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Leisure, Organised Sport and Antisocial Behaviour an Examination of Youth's Involvement in Leisure, Organised Sports and its Effect on Antisocial Behaviour

Ann Meenagh
Dublin Institute of Technology

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Leisure, Organised Sport and Antisocial Behaviour

*An Examination of Youth's Involvement in Leisure, Organised
Sports and its Effect on Antisocial Behaviour*

A thesis submitted to the Dublin Institute of Technology in part fulfilment of
the requirements for award of Masters in Criminology

By

Ann Meenagh

September 2011

Supervisor: Sinead Freeman

Department of Social Sciences and Law, Dublin Institute of Technology.

Declaration of Ownership

Declaration

I hereby certify that the material which is submitted in this thesis towards the award of the **Masters in Criminology** is entirely my own work and has not been submitted for any academic assessment other than part-fulfilment of the award named above.

Signature of candidate:

Date:

Abstract

Over the last ten years national strategies and policies placed youth at the forefront of their developments. Particular attention has been placed on antisocial behaviour and the appropriate punishments and rehabilitation methods. Programmes have been developed with the objective to deter antisocial behaviours with little empirical support to justify them. This study aims to determine whether youth's involvement in leisure and sport has any effect on their involvement in antisocial or delinquent behaviour. This is mainly achieved through the quantitative research method of a survey. Sixty-five people aged between 14-20 years old from two contrasting educational institutions in Dublin were surveyed. The survey was designed based on other surveys conducted in this field of study. The research found that males were more likely to be involved in antisocial and delinquent behaviour than females. The research also found that participant's who were involvement in organised sports were less likely to be involved in antisocial behaviour compared to participant's who were not involved in organised sports. Further research in this area of study is recommended in order to improve current programmes and to develop new programmes.

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CHAPTER 1

Introduction

1

1.1 Context

Sport has been part of society for thousands of years. From the ancient Greeks and the Olympic Games to modern day sporting events like community games or football leagues, sport has become a staple part of many people's lives whether for entertainment, social or health reasons. It is common knowledge that physical activity, usually involved in sports, is beneficial for healthy living. Sport, whether team or individual based, is also recognized as having an important social aspect in society. One feature of sport that has recently been examined is whether it has a positive impact on delinquent behaviour. Programmes and policies which use sport for rehabilitation and reintegration have been in use for many of years seemingly without significant empirical evidence behind their design. This thesis, which is designed to investigate whether there is any link between sport and delinquency, plans to close the gap in this area of research within an Irish context

1.2 Rationale

Since the introduction of the Children Act 2001, youth have been at the forefront of Irish policy development, implementation and legislation. Particular emphasis has been placed on antisocial and delinquent behaviour, and the best methods of punishment, rehabilitation and reintegration. Juvenile delinquency is not simply an Irish issue. Around the world governments, criminal justice systems and social welfare agencies are trying to reduce juvenile delinquency and divert youths from antisocial behaviour and crime. Whether it is after school programmes, boot camps, or outdoor adventure programs, policy makers are constantly developing new ways in which to encourage youth's positive development and in turn reduce the risk of delinquency. If research can determine whether organised sport has either a positive or negative influence on youth's involvement in delinquent behaviour it can assist in possible further policy development and implementation within the youth justice sector. This line of reasoning is linked with National Youth Justice Strategy 2008-2010 which

states that one of its goals is strengthening and developing information and data sources to support more effective policies and services (IYJS 2008).

1.3 Aims and Objectives

Aim

The aim of this study is to determine whether youth's involvement in leisure activities and organised sport has an effect on their involvement in antisocial or delinquent behaviour.

Objectives

- To contribute to the current gap in Irish research in relation to antisocial behaviour and involvement in sport and leisure.
- To give youth an opportunity to become involved and express their opinions
- To present findings on the effects of leisure and sport on antisocial behaviour
- To develop recommendations based on the findings of this study

1.4 Research Question

- Does youth's involvement in leisure in school and outside school have an effect on their involvement in antisocial behaviour
- Does youths involvement in organised sports in school and outside of school have an effect on their involvement in antisocial behaviour
- How do youths view their involvement in sports
- Which peer associations have the strongest link to antisocial behaviour

1.5 Research Methodology

The research is a quantitative study. The data was gathered through a survey, which was designed based on earlier surveys conducted for a related field of study. The survey uses

mainly closed questions to allow numerical data to be collected. It also contains a various qualitative questions to gain a better understanding of participant's opinions.

1.6 Organisation of Thesis

This thesis is divided into five chapters. The first chapter is a brief introduction to the study. The studies general context, its aims and objectives, rationale, methodology and research questions are identified. Chapter two contains the literature review. It includes an examination of existing relevant literature on the topics of: theoretical perspectives; social bond; routine activities; differential association; sports programmes and delinquency and related studies. Chapter three focuses on the research methodology chosen for this study. An in-depth description of the data collection and analysis processes are given along with information on the validity, reliability and the strengths and limitations of the study. Chapter Four is a presentation of the findings using charts, tables and written descriptions. Chapter Five is a discussion of the findings drawing on the literature reviewed in chapter two. It also contains the conclusions and recommendations relating to current programmes and

CHAPTER 2

Literature Review

2

2.1 Introduction

It is essential to review existing literature before designing a research study in any field. Knowledge of previous studies, the chosen research methods, findings and results can enhance a study and improve its validity. This chapter outlines the various available literatures related to the topic of the effects of sport and leisure on involvement in delinquent or deviant behaviour. Numerous criminological theories which have indirectly and directly addressed the role of activity, leisure and deviant behaviour and theoretical perspectives that implicate the importance of involvement in leisure are reviewed and related to this topic. Certain themes which appear regularly are discussed and related to theories of delinquency and current programmes. Considering that there has been little research on this subject within an Irish context, international studies and programmes are reviewed in this chapter to develop a foundation for this study.

2.2 Theoretical Perspectives

One of the earliest records of sport being used as a mechanism of social control was in the mid nineteenth century in the English public school system (Segrave, 1989). Sport is now widely used in many countries as a means to deter delinquent behavior. Various theories have been proposed to explain why involvement in sports and leisure can play a preventative role against delinquency.

2.2.1 *Social Control*

Travis Hirschi's social control theory has been one of the leading and most systematic explanations of delinquency since his book "*Causes of Delinquency*" was published in 1969 (Agnew, 1989). Comprising of four social bonds: attachment; commitment; involvement; and belief, Hirschi's theory argues that when the elements of the social bonds are strong, there is less likelihood that the individual will commit deviant behaviour. Deviant behaviour becomes more likely when one or more of the elements are weakened or broken. Although

attachment, commitment and belief all received empirical support, the fourth element, involvement was not as well supported or expanded upon (Hawdon, 1996). According to Hirschi (1969), involvement refers to the extent to which individuals engage in conventional activities and the greater the involvement, the less time the individual has to become involved in deviant behavior. Hirschi (1969) found little support for his involvement element and concluded that he overestimated the significance of involvement in his theory.

2.2.2 Development of Involvement Element

Since Hirschi's original social control theory developed, numerous theorists have since added certain elements and ideas to help develop the theory. Kurbin (2009) argues that the time spent in conventional activities will only deter delinquency if that time is spent committed to a conventional activity. As a result he argues that the two concepts should be integrated. Similarly, Hawdon (1996) believes the original concept of involvement was too broad and needs to be refined. The more important question is "Which activities are connected with delinquent behavior and which are connected with conformity?" rather than "Does being involved in conventional activities decrease delinquency?" Hawdon (1999) notes that although Hirschi's concept of involvement has been criticized as being analytically identical to his commitment element and unrelated to delinquent behaviour, he argues that when involvement is re-conceptualized as routine activity patterns (RAPs), it is a strong predictor of delinquent behaviour. RAPs are the set of behaviours in which individuals repeatedly engage in (Hawdon, 1996). Replacing Hirschi's original involvement concept with routine activity patterns (RAPs) allows researchers to investigate how specific patterns correlate with delinquency.

Although Hirschi's original study separates involvement in conventional activities (e.g. sports and leisure) from commitment to conventional lines of action (e.g. educational, occupational), it is logical to think that some individuals may be committed to their involvement in conventional activities. Hawdon (1996) notes that participant's, especially those who desire a goal, are likely to chastise any nonconformity that may endanger the group's goal. Agnew (1989) argues that leisure activity has an impact on all four of Hirschi's social bonds. Agnew (1989) notes that other theorists like Nye and Glueck and Glueck argue that engaging in leisure activities with parents increases the level of attachment, which is assumed to reduce delinquency. Other theorists, like Schafer (1969), argue that participation

in leisure activities in schools and in the local community can increase attachment to the institutions. Involvement in leisure activities may also increase the individual's level of commitment to conventional institutions. Schafer (1969) argues that individuals participating in activities like interscholastic sports or school clubs will be less inclined to participate in delinquent behaviours as delinquency may threaten their involvement in their activities and jeopardize the good status they have developed. It is also argued by some that the nature of leisure activities can foster conventional beliefs. Participation in competitive sports develops values like sportsmanship, persistence, good manners, and cooperation (Agnew, 1989). Leisure activities can be linked to all four of Hirschi's social bonds in ways that may reduce involvement in delinquency.

Caldwell and Smith (2006) also argue that Hirschi's social control theory is one of the three main theories that have influenced criminological thinking on delinquency. Caldwell and Smith (2006) identify four criminology perspectives related to leisure and crime among youth, two of which have emanated from Hirschi's control theory. The four perspectives are: (1) Filled time perspective, (2) Association with deviant peers perspective, (3) Activity structure perspective, and (4) Person-environment interaction perspective. The first perspective, filled time, directly relates to Hirschi's involvement element. They state that time filled with prosocial activities cannot be filled with deviant activities. The fourth perspective relates to Hirschi's commitment element. They state that commitment to conventional norms and activities protect against deviant behavior.

The social control aspect of an RAP is dependent on two interrelated features. The two aspects are *visibility* and *instrumentality* (Hawdon 1996). Visibility refers to the degree to which activities are likely to occur in the presence of authority figures and instrumentality refers to the extent to which the activities are goal oriented (Hawdon, 1996). Caldwell and Smith's (2006) third perspective, activity structure perspective, argues that the time spent in informal and/or unsupervised activities is likely to promote deviance, whilst time spent in supervised activities protects against it. This idea closely resembles an aspect of another criminological theory known as Routine Activity Theory and the theme of supervised activities is prevalent throughout the literature on delinquency.

2.2.3 Routine Activities

Routine Activity Theory, developed by Cohen and Felson in 1979, does not try to explain why individuals are predisposed to commit crimes but instead it tries to explain how the organization of daily activities helps people turn their predispositions to commit crimes into action (Kubrin, 2009). Felson and Cohen (1979) believe that for a crime to occur there must be three elements present: (1) a motivated offender, (2) a suitable target, and (3) the absence of a capable guardian. Although Felson and Cohen used their theory to explain macro-level changes in crime rates and victimization, researchers like Osgood et al. (1996) use routine activities theory to explain individual differences in delinquent behavior (Kurbin et al. 2009). The third aspect of this theory, absence of a capable guardian, is a theme which frequently appears in the literature on leisure and delinquency. The emergence of theories of deviance that emphasize the influence of routine activities has been a significant development in criminology over the last two decades (Osgood et al, 2004).

Routine activities are defined as “recurrent and prevalent activities which provide for basic population and individual needs” (Cohen & Felson, 1979, p.539). Hawdon (1996) developed his RAPs concept from Cohen and Felson’s Routine Activities theory. He defines RAPs as “a set of behaviours in which individuals recurrently engage” (Hawdon, 1996, p. 165). The two definitions are clearly similar.

2.2.4 Importance of Supervision & Authority Figures

The social control aspect of an RAP is dependent on two interrelated features. The two aspects are *visibility* and *instrumentality* (Hawdon, 1996). Visibility refers to the degree to which activities are likely to occur in the presence of authority figures and instrumentality refers to the extent to which the activities are goal oriented (Hawdon, 1996). Hawdon (1996) argues that a number of activities increase the visibility of the youth. Sports, school activities, club meetings all usually occur under the supervision of coaches, teachers, or other adults. Most of these activities also require the participants to enter a public area like a school or athletic field which increase the likelihood of the individual’s behavior being monitored. Activities that occur under the supervision of authority figures, like those that occur in public or in the youth’s home, increase “direct controls” and as a result reduce the ability to deviate (Hawdon, 1999).

