IT? - PLAYERS

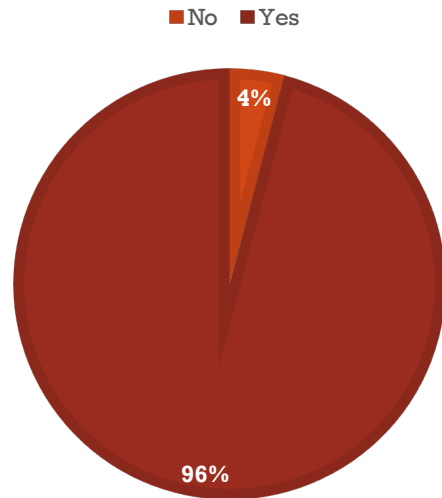


DID YOU AGREE WITH IT? - PARENTS

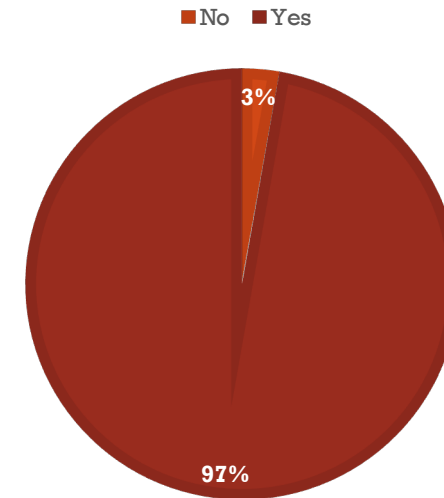


“DID YOU KEEP TO IT?”

DID YOU KEEP TO IT? - COACHES



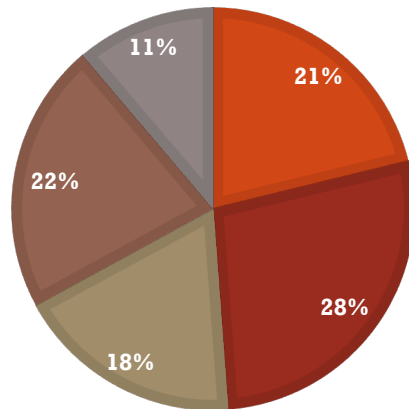
DID YOU KEEP TO IT? - PARENTS



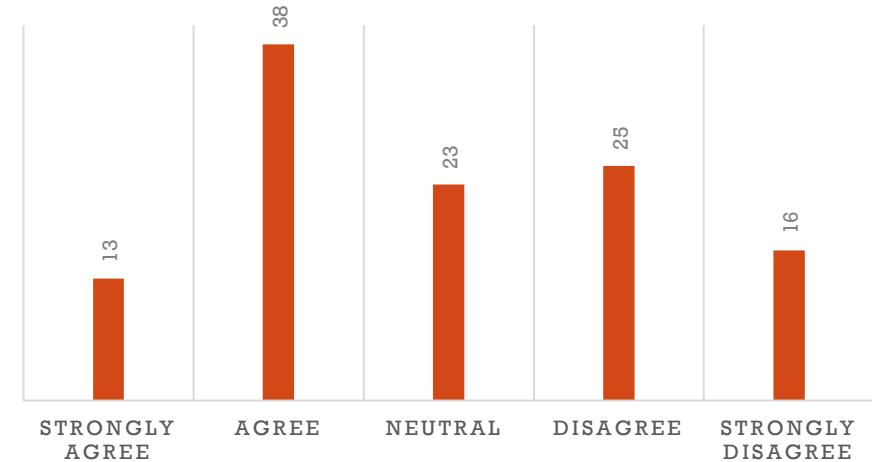
“NO INSTRUCTION FROM THE SIDELINE”