Osgood et al. (2004) expanded the routine activity perspective's situational analysis of crime to individual offending and to a range of deviant behaviours. They argue that unstructured socializing with peers in the absence of authority figures presents opportunities for deviance. The absence of authority figures reduces the potential for social control responses to deviance and the lack of structure leaves time available for deviant behaviour (Osgood et al, 2004). The idea of social control can be related to Hirschi's theory of social control.

Agnew (1989) notes that organised leisure activities that are supervised to some degree by an adult, are highly structured, and provide youth with a clear set of conventional activities in which to engage. There are various studies which support this idea. A number of studies suggest that academic activities strongly reduce the likelihood of delinquency. These studies also suggest extracurricular activities like sports have a slightly weaker relationship with delinquency but still reduce the relationship with delinquency (Agnew, 1989). Agnew (1989) goes on to argue that unsupervised activities like "hanging out" provide youth with freedom, and do not focus youth activities on a clear set of conventional tasks. These activities increase the likelihood of association with delinquents and increase opportunities for delinquency.

Caldwell and Smith's third perspective, Activity Structure perspective, is another example of the importance of supervised activities. They argue that the time spent in informal and unsupervised activities is likely to promote deviance, while time spent in supervised activities protects against it (Caldwell and Smith, 2006). Unstructured activities typically do not have social controls from authority figures and structured activities offer fewer opportunities to engage in deviant behavior. Structured activities are sometimes referred to as transitional as they can help youth to prepare for the future, and develop initiative which is a quality linked with a successful transition into adulthood (Caldwell and Smith, 2006). Rutten et al (2006) also argue that sporting activity promotes the development of important morals like team spirit and social responsibility. Structured activities have been linked to academic achievement and lower levels of anti-social behavior (Rutten et al, 2006; Caldwell and Smith, 2006). Caldwell and Smith (2006) concluded that structured activity is linked to low antisocial behavior and youth's involvement in unstructured activities is associated with high antisocial behavior. Also noted by Caldwell and Smith (2006) is not only the importance of the actual activity the individual is involved in but also with whom. This directly relates to

association with deviant peers perspective previously mentioned which is linked to differential association theory.

2.2.5 Sutherland's theory of differential association

Sutherland claims the delinquent behaviour is learned through the communication of both the techniques for committing the delinquent act, and the motives, drives, rationalizations and attitudes to justify these actions. If deviant behaviour can be learned through antisocial peer groups then non-deviant behaviour may also be learned by the same process through prosocial peer groups. Bearing in mind that the majority of organised activities and sports take place under the supervision of an authority figure like a coach for example, it is important to include coaches and other authority figures when considering peer influences. Rutten et al, (2006) notes that as a result of involvement in an organised sport, athletes subject themselves to the authority and influences of the authority figure. Schafer (1969) argues that influence from team coaches is generally high and they usually set strict standard of behaviour for team participation. He suggests that this element of organized sports results in the learning of conformity through association with positive peers, team mates and coaches, rather than learning deviance through peers with a negative influence. Rutten et al. (2006) also argues that coaches who maintain good relationships with their athletes promote prosocial behaviour and reduce involvement in antisocial behaviour. Light (2010), who studied children's social and personal development through sport, found that coaches were very important figures in the children's lives. Light (2010) notes that the participants seemed to be much more attachment to their coach than teachers or other authority figures in their lives apart from their parents. These finding also support the idea of prosocial differential association and also has aspects of Hirschi's social control theory.

2.2.6 Peer Association

Peer association is a key element to the study of delinquency. Adolescents spend a lot of their time with their peers, accord great importance to them and are strongly influenced by them .The similarity of delinquency among peers remains one of the most consistent and strongest relationships in the literature. Evidence of this association comes from observational research, official data and self-report studies. Caldwell & Smith's second perspective, association with deviant peers is linked with Sutherland's differential association theory. They argue that those involved in activity for a purpose would be less likely to

participate in delinquent behavior as they would already be engaged in fulfilling behavior and would most likely to be attached to prosocial institutions. Morris et al. (2003) argue that peer associations is a major predictor of antisocial behavior in youth and conclude that participation in constructive sporting and physical activities can assist in the development of prosocial peer associations by providing appropriate social environments. Osgood et al (1996) found that adolescent antisocial behavior is more likely in groups in which youth spend more time in the company of their peers than in the company of adults and that the majority of antisocial behavior occurs in the company of others. Being with peers can increase the potential for deviance by making deviance easier and rewarding. Peers are a common source of illicit drugs (Osgood et al. 1996).

2.3 Programmes which Incorporate Aspects of Reviewed Criminological Perspective and their Impact on Antisocial Behaviour.

Taking into consideration that there has been little to no research carried out within an Irish context in this particular field of study, it is necessary to review literature from other jurisdictions. Various programmes and studies are examined focusing on the research questions related to this study. Relevant literature was chosen from the theoretical perspectives covered earlier in this chapter.

2.3.1 Midnight Basketball Leagues United States

In the 1990's sports and recreation programs became a popular method for crime prevention in the United States with particular emphasis on the at-risk populations (Hartmann and Depro, 2006). One of the most famous and successful programs to emerge during this time was the Midnight Basketball Leagues. The program was relatively basic. It had three core elements: (1) it was designed to target young males aged between 17 and 21 years old, (2) no game started before 10pm (games were held during prime offending hours, 10:00 p.m. and 2:00 a.m.), and (3) two uniformed police officers had to be in attendance and visible at every match (Hartmann and Depro, 2006). Propelled by its success in Chicago, midnight basketball leagues went national. It was claimed that these leagues significantly lowered city-level crime rates but these results were questioned by various scholars. Hartmann and Depro (2006) have since reanalysed the findings to attempt to explain the stark decreases in crime rates. Hartmann and Depro (2006) analysed crime data from 1985 to 2001 gathered by the U.S Department of Justice from the FBI's Uniform Crime Reports focusing on two common

categories; violent offences and property offences. They identified cities in which the program took place and cities without the program and compared and contrasted their results. Results confirmed that cities which adopted the midnight basketball leagues experienced greater declines in crime rates compared to those cities that did not adopt the leagues. This was the case for both violent and property crime, with property crime rates dropping significantly (Hartmann and Depro, 2006).

2.3.2 Midnight Basketball Leagues Australia

The success of the leagues in the US prompted other jurisdictions to follow suit. Australia adopted the program with some variations. The Midnight Basketball League in Australia is a national social inclusion programme which aims to help youth identify and offer positive opportunities. It is open to youth aged 12 to 18 and takes place on Friday and Saturday nights from 7.30pm to midnight. Participants are given a healthy meal followed by compulsory life skills workshops and tournament basketball games which is followed by a bus home. This provides a safe and motivating environment for the participants (Midnight Basketball). This spinoff programme has some noticeable additions to the U.S strain. The Australian programmes have a strict “no workshop, no jump shot” policy which requires participants to take part in the workshops in order to be able to take part in the games. The workshops cover a variety of important topics including; nutrition, health, wellbeing, substance misuse, emotional, physical abuse, self-harm, conflict resolution, impulse control, anger management, confidence, self esteem and making positive choices. It is evident by these topics that the programme is focused on preventative measures of antisocial behaviour. In a report published by the Commonwealth of Australia it stated that the local police reported that there was less crime committed on the nights that Midnight Basketball were held. It was also noted that due to the Midnight Basketball Leagues, the local police involved in the tournaments were able to build a relationship with some of the youth who might otherwise engage in antisocial behaviour.

2.3.3 Late Night Football Leagues in Ireland

Similar to the Midnight Basketball Leagues in both the United States and Australia, Ireland has developed Late Night Leagues, a programme centered on one of the country’s most popular sports, soccer. The programme is run by the FAI’s co-funded development officer alongside Dublin City Council, Fingal County Council, South Dublin County Council,

Dun Laoghaire Rathdown County Council and Young People's Facilities and Services Fund (An Garda Síochána 2011). The programme, referred to as a diversionary programme by the Garda website, is open to young people aged 13 to 21 years old and takes place in disadvantaged areas during peak antisocial hours like Friday nights (FAI 2011).

Results from the programme were instantly identifiable according to the official Garda Síochána website (An Garda Síochána 2011). The Garda website (An Garda Síochána 2011) reports that in Ballymun, an area in the north of Dublin, antisocial call outs were reduced by 51% in August 2009 and likewise in Tallaght West, an area in south Dublin, anti-social call-outs were reduced by 52%. These are significant corresponding results for the programme which increases their validity. Similar to the Midnight Basketball Leagues in Australia, it is reported that the involvement of the police in the programme has allowed for the development of comfortable channels through which to communicate with younger people. The Late Night League was set up in 2008 in Dublin and has since seen the amount of centres double. According to the Garda website (An Garda Síochána 2011) a survey of the programmes participants revealed that 89% to 90% of the youth participating in the programme reported that they would be hanging around, drinking or getting into trouble if they were not playing in the Late Night League. The survey also found that over half of the programmes participants do not play any other form of organised football in their communities and the Late Night Leagues gives them somewhere to go and is viewed as an opportunity to keep out of trouble (An Garda Síochána 2011). Still in its infancy, this programme has shown some remarkable results thus far. Constancy of results will be important to prove the legitimacy of the programme.

2.3.4 Factors which Impact on the Success Rate of Participation in Sports in the Reduction of Crime

The Australian Institute of Criminology (AIC) is a strong advocate in researching the impact of sport and physical activity on youth and their involvement in crime. Various studies have been carried out and subsequent articles have been published by the institution over the past 30 years. "*Sport, Physical Activity and Antisocial Behavior in Youth*" (Morris et al. 2003) presents the findings from a study which set out to investigate whether involvement in sport and organized physical activity programs have a positive effect on youth antisocial behavior. Although the study focused on various different aspects of why involvement in sports effects involvement in crime, it is clear Hirschi's involvement and commitment

elements are one of the areas this concept emanated from. Morris et al, (2003) argue that two key aspects of sport and physical activity are that they;(1) reduce boredom in youth, as it is links with depression and the idea that if youth lack stimulation they will seek their own, often antisocial, activities and, (2) decrease the amount of unsupervised leisure time. These key aspects appear repeatedly within the theoretical perspectives.

The study, which was funded by the Australian Sports Commission, identified over 600 programmes that focused on sport and physical activity and conducted a postal survey to attempt to identify which components of the programmes lead to successful interventions of the youth (Morris et al. 2003). 175 programmes participated in the survey. Morris et al. (2003) reported that the two main themes to emerge in relation to the programme conception aspect were; meeting youth's needs and decreasing antisocial behavior. The report found that 74% of the respondents reported that their main method of programme delivery was to provide youth with diversionary activities. This can be linked to Hirschi's involvement element previously discussed. The report (Morris et al, 2003) describes diversionary activities as activities that keep participants amused as an alternative to antisocial behavior. The most likely intentional outcome for these programmes was to provide youth with positive alternatives for their leisure time. Morris et al. (2003) concluded that providing an activity for youth to divert from antisocial behaviour is more important in than the actual type of activity. It was also found that including youth who are not at risk provides the at risk youth with a positive peer influence. This finding has a clear connection to the concept of differential association which was referred to previously. Other important findings in this study suggest that sport and physical activities increase social interaction and can improve interpersonal and communication skills. It also provides stimulation and as a result reduces boredom. It can be used to address issues like low self-esteem and self-confidence (Morris et al. 2003). Although Morris et al (2003) conclude that sport and physical activity alone are unlikely to have a major impact in reducing antisocial behaviours, they do argue that they do form a relevant mechanism through which personal and social development can positively affect behaviour.

There have been numerous studies undertaken in an attempt to uncover the complex relationship between sport, leisure and delinquency. Agnew (1989) published a paper in which he tested eight common hypotheses regarding the relationship between leisure and delinquency. These hypotheses focused on the type of activity, with whom the activity is performed and how much the activity is like. Focus was also given to unsupervised activities,

organized activities, activities with peers and more. Agnew (1989) interviewed over 500 high school students. Findings confirmed that organized leisure activities are negatively associated with serious delinquency. Hanging out was found to be positively associated with serious delinquency. The results of the data indicate that certain types of activities, mainly unsupervised peer orientated activities, are associated with delinquency (Agnew 1989). This study's result is consistent with routine activities mentioned earlier in this chapter. Caldwell and Smith (2006) conducted research on middle school students in the United States to determine what leisure-related variables can predict property damage and did TimeWise youth report lower less occurrences of property damage compared to the controlled group. TimeWise is a positive youth development program with the purpose of promoting healthy leisure in general and in particular to promote physically active and healthy leisure and decrease unhealthy leisure behaviour. Caldwell and Smith (2006) concluded that leisure-related variables can serve as protective factors to property damage, and that the results are consistent with the notion of social bond and attachment.

Rutten et al (2006) investigated the effect of organized sport to antisocial and prosocial behaviour in young athletes. 260 male and female soccer players and competitive swimmers completed questionnaires on social desirability, pro and antisocial behaviour, coach athlete relationship and other various fields. Findings showed that athletes who had a prosocial atmosphere in their sporting activities and a positive relationship with their coach had lower levels of antisocial behaviour (Rutten et al. 2006). This study, like others, supports Sutherland's theory of differential association. Research conducted by Hawdon (1996) also confirms the importance of peer influence on delinquent behaviour. In his study which focused on the reconceptualization of Hirschi's involvement element he found that marijuana use was most highly associated with drug-using peers. Osgood et al. (1996) attempted to distinguish which routine activities were most related to deviant behaviours. Findings were consistent with the literature, particularly the routine activities perspective. Data confirmed that deviance was much more prevalent during unstructured activities which lacked an authority figure. Although these studies all support various aspects of the theoretical perspectives previously mentioned in this chapter, there are some studies which report negative results in regard to the relationship between involvement in sport and leisure and delinquency. Miller et al, (2007) questions whether involvement in sports deters or facilitates delinquency. No deterrent effect was found in relation to minor or serious delinquency. It was found that "jock" identity was associated with higher levels of delinquency. Similarly Begg et

al, (1996) found no support for the deterrence theory. Like the findings in Miller et al (2007), Begg et al, (1996) found that young people who had the most amount of involvement in sport at aged 15 were the more likely to be delinquent at age 18 compared to those who had little involvement in sports at age 15. These results support Miller et al. (2007) theory of facilitation rather than the theories of involvement in sport and leisure

2.4 Chapter Summary

This chapter is a review of the existing literature relevant to the topic of the effect of involvement in sport and leisure on antisocial behaviour. It is evident from the literature that the concept is quite a complex issue. Various researchers have focused on particular areas in order to determine what aspects of sport and leisure are effective in a deterrent role. Key themes frequently emerge from the literature. Social control, importance of supervised activities and the relationship with the authority figures, peer association and development of perspectives are all subjects which are discussed in this chapter. Further research and development of theoretical perspectives is necessary in order to enhance current knowledge on this subject. Whether it is confirming or denying ideas or theories, any and all empirical research will assist future studies and in turn enhance their validity.

CHAPTER 3

Methodology

3

3.1 Introduction

The function of this chapter is to outline the chosen research design and research methods for this study. This chapter includes an in-depth description of the survey process including the design, piloting and administration. Other important areas covered include sampling, access and ethical issues. In addition, how the collected data was analysed and processed with statistical software is thoroughly described. Considering that there is no perfect research method for any issue, the strengths and weaknesses of the survey method, along with the validity and reliability of the results are discussed to conclude this chapter.

3.2 Research Design & Research Methods

One of the general purposes of criminal justice research is to explore a specific problem, in particular, on issues for which little is known (Maxfield & Babbie 2005). In Ireland there is currently little to no research in the area of this study. A quantitative methodology is used in this study. Quantitative research is quantifiable, systematic and efficient. Quantification can make observations more explicit, make it easier to aggregate and summarise data and it allows for statistical analysis (Maxfield & Babbie, 2005). These methods are appropriate for this study, as numerical data that can be quantified can be collected efficiently.

3.3 Survey

3.3.1 Design

The survey in this study was designed based on similar surveys undertaken in various jurisdictions like Australia and the United States. The Australian Institute of Criminology has poured a lot of resources into researching the role of sport and physical activity programs in crime prevention. In 1988 the Institute published a report titled Sport, Recreation and

Juvenile Crime. It is an assessment of the impact of sport and recreation upon aboriginal and non-aboriginal youth offenders. The AIC (Australian Institute of Criminology) obtained the information by means of a postal survey. An additional survey which was used to help design the survey in this study was one administered by Travis Hirschi, a well known criminological theorist, in the 1960's. Elements were taken from both surveys in order to gain the desired information for this study. Like the other surveys, this survey was designed under a variety of headings to ensure easy understanding.

The design of a survey is equally as important as the type and wording of the questions and if improperly laid out it can cause respondents to miss questions and cause general confusion that may lead to the respondent to fail to complete the survey (Maxfield & Babbie 2005). Denscombe (2007) argues that to ensure a greater likelihood of response, surveys should begin with the most straightforward questions and progressively move towards the more difficult questions. For this reason the demographic questions were placed in section A at the start of the survey. Section B was composed of questions about youth's involvement in organized sport and leisure activities. Section C focused on the youth's opinions on their involvement in sport and leisure activities. Section D involved questions about the youth's involvement in anti social behaviour. The final section included questions about peer influences and allowed for comments and feedback.

When asking questions in a survey or questionnaire, there are two basic options, open-ended questions or closed-ended questions. Close-ended questions are most useful as they provide more standardized responses that are easily processed (Maxfield & Babbie 2005). For this reason the vast majority of the questions used in this survey were close-ended questions. Standard Likert-type responses were used. This survey, like many other questionnaires and surveys, included statements as well as questions in order to get an understanding of the respondents' attitude or perspective. Standard Likert scale responses were offered as options to the statements. Using both questions and statements in a survey adds flexibility in the design and can make it more interesting (Maxfield & Babbie 2005). Some open-ended questions were also used to gain a greater understanding of respondents' opinions (Bachmann & Schutt, 2008). Filter questions, or contingency questions were used throughout the survey to ensure that the questions are only asked to the relevant participants. The proper use of contingency questions can make a respondents' task easier in completing

the survey because they do not have to answer questions irrelevant to them (Maxfield & Babbie 2005).

3.3.2 *Pilot*

Piloting a survey prior to administering it to respondents is essential to avoid any issues that may arise during data collection. This survey was piloted to determine an average time needed to complete, level of understanding, ease of reading and any other issues. Three youths were asked to complete survey and timed in doing so. After they completed they survey they were asked various questions including their opinions on the surveys design, questioning, terminology and the level of interest. Issues raised included font size, content and terminology. These issues were dealt with and a subsequent pilot of the survey took place to verify the issues were resolved. In regards to content, the original survey included a brief outline of the survey and other information including reassurances of confidentiality. It was felt by the youth that this was too much information on the first page. As a result a cover letter was designed to accompany the survey. The content of the cover letter included information on why the survey was being conducted, why it was important for the participants to complete the survey accurately, assurance of confidentiality, and contact information on the researcher. Cover letters accompanying the survey can help increase response rates (Maxfield & Babbie 2005). This will be discussed further in the ethics chapter.

3.3.3 *Administration*

There are various methods of survey administration including in-person interview surveys, telephone surveys, and group-administered surveys. The survey in this study was group-administered. Response rates are a concern to any researcher but response rates of group administered surveys are typically not an issue as most of the group usually participates (Bachmann & Schutt, 2008). One of the main problems with group-administered surveys is in assembling the group to administer the survey. This was not an issue as the survey was administered to a group of students during class time and a group of youths during their designated Youthreach program hours. In order to prevent participants from feeling pressured into taking part in the survey it was repeatedly stressed that all involvement was completely voluntary. Alternative activities were in place for anyone who chose not to

participate in the survey. The cover letter and survey were distributed to participants before the study was explained by the researcher. The participants were encouraged to read the cover letter carefully and reminded that questions could be asked at anytime if they had any difficulty understanding any aspect of the survey. Various questions were asked which allowed the researcher to clarify issues like confidentiality and affiliation.

3.4 Sampling

The primary sampling unit is the schools and Youthreach projects in the Dublin area. Schools from all categories were chosen at random from the Department of Education. Youthreach projects were selected from the Youthreach website at random. This was to allow for a broad range and socio-economic mix of research participants. Probability sampling was used as ease of access was necessary due to time constraints. A number of schools were approached with those who agreed to participate providing the sample. The secondary sampling unit was young males and females in their junior cycle in these schools and Youthreach students. Due to access issues, only Youthreach students ages 18 and over were invited to take part. It was decided not to exclude these young people from the study as their opinions are also valid.

A total sample of 100 young people between various schools and Youthreach projects was sought for this study and a total of 65 were completed in two different education centres. These included a community school and a Youthreach. The ages of participants ranged from 14 to 20 years old with a majority of 81% of participants being aged between 14 and 15 years old. Sixty-two percent of the participants were male and thirty-four were female. These statistics were rounded to the nearest whole number.

3.5 Access

Access to the participants was gained through the schools and Youthreach projects. Letters and emails were sent to principals of randomly selected schools explaining the purpose of the study, the time required to complete the survey and information about the researcher. Youthreach projects were also emailed about the study and follow up calls were made to confirm access. The letters and emails emphasised the anonymity and confidentiality of the schools, projects and participants and how the survey would be administered at a time that suits the school, teacher and project leaders. Although a variety of schools and projects were

contacted, and many showed interest in taking part in the study, one school from North Dublin and one Youthreach project participated in the survey. Scheduling, exams times and prior commitments resulted in cancellations.

3.6 Ethical Issues

All researchers must consider some basic ethical issues when conducting research. Ethical issues in criminal justice can be especially difficult because the research questions often concentrate on illegal behaviour that participants may not want to disclose (Maxfield & Babbie 2005). Social science ethics has developed over the years from documents like the Declaration of Helsinki which is a set of ethical principles for the medical community regarding human experimentation. Some of the principles set out in the declaration include informed voluntary participation, no harm to participants and that the research should benefit the participants. The British Society of Criminology (BSC) has developed a code of ethics for researchers in the field of criminology to offer guidance in order to promote ethical standards in criminological research.

The BSC code of ethics was closely followed in this study in various areas. One of the areas covered involved being considerate to the limitations on organisations participating in research and not impeding their functioning by imposing any avoidable burdens on them. This was achieved by allowing the institutions to decide when and how the survey would be conducted. Another ethical issue covered in this study was to base research on the informed voluntary consent of the participants. According to the BSC code of ethics, informed consent involves the researcher being responsible to explain as fully as possible, and in terms participants can comprehend, what the research is about, who is undertaking it and why it is being undertaken. It is also the responsibility of the researcher to inform participants that they have the right to refuse to participate or withdraw from participation at any time without any consequences. This information was shared with the participants by means of a cover letter and also verbally by the researcher before the survey was distributed. It was important to give special attention to ethical codes in this study because a number of the participants were under the age of 18. In most studies involving children, consent must be obtained both from parents or guardians and from the child themselves (Maxfield & Babbie 2005).

Participants were either in their junior cycle of schooling or were involved in the alternative education project Youthreach. As previously mentioned, special attention is needed when dealing with children in all areas of research. For this reason the principals of the schools and the project leaders of Youthreach were given the choice as how to proceed with consent. The principal of the school chose to use a passive consent method. This involved opt-out letters being sent home to all parents and guardians of the students and required parents or guardians to sign and return if they did not wish their child to participate. The letter explained the nature and purpose of the study, information about the researcher and confidentiality and anonymity issues. The Youthreach project leader chose to only allow members of the project aged 18 and over to participate in the research citing lack of response as the reasoning.

A key ethical issue in all research areas is bringing no harm to participants (Maxfield & Babbie 2005). As this study involved participants disclosing their involvement in anti-social behaviour and illegal activities they may experience legal harm if their activities become known to officials. Participants may also be harmed through embarrassment or through the violation of their privacy. It is not always possible to remove all the possible harms but there are certain precautions that can be taken to minimise the harms. Protecting anonymity and confidentiality is one of the most used precautions in criminal justice research (Maxfield & Babbie 2005). To ensure anonymity, the participants were not required to put their names on the surveys. The participants, principals and project leaders were also reassured that the school and Youthreach project would not be named in the study to ensure confidentiality. The voluntary and confidential aspects of the survey were stressed to participants in the introduction given by the researcher and also in the cover letter distributed prior to the commencement of the survey.

3.7 Analysis

The computer program IBM SPSS Statistics 19 was used to analyse the data collected in the surveys. The majority of the survey questions were closed-ended and pre-coded. The open-ended questions were also pre-coded before the analysis. When dealing with open-ended questions the coding process can require the researcher to decipher the meaning of the responses, which may lead to misinterpretation or bias (Maxfield & Babbie, 2005). The data was cleaned to look for inappropriate respondents and illegible responses prior to computer

entry. Logical checks and range checks were used to check and report suspicious values. The data was then processed and analysed by SPSS. Relevant frequency and descriptive statistics were extracted. The findings were then interpreted and conclusions drawn based on the data collected and the information discussed in the literature review.