NO INSTRUCTION FROM THE SIDELINE - COACHES

Strongly agree Agree Neutral Disagree Strongly disagree

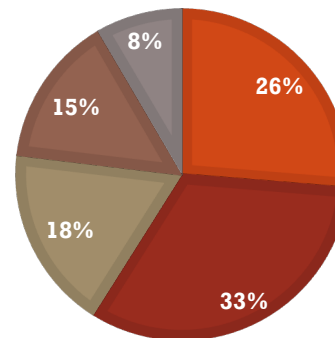


NO INSTRUCTION FROM THE SIDELINE - PLAYERS



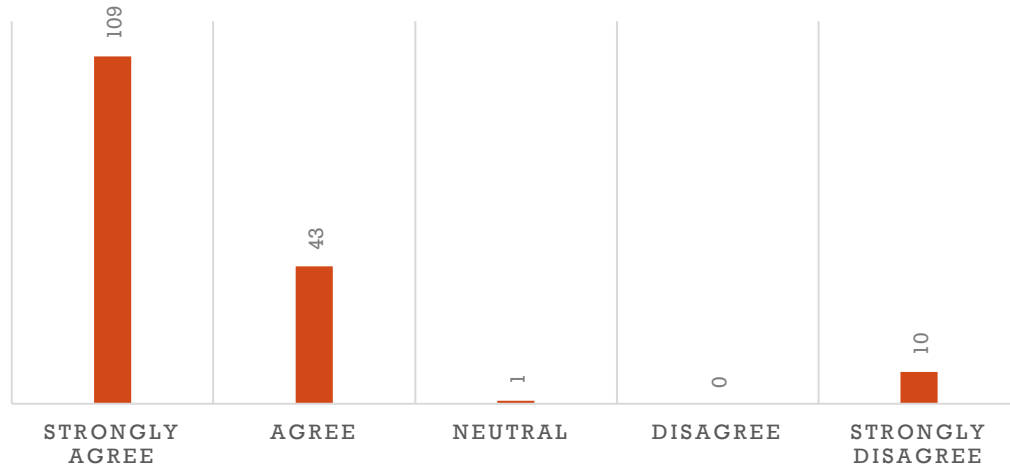
NO INSTRUCTION ON THE SIDELINE - PARENTS

Strongly agree Agree Neutral Disagree Strongly disagree

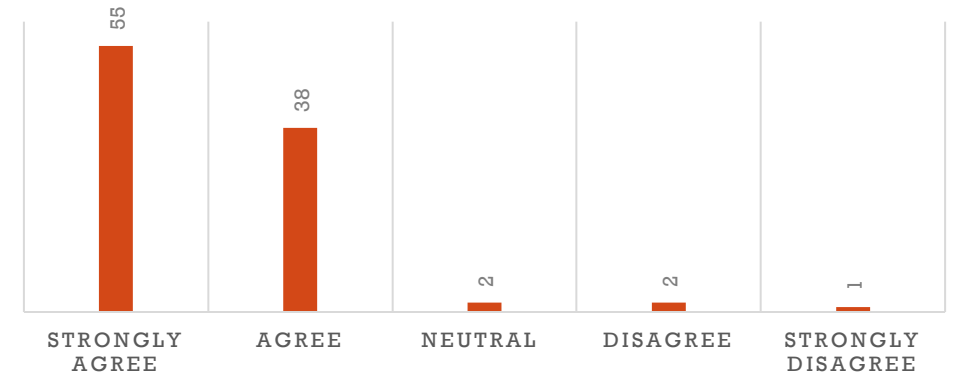


“APPLAUD GOOD PLAY?”

APPLAUD GOOD PLAY? - COACHES

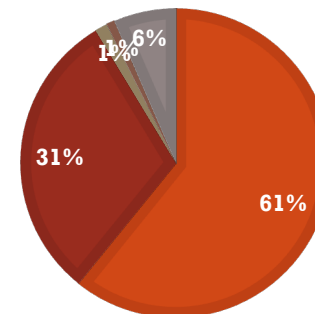


APPLAUD GOOD PLAY? - PLAYERS



APPLAUD GOOD PLAY? - PARENTS

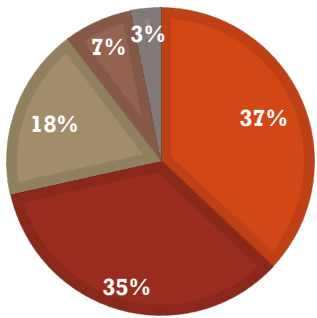
Strongly agree Agree Neutral Disagree Strongly disagree



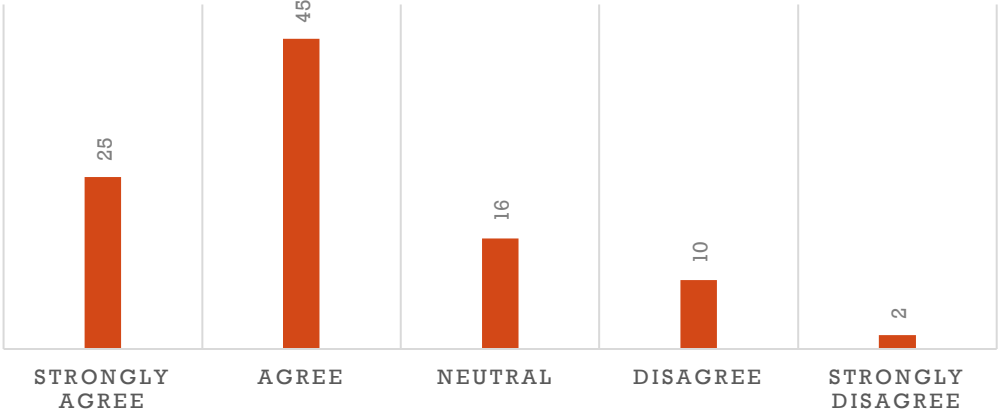
“LET PLAYERS PLAY AND LEARN FROM MISTAKES”