3.8 Validity & Reliability

According to Maxfield & Babbie (2005) survey research is generally weaker on validity and stronger on reliability in comparison with field research. The artificiality of the survey format puts a strain on the validity of the results. Since the participants true feelings are hard to grasp in terms of dichotomies like "agree/disagree," and "frequently/rarely," the researcher only gets an approximate idea of actual feelings. On the other hand, reliability is generally quite strong with survey research (Maxfield & Babbie 2005). Using a standardised survey helped increase the reliability of this study as all respondents are asked the same questions in the same way. This eliminated any unreliability that may have emerged in the researcher's observations. Another way the validity of this survey was maximized was by ensuring the confidentiality and anonymity of the participants, schools and projects which took part. Ensuring the anonymity and confidentiality results in more truthful answers. Anonymity also ensured that social desirability bias was prevented resulting in more truthful answers and, in return more reliable results. In addition the reassurance of the researcher's independence from government agencies like An Garda Síochána ensured the participants honestly in answering sensitive questions. All data was saved to a secured USB flash drive to guarantee confidentiality and the safety of the data. Furthermore, as only the researcher conducted the research, input the data and completed the analysis, any possibility of a communicational error between researchers that could spoil results was eliminated. Human error was also reduced by using the distinguished computer programme SPSS to analyse the collected data.

3.9 Strengths & Limitations of the Study

Similar to any other method of data collection, surveys have many strengths and limitations. Surveys also allow for data to be collected from a larger number of people than interviews and are much less time consuming. However, the standardization of the survey questions is a weakness in regard to measurement (Maxfield & Babbie 2005). Surveys are

usually more appropriate to use with sensitive issues if the survey offers complete anonymity. Participants can be reluctant to report deviant behaviours in interviews, but they may be willing to respond to an anonymous self-administered survey (Maxfield & Babbie 2005). Considering this study deals with sensitive issues like illegal behaviours the survey method of data collection was best suited. Many studies have been done on self-reporting and have found that by and large self-report data is valid and reliable for most research purposes. Although originally aimed to survey around 100 participants, 65 completed surveys were completed and analysed. Time limitations and school schedules restricted the amount of surveys distributed. For this reason wide generalisations cannot be made from the results of this study.

3.10 Chapter Summary

Criminal justice research often has many purposes including exploration, description and explanation. The study's design is a combination of exploratory and causal research. A survey with open and closed- ended questions was designed to collect quantitative and some qualitative data. The design of the survey was based on designs of other surveys which focused on a similar area of research. The survey was group-administered in the participating educational centers. Access was granted through the educational centers and parents of underage participants. Confidentiality and anonymity was ensured and maintained due to the nature of the cross-sectional design and precautions taken by the researcher. The data was coded and then analysed using the computer program SPSS. Validity was strengthened through anonymity of participants and the elimination of social desirability. The use of a standardized questionnaire and computer software for analysis increased reliability. Although wide generalisations cannot be made from the results of this study, it is relevant as there has been little to no research carried out in this area in Ireland.

CHAPTER 4

Findings

4

4.1 Introduction

This chapter presents the findings from the research conducted to determine whether youth's involvement in organised sport and leisure has any effect on their involvement in antisocial behaviour. It includes findings that focus on gender, educational institutions, involvement in organised leisure and sports, and peer associations. The findings are discussed and presented by means of charts and other visual aids to allow for ease of understanding.

4.2 Gender Variations and Similarities in Antisocial Behaviours

Although the relationship between gender and delinquency was not one of the main focuses of this study, it is still important to observe and report results. Findings show that when gender was isolated as a variable, the results were consistent. Eight categories of delinquent, or antisocial behaviours were recorded including; loitering, truancy, smoking, alcohol consumption, drug use, shoplifting, vandalism, and joyriding. Female participants were found to have less involvement in every category as Table 1 illustrates. Some of the findings, like drug use, showed considerable differences in offending in relation to gender with only 9% of females engaging in such behaviours compared to 32% of males. Alcohol consumption results, on the other hand, were quite similar when the gender variable was filtered in. 41% of participating females and 59% of males reported consuming alcohol on a regular basis. Loitering, alcohol consumption and shoplifting were the top three categories of antisocial behaviour with both genders. The consistency of these results adds to the validity of the study.

Table 1: Gender Breakdown of Involvement in Antisocial Behaviours

Antisocial Behaviour	% of Female Involvement	% of Male Involvement
Loitering	67	76
Truancy	5	23
Smoking	22	29
Alcohol consumption	41	59
Illegal drugs	9	32
Shoplifting	32	49
Vandalism	6	20
Joyriding	0	15

Percentages were rounded to the nearest whole number.

4.3 Educational Institutions: Comparisons of Antisocial Behaviours

As there were two different educational institutions sampled in this study it is important to compare and contrast the findings for each. The participant's involvement in antisocial behaviour is presented in Table 2. The findings are separated into two groups; (1) involvement in antisocial behaviour of participants who attend conventional school, and (2) involvement in antisocial behaviour of participants who attend a Youthreach programme. Similar to the results discussed in relation to gender, loitering, alcohol consumption and shoplifting were the top three antisocial behaviours reported by both groups. Alcohol consumption by members of the Youthreach programme was considerably higher than that of the participants attending conventional school. It is important to note that the average age of the members of the Youthreach programme was 18 (46%) while 15 was the average age, of the school students (49%). The findings also indicate that Youthreach participant's involvement in joyriding, 27%, and illegal drugs, 55% was more prevalent than the involvement of conventional school students, 6% of whom were involved in joyriding and 18% reported taking illegal drugs.

Although suspension from school is not listed as one of eight categories of antisocial or delinquent behaviour, it is an indication of antisocial or delinquent behaviour that occurred in an educational institution. The findings show that 73% of Youthreach members were suspended from school at least once compared to 7% conventional school students. Although these figures seem quite drastic, it is important to bear in mind that Youthreach is a second

chance education and training programme and many of its participants may have been suspended from schools and as a results were referred to the Youthreach programme.

Table 2: Comparison of Conventional School Students and Youthreach Member’s Involvement in Antisocial Behaviours

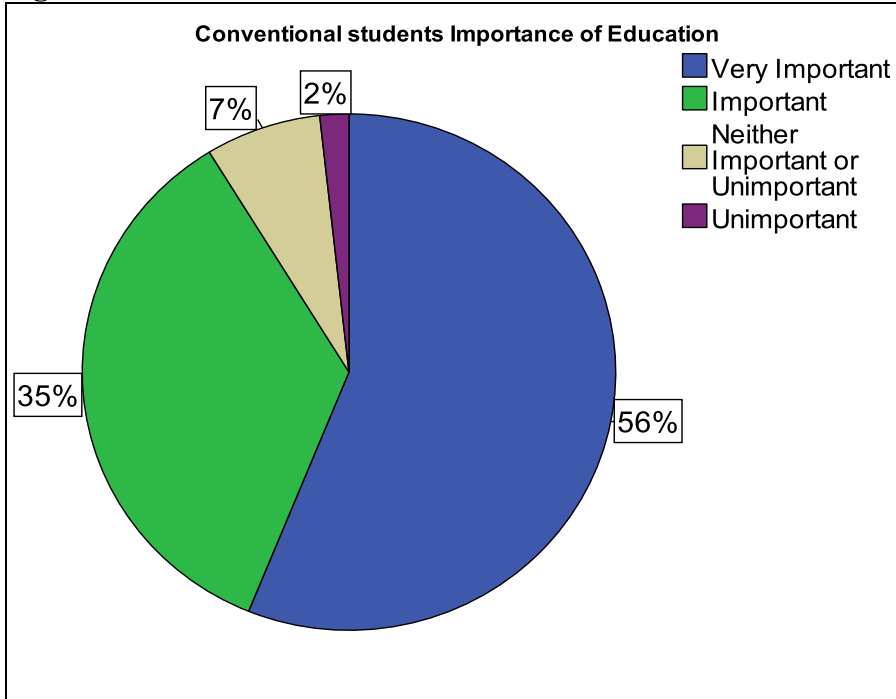
Antisocial Behaviour	% of Conventional School Involvement	% of Youthreach
Loitering	70	82
Truancy	13	40
Smoking	20	73
Alcohol consumption	46	91
Illegal drugs	18	55
Shoplifting	40	64
Vandalism	11	27
Joyriding	6	27

Percentages rounded to the nearest whole number.

4.3.1 Importance of Education

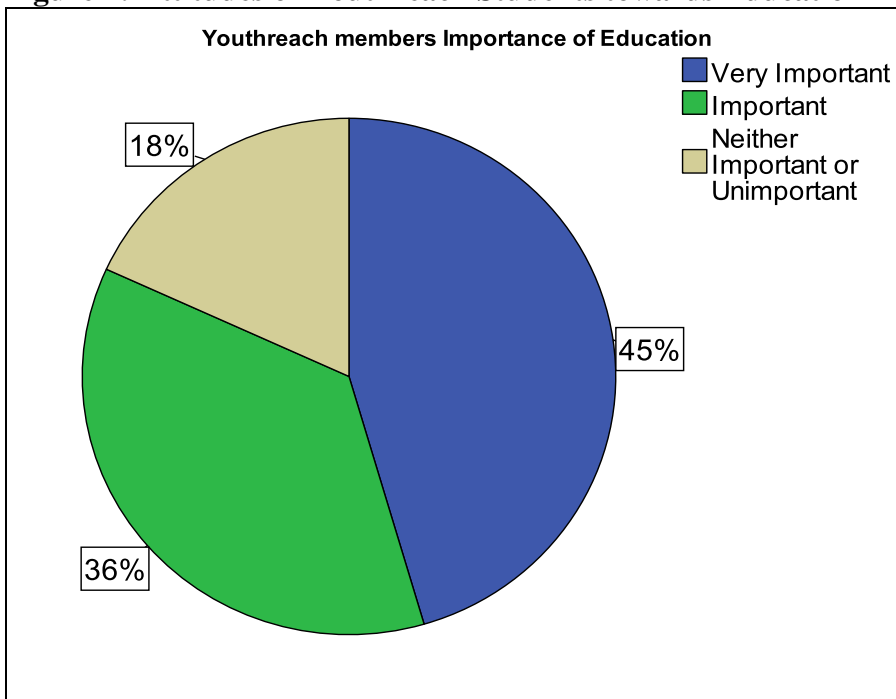
Another feature worth noting when comparing the findings from the educational institution is the participant’s opinion of the importance of education. All participants were asked to rate how importantly they rated education. Results show that 91% of participants who attended conventional school rated the importance of education as very important or important. 81% of Youthreach members rated education as being very important or important. Participants opinions on the importance of education are represented in Figures 1 and 2 presented below. The value of importance participants place on education may be an indication of their level of commitment to conventional institutions which is a key feature in the literature.

Figure 1: Attitudes of Conventional Students towards Education



Percentages rounded to the nearest whole number.

Figure 2: Attitudes of Youthreach Students towards Education



Percentages rounded to the nearest whole number.

4.4 Involvement in Organised Sport and Leisure Activities in School

As involvement is an aspect of one of the leading theoretical perspectives that currently deals with delinquency, it is vital to pay particular attention to this area. Four main areas were covered in this study: (1) Involvement in leisure activities in school; (2) involvement in organised sport in school; (3) involvement in leisure outside of school; and (4) involvement in organised sport outside of school. To determine whether the participant's involvement in these activities had any effect on their behaviour, the amount of antisocial behaviour the participants are involved in is recorded. This behaviour is then compared with the antisocial behaviour patterns of participant who were not involved in any of the areas mentioned above. Results varied somewhat depending on the type of involvement. Table 3 compares the antisocial behaviour patterns percentages of those participants not involved in leisure activities in school with the antisocial behaviour patterns of the participants involved in leisure activities in school. Results show that involvement in leisure activities in school did not have a deterrent effect on youth's antisocial behaviour. In fact, the percentage of those engaging in antisocial behaviour was higher in all eight categories when non involvement was compared with and involvement in leisure activities in school. 45% of participants who were not involved in leisure activities reported consuming alcohol regularly, compared to 75% of the participants who were involved in school leisure activities. Vandalism and illegal drug use percentages were also found to be significantly higher in youths involved in school leisure activities (see Table 3).

Table 3: Antisocial Behaviour & Involvement in Leisure in School

Antisocial Behaviour	% Not Involved in Leisure in School	% Involved in Leisure in School
Loitering	70	81
Truancy	13	27
Smoking	23	38
Alcohol consumption	45	75
Illegal drugs	21	31
Shoplifting	38	56
Vandalism	9	33
Joyriding	6	19

Percentages rounded to the nearest whole number.

Compared to involvement in leisure activities in school, involvement in organised sport in school had the opposite results. Findings indicate that involvement in organised sport in school lowers the amount of antisocial behaviour compared to those not involved in sports in school. Lower antisocial behaviour rates were found in all eight categories when participant's involvement in organised school sports was compared with participants who were not involved in organised school sports. This comparison is made in Table 4 below. These variations in antisocial behaviour were not as significant as those found in involvement in school leisure activities. Vandalism was found to be noticeably lower in youth who were involved in organised school sports, a mere 4% compared to 22% of participants not involved.

Table 4: Antisocial Behaviour & Involvement in Organised Sport in School

Antisocial Behaviour	% Not Involved in Sport in School	% Involved in Sport in School
Loitering	78	65
Truancy	19	12
Smoking	30	23
Alcohol consumption	54	50
Illegal drugs	24	23
Shoplifting	46	39
Vandalism	22	4
Joyriding	11	8

Percentages rounded to the nearest whole number.

4.5 Involvement in Organised Sport and Leisure Activities outside of School

Including participant's involvement in activities outside of their educational institution is also very important as it is also involvement in conventional activities. Once again the eight antisocial behaviours, previously mentioned, were compared and contrasted with participants involvement and non-involvement in leisure activities and organised sports. Table 5 below presents the findings in relation to the antisocial behaviours of participants involved and not involved in leisure activities outside of educational institutions. However, like involvement in leisure activities in school, some deviant behaviour was more likely to

occur when participants were involved in leisure activities. Truancy and vandalism were the two areas with the most significant reported behaviours. 20% of participants involved in leisure reported their involvement in vandalism compared to 8% of participants not involved in leisure.

Involvement in sport is the final area of involvement covered in this study. Results were consistent with involvement in organised sports in school in all areas apart from alcohol consumption and vandalism. As with involvement in leisure outside of school, participants involved in organised sport outside of school were found to be more inclined to participate in acts of vandalism. 19% of participants involved in sport reported participating in acts of vandalism compared to 11% of participants not involved in sport. An interesting finding in relation to involvement in sport is that no participants who reported being involved in organised sport outside of school reported smoking. 40% of participants not involved in organised sport were smokers. Those involved in sports were less likely to illegal drugs than those who were not involved in sports. Participants not involved in sports were three times more likely to take drugs than participants who played sports. Results for involvement and non-involvement in organised sports can be found in table 6.

Table 5: Antisocial Behaviour & Involvement in Leisure

Antisocial Behaviour	% Not Involved in Leisure	% Involved in Leisure
Loitering	73	71
Truancy	12	17
Smoking	30	22
Alcohol consumption	50	53
Illegal drugs	23	25
Shoplifting	54	33
Vandalism	8	20
Joyriding	8	8

Percentages rounded to the nearest whole number.

Table 6: Antisocial Behaviour & Involvement in Sport

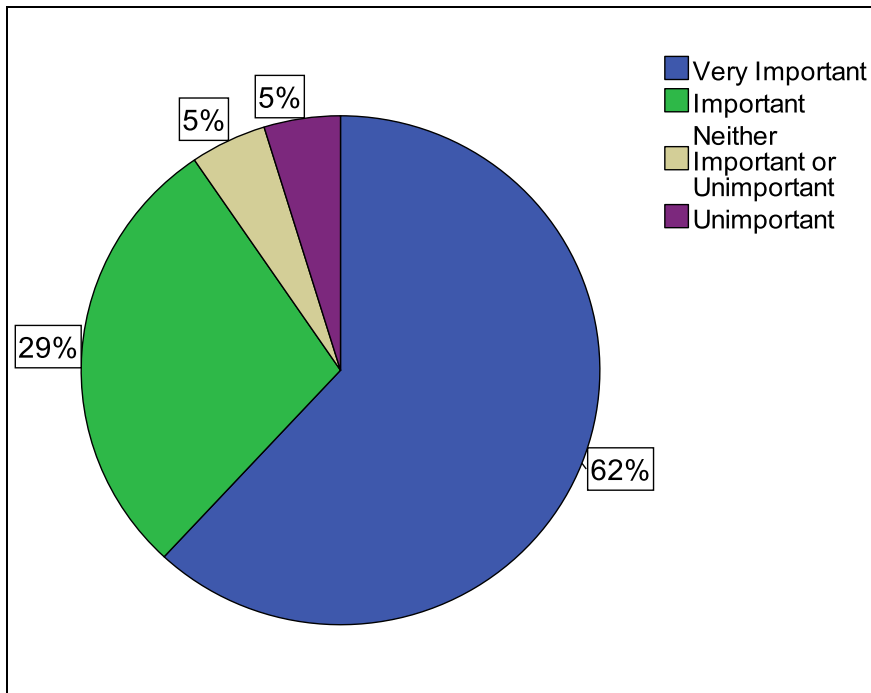
Antisocial Behaviour	Not Involved in Sport	Involved in Sport
Loitering	72	70
Truancy	16	10
Smoking	40	0
Alcohol consumption	47	55
Illegal drugs	29	9
Shoplifting	42	41
Vandalism	11	19
Joyriding	11	5

Percentages rounded to the nearest whole number.

4.6 Opinions on Involvement in Organised Sports

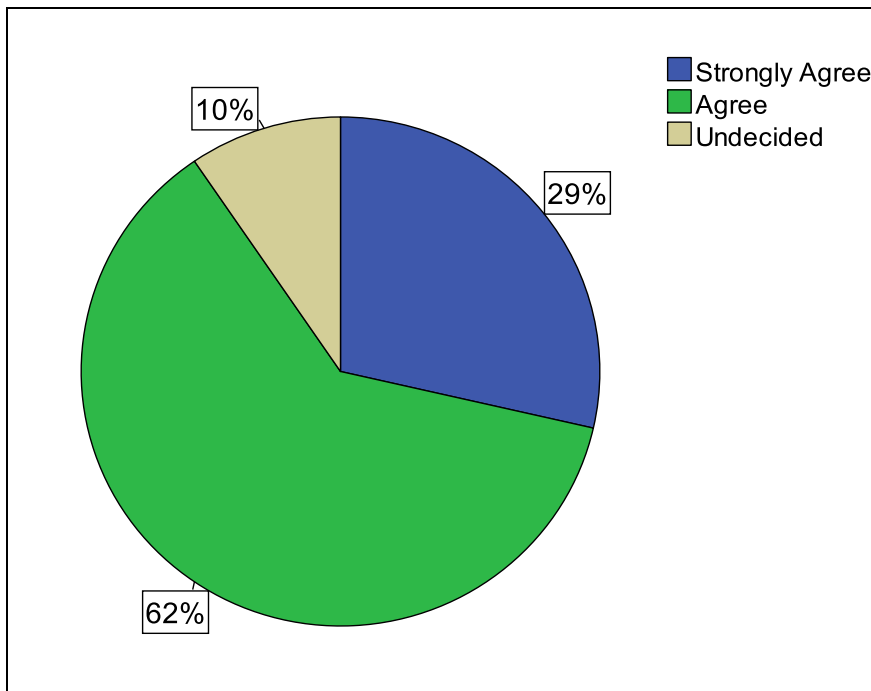
Section C of the survey focused on the participants opinions on their involvement in organised sports. Findings show that the vast majority, almost 90%, of those involved in organised sports reported that they valued the opinion of the authority figure in charge of the sport as either very important or important. This result links in with the theme of the importance of peers and authority figures in activities. A further interesting result was that 90% of participants reported that being involved in organised sport had a positive impact on their lives. Findings show that 65% of participants reported that their involvement in sports helped them deal with stress. Participants also reported positive outcomes as a result of their involvement in sports. Many participants agreed that being involved helped them socialise, work better in groups, build confidence and made their families proud.

Figure 3: Importance of Coach's Opinion



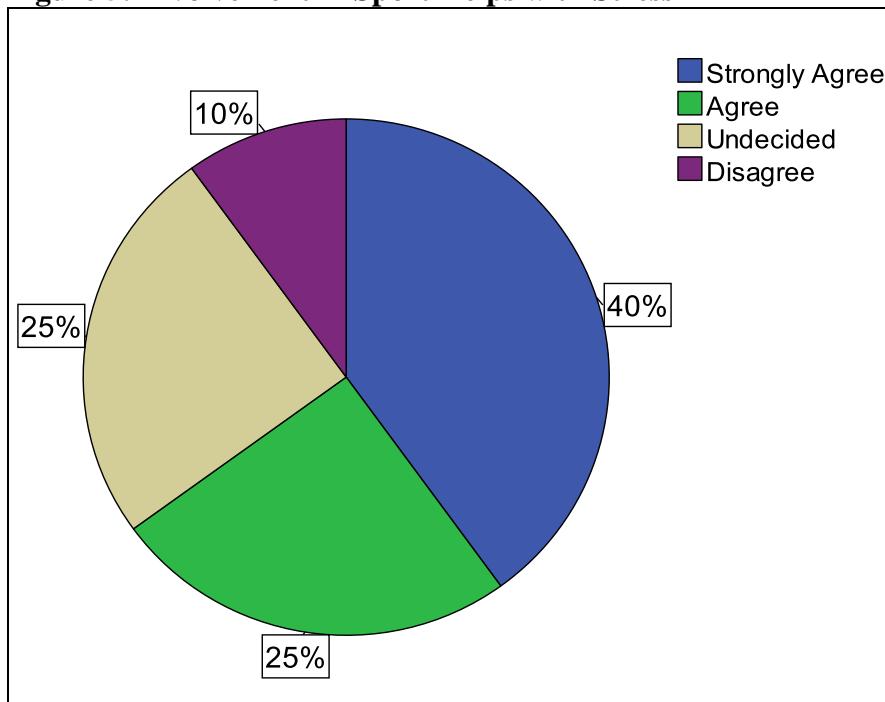
Percentages rounded to the nearest whole number.

Figure 4: Sport Having a Positive Impact on Participant



Percentages rounded to the nearest whole number.

Figure 5: Involvement in Sport Helps with Stress



Percentages rounded to the nearest whole number.

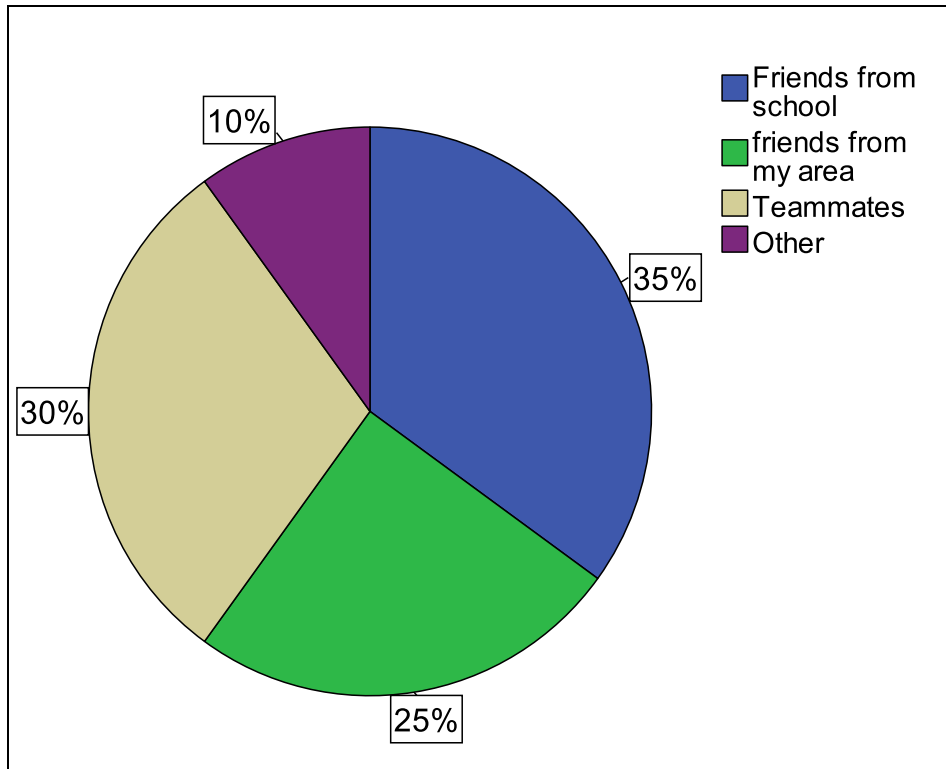
4.7 Peer Influences

Bearing in mind that differential association is one of the leading theoretical perspectives in relation to delinquency, participants were asked to select which group of peers they believed to have the most positive influence in their lives. 35% of participants listed school peers as their most positive influence. Teammates was the second most common positive influence at 30% and 25% of participants believed their peers from their area to be the most positive influence (see Figure 6).