LET PLAYERS PLAY AND LEARN FROM MISTAKES - COACHES

Strongly agree Agree Neutral Disagree Strongly disagree

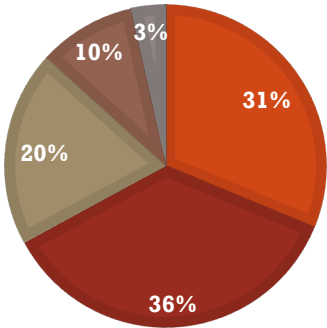


LET PLAYERS PLAY AND LEARN FROM MISTAKES - PLAYERS



LET PLAYERS PLAY AND LEARN FROM MISTAKES - PARENTS

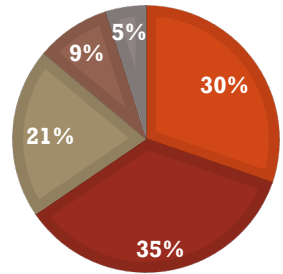
Strongly agree Agree Neutral Disagree Strongly disagree



“UTILISING CAPTAINS/SUBS TO COMMUNICATE BREAKS IN PLAY”

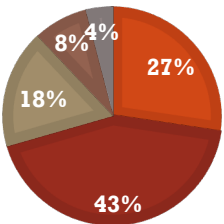
UTILISING CAPTAINS/SUBS TO COMMUNICATE BREAKS IN PLAY - COACHES

Strongly agree Agree Neutral Disagree Strongly disagree

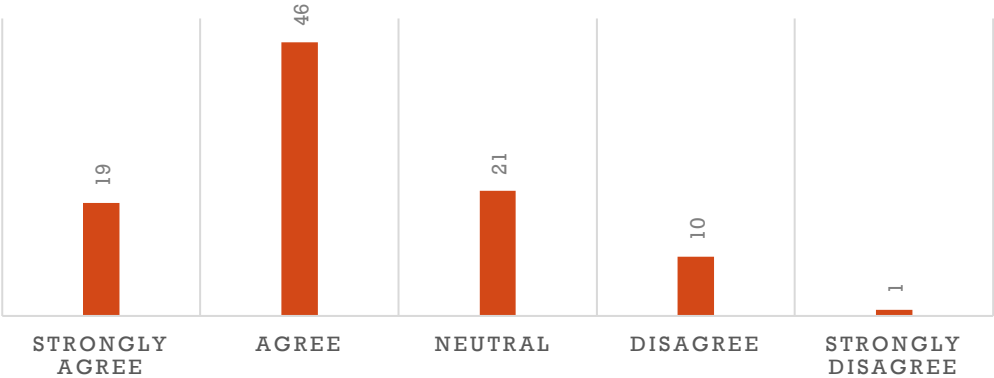


UTILISING CAPTAINS/SUBS TO COMMUNICATE BREAKS IN PLAY - PARENTS