To determine whether the participants were accurate in choosing who they believed to be the most positive influence, findings from Section D, Involvement in Antisocial Behaviour, are evaluated. Results found that involvement in delinquent behaviour was more likely to happen when the participant was in the company of peers from their area. In incidents of vandalism, 78% of offenders reported usually being with friends from their area when they engaged in this behaviour. 83% of participants who reported taking part in joyriding reported that they generally engage in the behaviour with friends from their area. Shoplifting, taking illegal drugs and loitering were also more likely to occur when participants were in the presence of friends from their area. Results indicate that association

with peers from the participant's area is more likely to result in youth engaging in more serious delinquent behaviours.

Figure 6: Peers believed to have the most positive influence.



Percentages rounded to the nearest whole number.

4.8 Chapter Summary

The findings presented in this chapter illustrate participant's involvement in leisure and organised sports and their involvement in a selection of antisocial or delinquent behaviours. Tables and pie charts are used to illustrate some of the findings of this study. Particular attention was given to the areas of gender, involvement, peer association and the opinions of the participants. These findings are discussed in greater detail in the next chapter.

CHAPTER 5

Discussion, Conclusions & Recommendations

5

5.1 Introduction

This chapter presents an analysis of the main findings of the study and their relationship to the themes found in the literature review in chapter two. Recommendations for future research in this area are also discussed in this chapter.

5.2 Involvement in Antisocial Behaviours

The results of this study identified loitering, alcohol consumption and shoplifting as the top three reported antisocial behaviours participants engaged in. This pattern remains constant throughout the findings even when variable like gender and involvement in certain activities are isolated. Antisocial behaviours, like smoking and loitering, which are included in these findings, are not considerably delinquent compared to other behaviours like vandalism and shoplifting. It is important to keep in mind that the more serious behaviours like vandalism and joyriding were some of the least frequent behaviours participants engaged in. Results found that participants who were involved in organised sports in school and outside school were less likely to engage in antisocial behaviour compared to participants who were not involved in organised sports. These results support the social bond theories and also the variations of the routine activities theories discussed in chapter two. Results of this study also found that involvement in leisure activities did not have any deterrent effect on delinquent behaviour. This is arguably due the lack of supervision and organised aspects of the activities.

5.3 Alcohol

The results of this study indicate that over half, 52% of the participants regularly consume alcohol. It also indicates that antisocial and delinquent behaviours, like shoplifting are also regular occurrences. According to the National Crime Council website 98% of

Gardaí interviewed believed that alcohol was a primary factor in public order offending (National Crime Council, 2011). A recent crime statistics publication by the official Garda website, reported that public order offenses were the second most reported incidents in the country. Some participant's reported being under the influence of alcohol as a reason they were involved in the delinquent behaviour. Frequency of alcohol consumption was quite high amongst participants. The average participant reported drinking alcohol at least once every two weeks. The amount of units consumed was also quite high. Although the influence of alcohol cannot be conclusively linked to involvement in other delinquent behaviours, it might be an area which needs further attention.

5.4 Conclusions

The research has shown that there is some deterrent relationship between youth's involvement in organised sport and their involvement in antisocial behaviour, whether it is direct or indirect. Results also reveal an interesting relationship with unorganised leisure activities and delinquency. Rates of delinquency were found to be somewhat higher when participants were involved in leisure activities. This may be an indication that supervision is an important feature in deterring delinquent behaviours. Result showed that 90% of participants involved in organised sports valued the opinion off their coach as either very important or important. This result echoes the finding of Rutten (2007) and Light (2010) who found that the relationship with a coach or authority figure was an important factor on youths learned behaviours.

5.5 Recommendations

A number of recommendations can be made as a result of these findings. These include recommendations in relation to future studies and programme developments.

5.5.1 Areas for Further Research

Further research on this topic is one of the top recommendations of this study. Particular attention needs to be placed on positive and negative peer associations within activities including the influences of authority figures. Further attention needs to be given to offending behaviour and its relationship with alcohol consumption. It might be beneficial to research successful international programs like the Midnight Basketball Leagues in Australia, to improve the design of current programmes in Ireland, like the Late Night Leagues. Research on other programmes may also inspire the development of new programmes which can cater for a larger target group. Research into students' participation in school activities and their preferences might also be an area to focus on. Many of the participants suggested they would be more involved if their school had more leisure and sport options.

5.5.2 Programme Development and Expansion

Considering the documented success of the Late Night Football Leagues in Dublin, it would be logical to expand and develop these programmes. Further research might be conducted to confirm existing data and ensure the developments are made in the right areas. Adopting successful programmes from other jurisdictions or developing new programmes based on aspects of other programmes may enhance programmes results.

In conclusion, the data provided in this study adds to an area of research which has received little to no attention in an Irish context. This is in line with national policy to allow young people to voice their opinions and to strengthen and develop information and data sources in the youth justice system to support more effective policies.

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Appendix A – Principal Consent

Dear Principal,

My name is Ann Meenagh. I am currently studying for a Masters in Criminology in DIT. As part of my course I am required to complete a piece of original research. The research area I have chosen to study is whether youth's involvement in organised sport has a preventative effect on their delinquent behaviour. The rationale behind my research is that although Irish youth have been placed at the forefront of policy development and implementation in recent years, there has been little research done within the Irish context to support these policies. I plan to close this gap in current research and assist in the future development of policies within the Irish youth justice sector. To assist in this research I am seeking permission to distribute a survey to a number of your students. The survey is designed based on similar studies undertaken in Australia and England. With your permission I will come to the school to introduce the study and administer the survey to the students. Alternatively the same survey can be administered over the Internet. The method in which the students take the survey is entirely up to the school and teachers. It will take approximately 40 minutes, or one class period, to complete. Each student will be given the choice to participate or not. The students will not be asked to put their names on the surveys and no identifying information about the respondents will be obtained to ensure true anonymity. Neither students or the school will be revealed in the research. As consent is a crucial aspect of research ethics I will supply you with a letter of consent to inform the parents of the students about the study.

If you want to know more about this research project, please do not hesitate to contact me on 0879017581 or anniemeenagh@gmail.com

Thank you for your time and consideration,

Sincerely,

Ann Meenagh

By signing this form you are agreeing to inform the parents of the students to participate in the study.

Consent Statement

I understand the information contained in this consent form and I am willing to give consent for young people in _____ [insert school name here] to take part in this research project.

Signed Date

Principal

Appendix B – Parental Consent

Dear Parent/ Guardian

My name is Ann Meenagh. I am currently studying for a Masters in Criminology in DIT. As part of my course I am required to complete a piece of original research. The research area I have chosen to study is whether youth's involvement in organised sport has a preventative effect on their delinquent behaviour. The rationale behind my research is that although Irish youth have been placed at the forefront of policy development and implementation in recent years, there has been little research done within the Irish context to support these policies. I plan to close this gap in current research and assist in the future development of policies within the Irish youth justice sector. To assist in this research I am seeking permission to distribute a survey to a number of students. The survey is designed based on similar studies undertaken in Australia and England. I will come to the school to introduce the study and administer the survey to the students. Alternatively the same survey can be administered over the Internet. The method in which the students take the survey is entirely up to the school and teachers. It will take approximately 40 minutes, or one class period, to complete. Each student will be given the choice to participate or not. The students will not be asked to put their names on the surveys and no identifying information about the respondents will be obtained to ensure true anonymity. Neither students or the school will be revealed in the research. Whether you allow your child to take part in this project is entirely up to you. If your child does take part, he or she may stop at any time. As consent is a crucial aspect of research ethics I am seeking your consent to administer my survey to your child. Please sign below and return to your child's school by following date [insert date] if you **do not** wish to allow your child to take part in the survey, otherwise your child **will** be asked to take part in the survey.

If you want to know more about this research project, please do not hesitate to contact me on 0879017581 or annimeenagh@gmail.com

Thank you for your time and consideration.

Sincerely,

Ann Meenagh

Consent Statement

I **do not** wish for my child _____ (Child's name) to take part in this research project.

Signed Date

Parent/guardian

Appendix C – Student Letter

Dear student,

I would first of all like to thank you for your participation in this research. I thoroughly appreciate it. I am a student at DIT studying Criminology. As part of my course I need to conduct some research. The area I am researching is focusing around whether youth's involvement in organised sports has any effect on their involvement in anti social behaviour. I believe this is an important area as it concentrates on youths and gives them a say. Policies and programmes are often developed for youth without any research or reasoning behind them. Your input into this survey gives you the opportunity to have your say and add to the research that is needed in this area.

Before you start this survey I would like to remind you that all your answers are completely confidential. Please **do not** write your name anywhere on this survey to guarantee your confidentiality. Neither you nor your school will be revealed in the results. I would ask you to answer all questions that apply to you as honestly and accurately as possible. Your honesty is crucial as the results from this survey may go on to help develop policies that directly relate to you and your local community. If you do not feel comfortable answering a question please skip on to the next question and if at any time you wish to stop your participation in this research you are free to do so. Your participation is completely voluntary. Please read all questions carefully and be aware that some of the answer options may be located on the next page. If you have any questions regarding this survey or any topics related to it do not hesitate to contact me at anniemeenagh@gmail.com. Again I would like to thank you for your participation.

Regards,

Ann Meenagh

Appendix D – Youth Survey

Youth Survey

Personal

Section A

1. Age

- 13
- 14
- 15
- 16
- 17
- 18
- Other: _____

2. Gender

- Female
- Male

3. Which of the following best describes your racial or ethnic background?

- Asian
- Black or African Irish
- White or Caucasian
- Of Mixed Race or Ethnicity
- Other: _____

4. Which of the following best describes your parents or guardians marital status?

- Married
- Divorced
- Legally Separated
- Separated
- Single Parent (Father)
- Single Parent (Mother)
- Other: _____

5. Which of the following best describes the area in which you live?

- Rural (countryside)
- Urban (town/ city)

6. Which of the following best describes your relationship status?

- Single
- In a relationship
- Engaged
- Other: _____

7. Are you currently attending school?

- Yes
- No

8. Are you currently attending a Youthreach programme?

- Yes
- No

9. How important do you rate having an education?

- Very Important
- Important
- Neither Important or Unimportant
- Unimportant
- Very Unimportant

10. What is your average grade?

- A
- B
- C
- D
- F

11. How many hours a week do you usually spend on school/ academic work **outside** of official school hours? (Homework, after school study etc)

- 0
- 1-2
- 3-4
- 5-6
- 7-8
- 8-10
- Other: _____

12. Which of the following best describes how important you value your teacher's opinion of you?

- Very Important
- Important
- Neither Important or Unimportant
- Unimportant
- Very Unimportant

13. Doing well academically makes me feel good about myself. How strongly do you agree or disagree with this statement.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

Involvement in Leisure Activities and Organised Sports

Section B

When answering the following questions please keep in mind that:

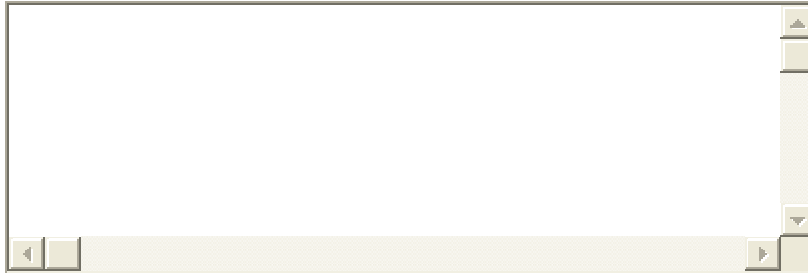
- Leisure Activities in school can include choir, drama, students council etc
- Leisure Activities outside school can include reading, cinema, piano lessons etc
- Organised Sports in school and outside school include any sports you are involved in where there is authority figures present e.g. referee, coach, trainer, etc

1. Are you involved in leisure activities in school?

(Debate club, choir, etc)

- Yes
- No (If your answer to this question is no, please skip to question 4)

2. Please list which activities.



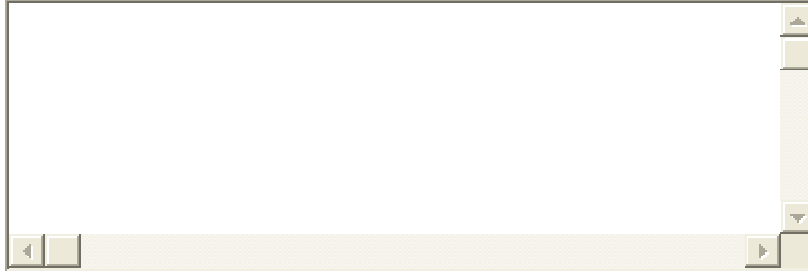
3. How many days a week are you usually involved in leisure activities in school?

- 1
- 2
- 3
- 4
- 5
- Other: _____

4. Are you involved in organised sports in school?

- Yes
- No (If your answer to this question is no please skip to question 7)

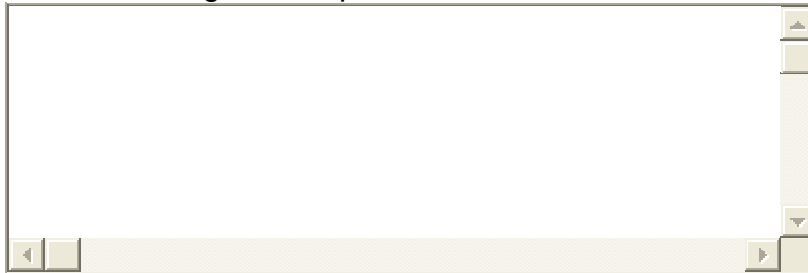
5. Please list which sports.



6. How many days a week are you usually involved in organised sports in school?

- 1
- 2
- 3
- 4
- 5
- Other: _____

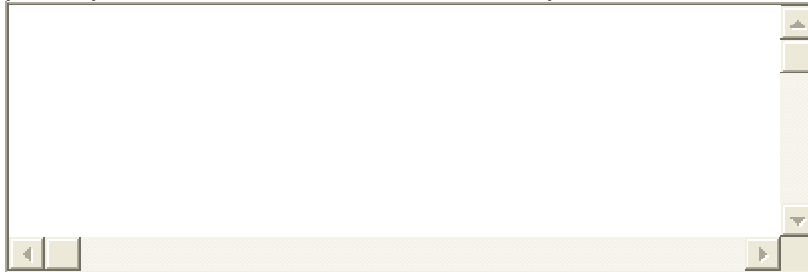
7. Are there any particular reasons why you are not involved in leisure activities or organised sports in school?



8. Being involved in school activities and sports has helped improve my relationship with teachers. How strongly do you agree or disagree with this statement.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

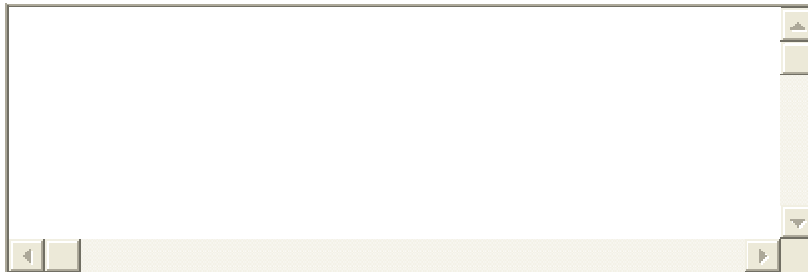
9. Is there anything your school can do to encourage more people to participate in leisure activities and/or sports?



10. Are you involved in leisure activities outside of school?
(Piano lessons, swimming etc)

- Yes
- No (If your answer to this question is no please skip to question 15)

11. Please list all activities



12. How many days a week are you usually involved in leisure activities outside of school?

- 1
- 2
- 3
- 4
- 5
- Other: _____

13. Do you pay to be involved in these activities?
(Piano lessons, admission to swimming pool etc)

- Yes
- No (If your answer to this question is no please skip to question 15)

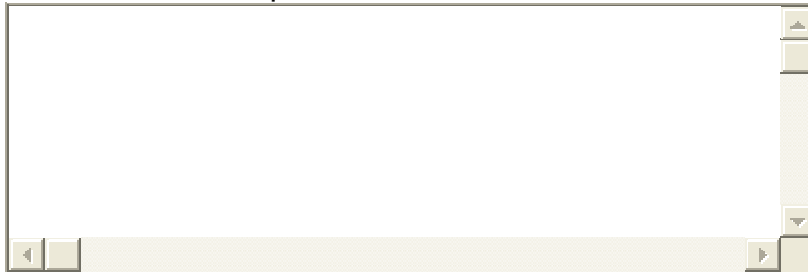
14. Approximately how much money a week do these leisure activities cost?
(Piano lessons, admission to swimming pool)

- €1-5
- €6-10
- €11-15
- €16-20
- Other: _____

15. Are you involved in organised sports outside of school?

- Yes
- No (If your answer to this question is no please skip to question 20)

16. Please list all sports



17. How many days a week are you usually involved in sports outside of school?

- 1
- 2
- 3
- 4
- 5
- 6
- 7

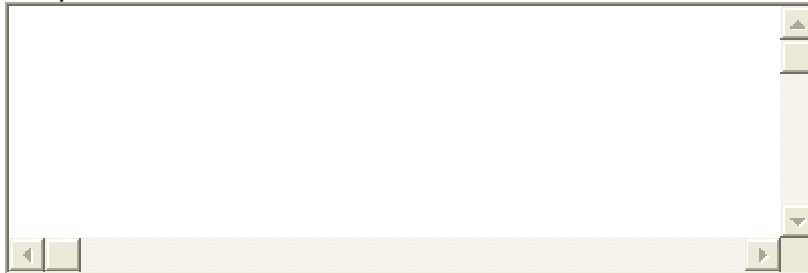
18. Do you pay to be involved in sports?
(Registration fee, referee fees, insurance etc)

- Yes
- No (If your answer to this question is no please skip to question 20)

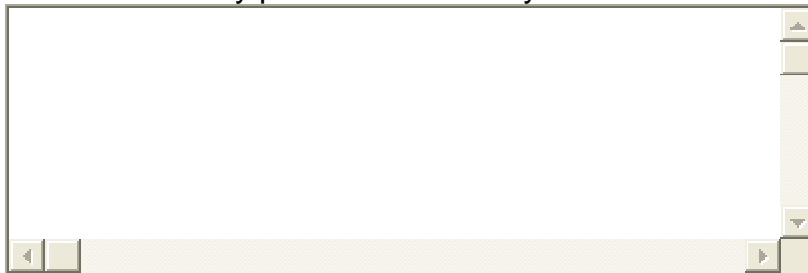
19. Approximately how much money a week does it cost you to play sports?
(Registration fee, referee fees, insurance etc)

- €1-5
- €6-10
- €11-15
- €16-20
- Other: _____

20. Are there any particular reasons you are not involved in leisure activities or sports outside of school?



21. Are there any particular facilities you would like to have in your area?



22. Do you use your local sports facilities?

- Yes
- No

23. How often do you use your local facilities?

- Very Frequently (once a week)
- Frequently (once every two weeks)
- Occasionally (once a month)
- Rarely (once every six months)
- Very Rarely (once a year)
- Never

24. How would you rate your local sports facilities?

- Excellent
- Good
- Average
- Poor
- Extremely Poor

25. How would you rate your local sports facilities opening hours/ availability?

- Excellent
- Good
- Average
- Poor
- Extremely Poor

26. Are high costs a factor in how often you use local facilities?

- Yes
- No

27. I would use my local sports facilities more often if they cost less. How strongly do you agree or disagree with this statement

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

28. I would use my local sports facilities more often if they were open at better hours. How strongly do you agree or disagree with this statement

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

Opinions on Involvement in Sport

Section C

(Please skip to **Section D** you are not involved in sports.)

1. Which of the following best describes how you value your coach's, managers, and trainer's opinion of you?

- Very Important
- Important
- Undecided
- Unimportant
- Very Unimportant

2. Which of the following best describes how you value rules in sports?

- Very Important
- Important
- Undecided
- Unimportant
- Very Unimportant

3. Being involved in a sports team/ club makes me feel part of the community. How strongly do you agree or disagree with this statement.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

4. Being involved in a sports team/ club helps me socialise. How strongly do you agree or disagree with this statement.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

5. Having to control my temper in sports has helped me control my temper in every day life. How strongly do you agree or disagree with this statement

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

6. Being involved in a sports team/ club is a positive influence in my life. How strongly do you agree or disagree with this statement.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

7. Being involved in a sports team/ club has taught me to work hard to achieve my aims. How strongly do you agree or disagree with this statement.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

8. Playing sports helps release my stress. How strongly do you agree or disagree with this statement.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

9. Being involved in a sports team/ club helps me work better in groups. How strongly do you agree or disagree with this statement.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

10. Being involved in a sports team/ club keeps me off the streets and out of trouble. How strongly do you agree or disagree with this statement.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

11. Being involved in a sports team/ club makes my family proud of me. How strongly do you agree or disagree with this statement.

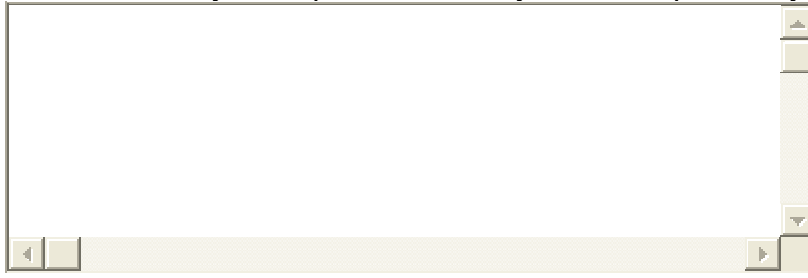
- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

12. Being involved with a sports team/ club helps build my confidence. How strongly do you agree or disagree with this statement.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

13. Why do you participate in sports?

14. In what way has sports effected you, either positively or negatively?



Involvement in Anti Social Behaviour

Section D

Please answer all questions which relate to you as accurately as possible.

1. Do you hang out in public places like parks or outside shops etc without apparent purpose?

- Yes
- No (If your answer to this question is no please skip to question 4)

2. Who do you usually hang out with?

- Myself
- Family
- Friends from school
- Friends from my area
- Teammates
- Other: _____

3. How many days a week do you usually spend hanging out in public places without apparent purpose?

- 1
- 2
- 3
- 4
- 5
- 6
- 7

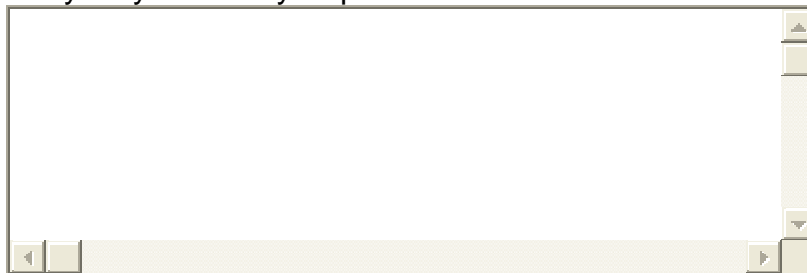
4. I hang out because there is nothing to do in my area.
How strongly do you agree or disagree with this statement?

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

4. Do you skip classes/ school?

- Yes (If your answer to this question is yes please explain why below)
- No (If your answer to this question is no please skip to question 9)

Why do you usually skip school/classes?



6. How frequently do you skip classes/ school?

- Very Frequently (once a week)
- Frequently (once every two weeks)
- Occasionally (once a month)
- Rarely (once every six months)
- Very Rarely (once a year)

7. When you skip classes/ school what do you usually do?

- Stay home
- Go to a friend's house
- Go to a public area (park, field, car park etc)
- Go shopping
- Go to the pub
- Other: _____

8. When you skip classes/ school who do you usually skip with?

- Myself
- Family
- Friends from school
- Friends from my area
- Teammates
- Other: _____

9. Do you smoke?

- Yes
- No (If your answer to this question is no please skip to question 13)

10. Do your parents or guardians allow you to smoke?

- Yes
- No

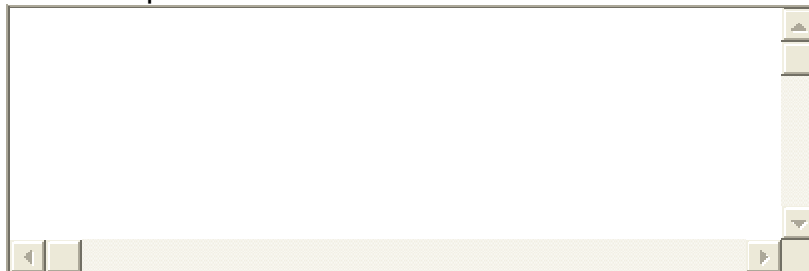
11. What age did you start smoking?