Strongly agree Agree Neutral Disagree Strongly disagree

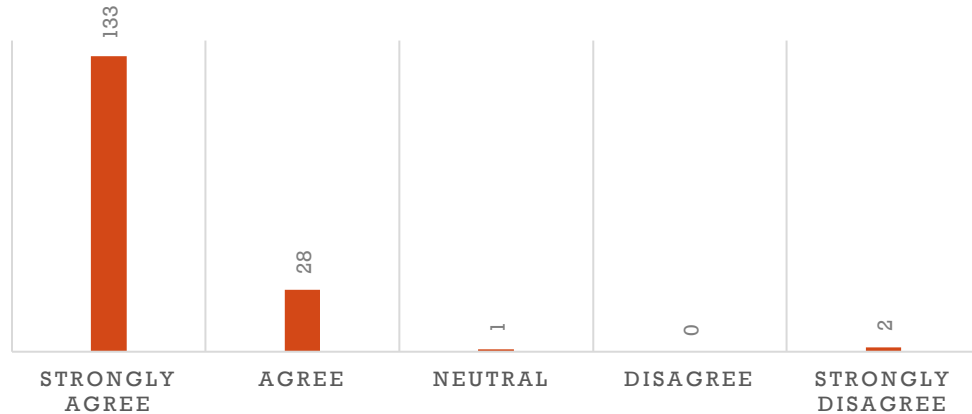


UTILISING CAPTAINS/SUBS TO COMMUNICATE BREAKS IN PLAY - PLAYERS

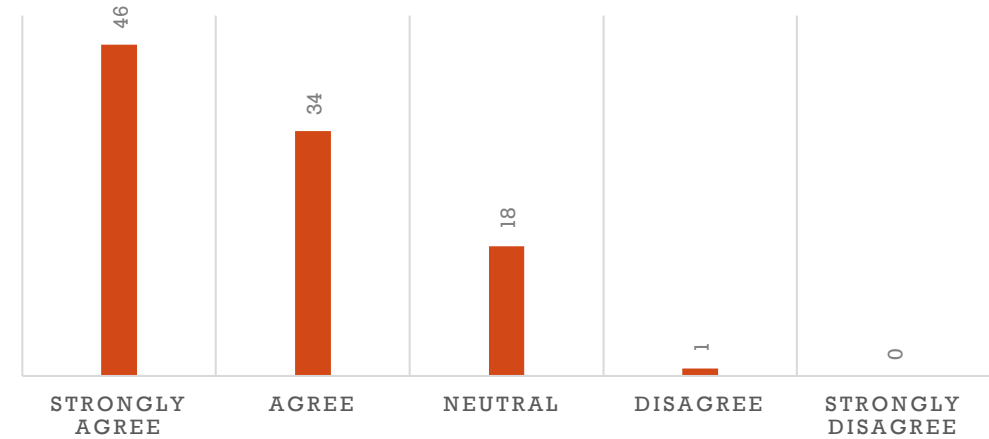


“RESPECTING THE REFEREE'S DECISION”

**RESPECTING THE REFEREE'S
DECISION - COACHES**

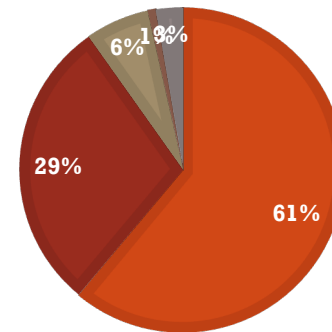


**RESPECTING THE REFEREE'S
DECISION - PLAYERS**



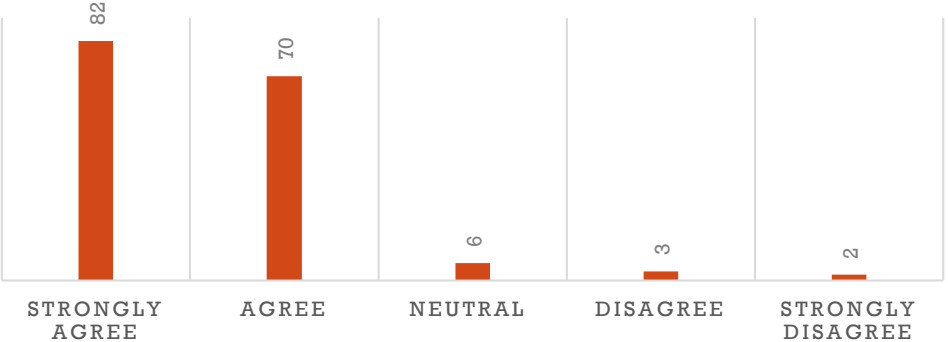
**RESPECTING REFEREE DECISION -
PARENTS**

Strongly agree Agree Neutral Disagree Strongly disagree

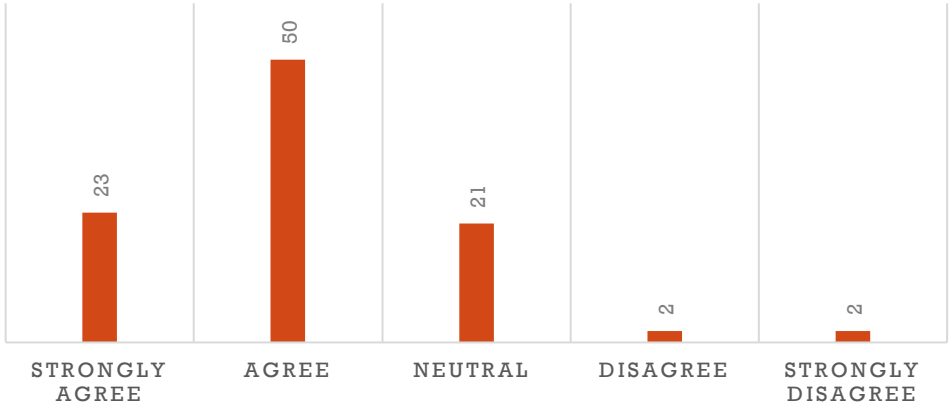


“SETTING OUT THE RULES AND EXPECTATIONS WITH PARENTS”