- 10-11
- 12-13
- 14-15
- 16-17
- 18+

12. If you are involved in sports, does your involvement have any effect on your choice to smoke or not to smoke?

- Yes
- No

Please explain.



13. Do you drink alcohol?

- Yes
- No (If your answer to this question is no please skip to question 20)

14. Do your parents or guardians allow you to drink alcohol?

- Yes
- No
- I am over 18

15. What age did you start drinking alcohol?

- 10-11
- 12-13
- 14-15
- 16-17
- 18+

16. How frequently do you drink alcohol?

- Very Frequently (once a week)
- Frequently (once every two weeks)
- Occasionally (once a month)
- Rarely (once every six months)
- Very Rarely (once a year)

17. Who do you usually drink alcohol with?

- Myself
- Family
- Friends from school
- Friends from my area
- Teammates
- Other: _____

18. How many drinks do you usually have when you drink alcohol?

- 1-2
- 3-4
- 5-6
- 7-8
- Other: _____

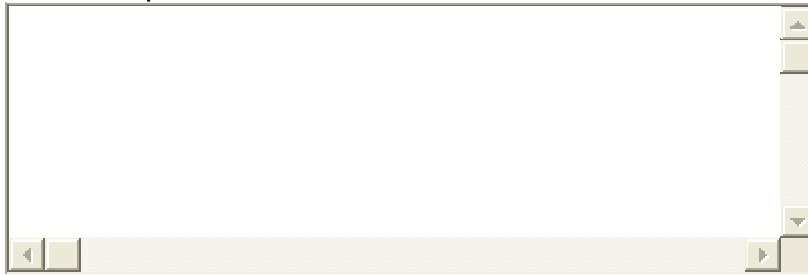
19. Where do you usually drink alcohol?

- At home
- In a pub/ restaurant/ nightclub
- In a friends house
- In a public area (park, field, car park etc)
- Other: _____

20. If you are involved in sports, does your involvement have any effect on your choice to drink or not to drink alcohol?

- Yes
- No

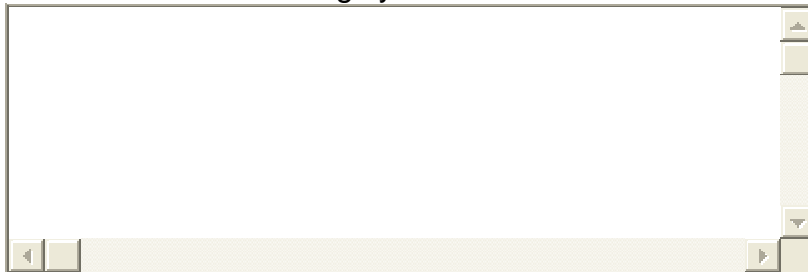
Please explain.



21. Do you take any illegal drugs?

- Yes
- No (If your answer to this question is no please skip to question 28)

22. Please list what drugs you take



23. Do your parents or guardians allow you to take illegal drugs?

- Yes
- No

24. At what age did you start taking illegal drugs?

- 10-11
- 12-13
- 14-15
- 16-17
- 18+

25. How frequently do you take illegal drugs?

- Very Frequently (once a week)
- Frequently (once every two weeks)
- Occasionally (once a month)
- Rarely (once every six months)
- Very Rarely (once a year)

26. Who do you usually take illegal drugs with?

- Myself
- Family
- Friends from school
- Friends from my area
- Teammates
- Other: _____

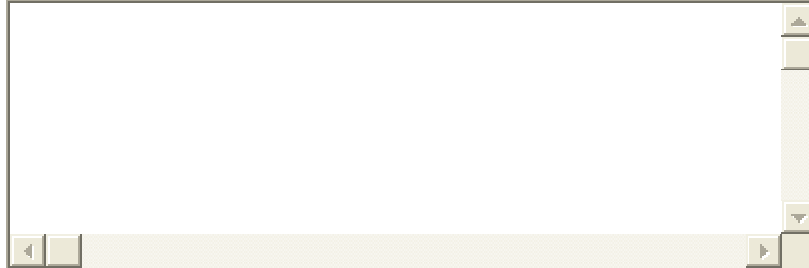
27. Where do you usually take illegal drugs?

- At home
- In a pub/ restaurant/ nightclub
- In a friends house
- In a public area (park, field, car park etc)
- Other: _____

28. If you are involved in sports, does your involvement have any effect on your choice take illegal drugs?

- Yes
- No

Please explain.



29. Have you been suspended from school?

- Yes
- No (If your answer to this question is no please skip to question 31)

30. How many times have you been suspended from school?

- 1
- 2
- 3
- 4
- Other: _____

31. Have you been expelled from a school?

- Yes
- No (If your answer to this question is no please skip to question 33)

32. How many times have you been expelled from schools?

- 1
- 2
- 3
- 4
- Other: _____

33. Have you been suspended from a Youthreach programme?

- Yes
- No (If your answer to this question is no please skip to question 35)

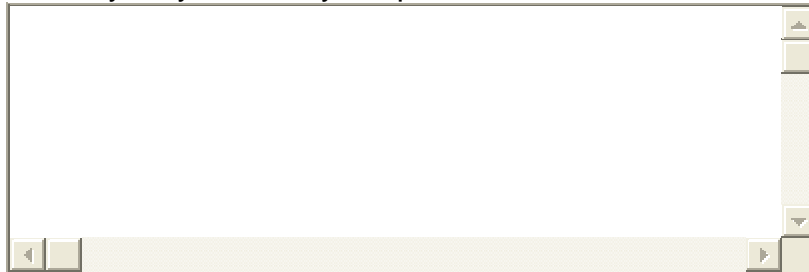
34. How many times have you been suspended from a Youthreach programme?

- 1
- 2
- 3
- 4
- Other: _____

35. Have you ever shoplifted?

- Yes
- No (If your answer to this question is no please skip to question 40)

36. Why do you usually shoplift?



37. How frequently do you shoplift?

- Very Frequently (once a week)
- Frequently (once every two weeks)
- Occasionally (once a month)
- Rarely (once every six months)
- Very Rarely (once a year)

38. Who are you usually with when you shoplift?

- Myself
- Family
- Friends from school
- Friends from my area
- Teammates
- Other: _____

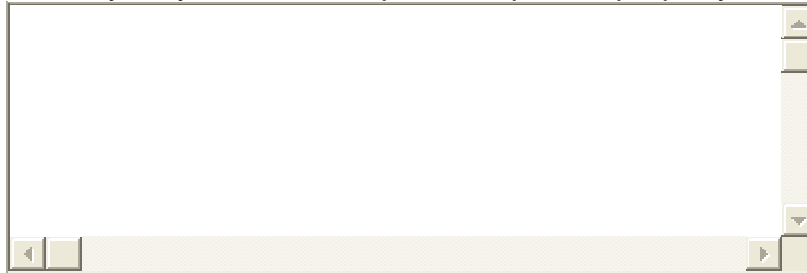
39. What is the average cost of the items you usually shoplift?

- Less than €1
- €1-5
- €6-10
- €11-15
- €16-20
- €21-25
- Other: _____

40. Do you vandalise public or private property?

- Yes
- No (If your answer to this question is no please skip to question 44)

41. Why do you vandalise public or private property?



42. How frequently do you vandalise public or private property?

- Very Frequently (once a week)
- Frequently (once every two week)
- Occasionally (once a month)
- Rarely (once every six months)
- Very Rarely (once a year)

43. Who are you usually with when you vandalise public or private property?

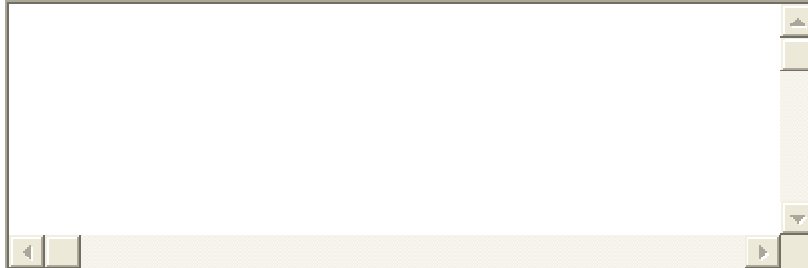
- Myself
- Family
- Friends from school
- Friends from my area
- Teammates
- Other: _____

44. Do you joyride?

(If you answered no to this question please skip to question 48)

- Yes
- No

45. Why do you joyride?



46. How frequently do you joyride?

- Very Frequently (once a week)
- Frequently (once every two week)
- Occasionally (once a month)
- Rarely (once every six months)
- Very Rarely (once a year)

47. Who are you usually with when you joyride?

- Myself
- Family
- Friends from school
- Friends from my area
- Teammates
- Other: _____

48. Have you ever been issued a behaviour warning by a member of An Garda Síochána?

(A behaviour warning is issued by a member of An Garda Síochána and includes the following:

- A statement that the child has behaved in an anti-social manner
- The type of behaviour and when and where it took place
- A demand that the child cease the behaviour
- A notice that failure to comply with a demand to cease the behaviour may result in an application being made to the court for a behaviour order)

- Yes
- No

49. Have you ever been issued a behaviour order by a member of An Garda Síochána?

(An anti-social behaviour order or ASBO is issued by the Childrens Court when a member of the Garda Síochána applies to the court for an order which prohibits a child from doing anything specified in the order)

- Yes
- No

50. Have you ever had a meeting with a Juvenile Liaison Officer (JLO)?

- Yes
- No

51. Have you ever been referred to a Garda Juvenile Diversion Programme?

(The Juvenile Diversion Programme is a programme which diverts youth from the formal criminal justice system by means of cautioning and supervision as opposed to prosecution.)

- Yes
- No

52. Have you ever been referred to a Garda Youth Diversion Projects?

(Garda Youth Diversion Projects are local community based activities which work with children. These projects aim to help children move away from behaving in a way that might get them or their friends into trouble with the law)

- Yes
- No

53. Have you ever been taken into custody by a member of An Garda Síochána?

- Yes
- No

54. Have you ever been charged with a criminal offence?

- Yes
- No

Peer Influences

Section E

1. Do you ever feel pressured by your peers to smoke?

- Yes
- No (If your answer to this question is no please skip to question 3)

2. Which peers do you feel most pressure from to smoke?

- Family
- Friends from school
- Friends from my area
- Teammates
- Other: _____

3. Do you ever feel pressured by your peers to drink alcohol?

- Yes
- No (If your answer to this question is no please skip to question 5)

4. Which peers do you feel most pressure from to drink alcohol?

- Family
- Friends from school
- Friends from my area
- Teammates
- Other: _____

5. Do you ever feel pressured by your peers to take illegal drugs?

- Yes
- No (If your answer to this question is no please skip to question 7)

6. Which peers do you feel most pressure from to take illegal drugs?

- Family
- Friends from school
- Friends from my area
- Teammates
- Other: _____

7. Do you ever feel pressured by your peers to shoplift?

- Yes
- No (If your answer to this question is no please skip to question 9)

8. Which peers do you feel most pressure from to shoplift?

- Family
- Friends from school
- Friends from my area
- Teammates
- Other: _____

9. Do you ever feel pressured by your peers to vandalise public or private property?

- Yes
- No (If your answer to this question is no please skip to question 11)

10. Which peers do you feel most pressure from to vandalise public or private property?

- Family
- Friends from school
- Friends from my area
- Teammates
- Other: _____

11. Do you ever feel pressured by your peers to joyride?

- Yes
- No (If your answer to this question is no please skip to question 13)

12. Which peers do you feel most pressure from to vandalise public or private property?

- Family
- Friends from school
- Friends from my area
- Teammates
- Other: _____

13. Which of your peers do you believe has the most positive influence on you?

- Friends from school
- Friends from my area
- Teammates
- Other: _____