SET OUT THE RULES & EXPECTATIONS WITH PARENTS - COACHES

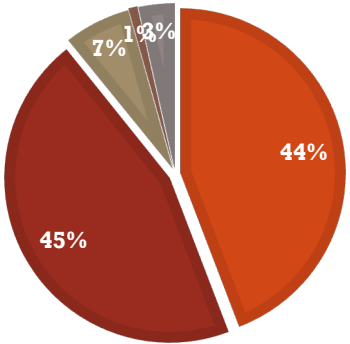


SET OUT THE RULES & EXPECTATIONS WITH PARENT - PLAYERS



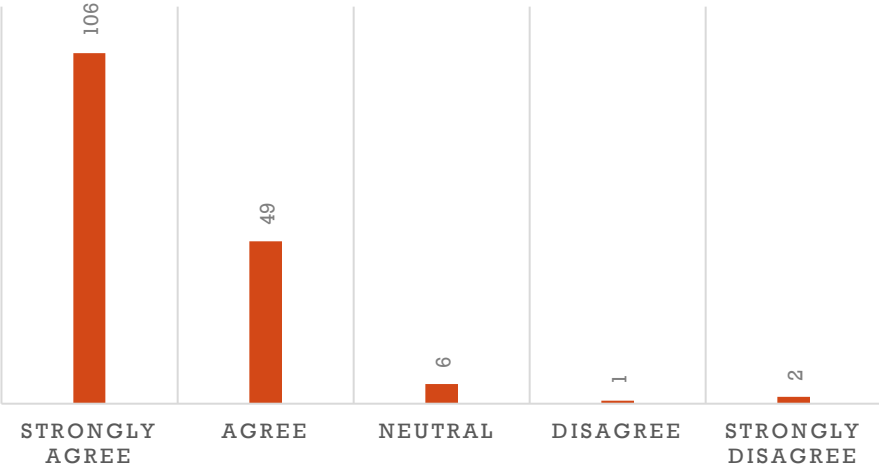
SETTING OUT RULES/EXPECTATIONS - PARENTS

Strongly agree Agree Neutral Disagree Strongly disagree

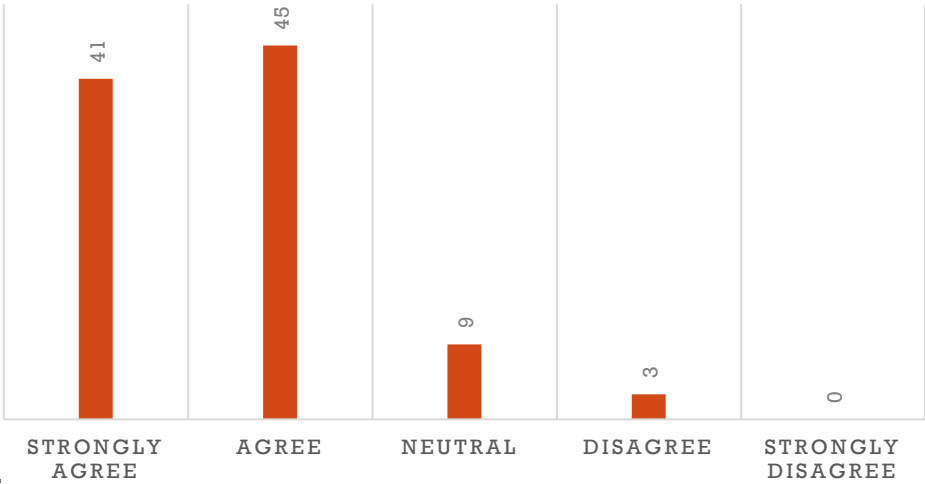


“REFEREE ASSISTS WITH MATCH WHERE NECESSARY”

REFEREE ASSISTS WITH MATCH WHERE NECESSARY - COACHES

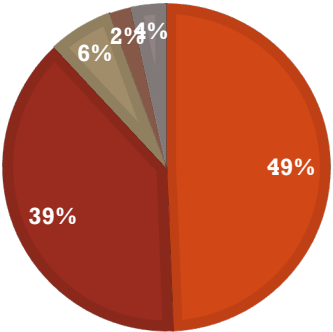


REFEREE ASSISTS WITH MATCH WHERE NECESSARY - PLAYERS



REFEREE ASSISTS WITH MATCH WHERE NECESSARY - PARENTS

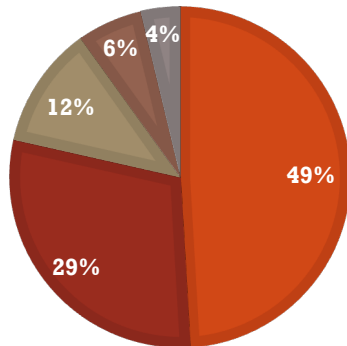
Strongly agree Agree Neutral Disagree Strongly disagree



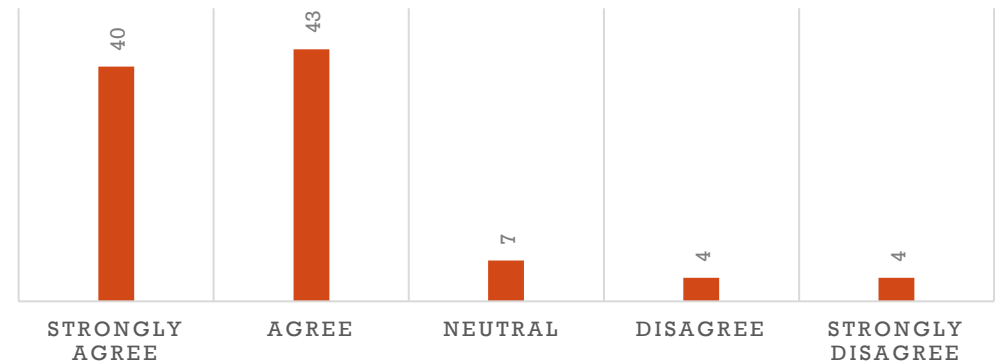
“ALLOWING QUARTERLY BREAKS TO DISCUSS”

ALLOWING QUARTERLY BREAKS TO DISCUSS - COACHES

Strongly agree Agree Neutral Disagree Strongly disagree

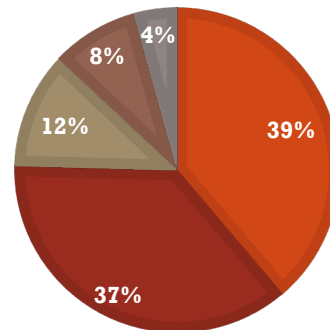


ALLOWING QUARTERLY BREAKS TO DISCUSS - PLAYERS



ALLOWING QUARTERLY BREAKS TO DISCUSS - PARENTS

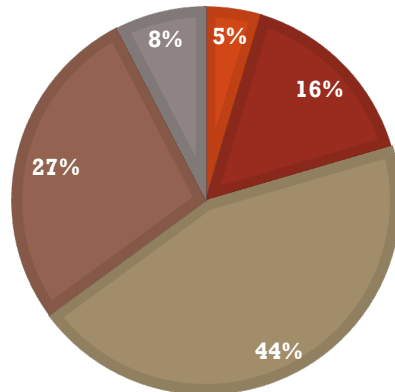
Strongly agree Agree Neutral Disagree Strongly disagree



“THEIR GAME EXPERIENCE COMPARED TO NORMAL GAMES”

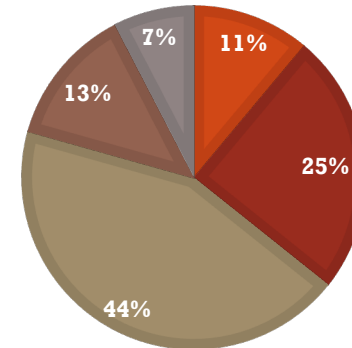
**'THEIR GAME' EXPERIENCE COMPARED TO
NORMAL GAME - COACHES**

■ Much better ■ Better ■ Neutral ■ Worse ■ Much worse



**'THEIR GAME' EXPERIENCE
COMPARED TO NORMAL GAME -
PARENTS**

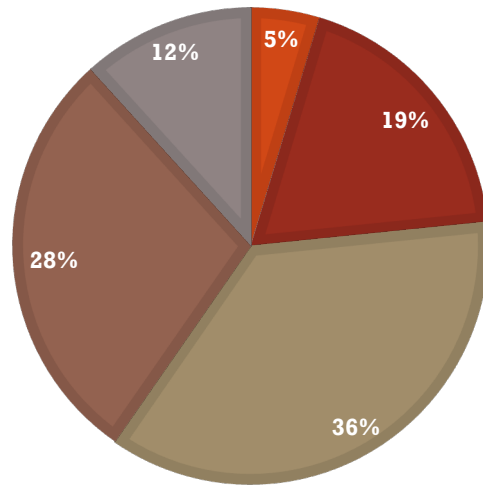
■ Much better ■ Better ■ Neutral ■ Worse ■ Much worse



“HOW LIKELY ARE YOU TO CHANGE YOUR APPROACH?”

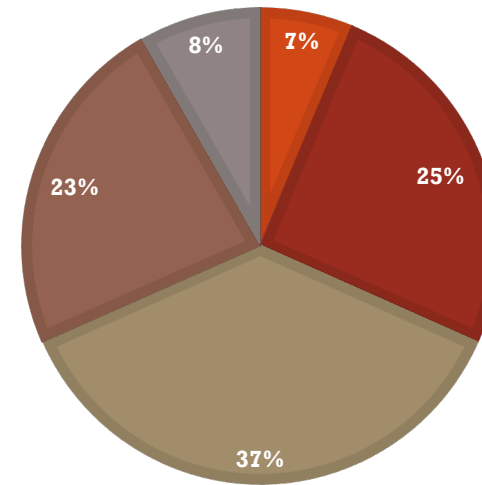
HOW LIKELY ARE YOU TO CHANGE YOUR APPROACH - COACHES

Very Likely Likely Neutral Unlikely Very Unlikely



HOW LIKELY ARE YOU TO CHANGE YOUR APPROACH - PARENTS

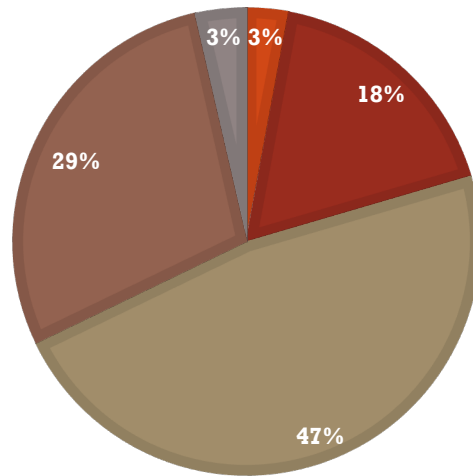
Very likely Likely Neutral Unlikely Very unlikely



“HOW DID YOU RATE YOUR PLAYERS’ EXPERIENCE”

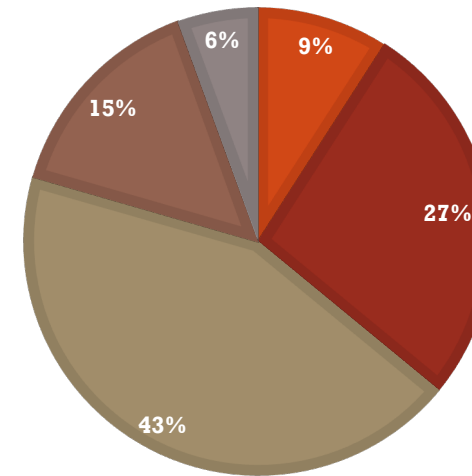
HOW DID YOU RATE YOUR PLAYERS' EXPERIENCE - COACHES

■ Much better ■ Better ■ Neutral ■ Worse ■ Much worse



HOW DID YOU RATE YOUR PLAYERS' EXPERIENCE - PARENTS

■ Much better ■ Better ■ Neutral ■ Worse ■ Much worse



QUANTITATIVE SUMMARY

- The quantitative data was sought threw together, as a team, and we came to conclusion that most responses the questions shown were positive.
- Almost everyone adhered to the guidelines of ‘Their Game’ and most people agreed with the propositions – slides 7&8.
- The most ambiguous interpretations (which is often the common caveat with quantitative research) would be found in slide 9. To be specific, most parents agreed with the question: should there be no instruction from the sideline? However, this was somewhat ambivalent to conclude when examining the data from the coaches and players. Overall, 38% of players and 49% of coaches either strongly agreed or agreed with this question. However, most results for players were neutral which indicates that this may be only partially effective (i.e., effective for some age groups but not for others) – something we will discuss in the next slides.
- Almost everyone thought that good play should be applauded and that players should just be allowed to play and learn from mistakes – see slide 10&11.
- Again, almost everyone thought that the utilisation of captain/subs to communicate breaks in play is a good idea. Furthermore, the researchers believe that this would be a good idea to incorporate within the quarterly breaks which has shown to be in high agreement. See slides 12&16.
- Very high agreement rates were shown to the question: referee assists in the match where necessary. See slide 15.
- Slides 17-19 show the attitudes from all participants with regards to future directions. This will be discussed in much greater depth in the next slides.

Table 1.

Example quotes from participants	Subordinate themes	Superordinate themes
“All structure is gone, and the atmosphere is completely dead”	Negative atmosphere	Atmospheric perception
“It was so lovely as a spectator not to have any parents or couches shouting at my 8-year-olds”	Creating a positive atmosphere	
“Encourages the kids to understand the laws of the game more”	Authentic learning experience	
“Encourage more referee interaction and explanation of decisions with the kids during the game”	Communication with referees	Lack of communication and adherence
“Nobody is really sure what they are meant and not mean to say and do”	More structured guidelines	
“There needs to be FA representation to monitor the games as some spectators don’t fully follow the rules”	More monitoring	
“Their game to be completed slightly later in the season once they have had more chance to learn about playing as a team”	Later in the season	Adjusting the parameters
“Hard with under 7s as they need more instruction”	Not applicable for younger age groups	
“I strongly believe that this should be an experience that gives the coaches and players the chance to play without outside influences from parents.”	Let them play	

THEMATIC TABLE

▪ A thematic table is constructed after conducting a thematic analysis, whereby quotes/comments are sought threw and scrutinised under a rigorous manner (in the case of the current report, it was comments taken from the ”future recommendation” section).

▪ Quotes were collated into separate word documents: players, coaches and parents. Each quote was coded by the corresponding research. Once this was complete, quotes/codes were then collated a further time into a spreadsheet where all documents were essentially combined into one (for practicality reasons).

▪ Quotes/codes that were identified as similar or linked were collated together. Over each section of similar quotes was a title that the researchers thought to be accurate in encapsulating the message of what the comments represented – this is your **subordinate themes**. Keeping in line with this analytical approach, an overarching theme – a **superordinate theme** – was formulated for each subordinate theme that seem to have links with each other, in any aspect.

MOST PERTINENT POINTS OF THEMATIC TABLE

- **Atmospheric perception** – Comments under this superordinate themes were all related to how each person perceived the atmosphere. In other words, their future recommendations (which are the comments) were all related to how we can either maintain or change the atmosphere. Evidently, most comments were positive and constructive – both sub-themes “creating a positive atmosphere” and “authentic learning experience” exemplified this. However, there were some comments revolving around the last sub-theme: “negative atmosphere”. We felt like the selected quote from the thematic table displayed this and, consequently, our suggestions lie amidst within the last two superordinate themes (mainly “adjusting the parameters”).
- **Lack of adherence and communication** – We conceptualise the following two superordinate themes as the suggestions that we provide to you, in terms of improving ‘Their game’ initiative. It was identified that people felt as if the articulation and precision of the exact guidelines were poor, thus, we may suggest that you present a PowerPoint to each club manager and appropriately delineate the guidelines they should follow to mitigate confusion amongst teams and parents. Additionally, within the context of the actual game, the referees could interact more with the players on proper conduct (in accordance with ‘Their Game’) and to explain fully all decisions that are made within games. Moreover, more FA representatives at every game is deemed as the best way to maintain adherence amongst all clubs – we do acknowledge how this may cause a practical issue in terms of numbers, so we suggest to identify and locate each teams that are not adhering to the guidelines and deal with them in a polite, but reasonable, manner.
- **Adjusting the parameters** – Comments under this theme were all deemed positive, but mainly, constructive. People seemed to agree with the initiative but adjusting certain parameters/rules could enhance to an extent that it may be very beneficial for all parties. Firstly, pushing this initiative back into the latter part of the season will allow for teams to: (a) get familiarised with each other and the team play; (b) learn how to play with each other; and (c) experience competitive football games so they can assimilate to the environment. Secondly, it was very common for someone to suggest that this initiative wasn’t effective for younger age groups due to the novelty for them, thus, we suggest that for younger age groups (U7 & U8) the initiative is not implemented as it may impede their sporting development. Lastly, there was a large of body people saying that this initiative should only be applicable to the parents in which, parents are not allowed to coach from the sidelines but are encouraged to applaud and cheer on good play. But, with regards to the players and coaches, people believed that you should just let them play...

A FINAL WORD

- **Thank you for taking your time through reading our report. Myself (Connor) and Gareth have spent many hours on this project, along side our university work, and we hope that you find efficient utility out of the work we have done.**
- **I must urge you to note down our emails and please do not hesitate to contact us if necessary. We are both more than happy to provide any documents, spreadsheets and additional information that we have/know to facilitate a better understanding on your behalf.**
- **We wish you all the best for the future and hope that this initiative is only the beginning of an amazing journey in making grassroot football a better place!**

