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Reasons behind Underaged Teenagers Abandoning Leisure Sport Activities. Case Study of Teenager Football Activities in FC Kajaanin Haka.



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Abstract

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Involvement of population, teenagers included, in any kind of sport as a leisure activity is an integral part of the national health strategies of democratic countries. The teenager abandonments of sport activities represent a significant problem. A person quitting sport activities loses all the advantages, both physical and psychological, the sport activities provide. The topic of the present thesis is a small-scale qualitative research on the reasons behind the underaged teenager (12-17 years old) dropouts from the football practices at FC Kajaanin Haka, the commissioning party of the thesis.

As a research method, an online questionnaire was composed and distributed among the former young football players from the target group. The research question «Why did you quit FC Kajaanin Haka?» was the main interest of the questionnaire. In addition, the questionnaire examined the players' backgrounds which might have influenced their decision to drop out. The questionnaire was followed by an interview. Based on the data obtained from the online questionnaire and interview, deductive analyzes have been performed and a list of suggestions for FC Kajaanin Haka was composed. The theory underlying the research is the Hierarchical Model of Leisure Constraints by Crawford, Godbey, and Jackson (1991) with its system of intrapersonal, interpersonal, and structural constraints, as well as Self-determination theory/Organismic Integration Theory by Ryan and Deci (2019) with its system of motivational regulations.

In most cases, the reasons behind the teenagers' decisions to quit lay within intrapersonal constraints. Though the majority of the former young players of FC Kajaanin Haka like football and would like to be engaged in the sport activities, they did not find motivation to overcome the mentioned constraints. The players did not experience either encouragement or pressure to stay within the club, took the decisions to abandon the football practices by themselves, relatively easily. When faced with the obligatory choice among the sport activities they did not select football. To prevent the dropouts, a non-exhaustive list of suggestions was compiled. The suggestions are on how to overcome intrapersonal constraints, increase motivation, and, hence, keep the teenagers being engaged in the football practices. In addition, the list includes suggestions to create a possibility to play for enjoyment, introduce flexible schedules, and make the environment more encouraging and friendly.

By and large, the former young players of FC Kajaanin Haka like playing football. They are not against keeping the football practices on their extra-curriculum schedule provided more encouragement and equal treatment are given to them.

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1. Introduction

The first mention of the team game with the elements of football exercises was documented in II century BC in China (Lanfanchi, Eisenberg, Mason, & Wahl, 2004, p.206). In its modern form as a classical team game football was invented in England at the turn of the XX century. Nowadays, football is one of the most popular and influential sport with billions of players and supports all around the globe (Jeffery, 2007). The reason is simple, football can be played by anyone, anywhere, and with no other equipment except for the ball (Radnedge, 1997).

In such sport as football, there are multiple clubs for all age groups and levels in a huge number of places in the world. It should be mentioned that the transition between the junior level of football teams and adult level is not easy. The National Alliance for Youth Sports (2016) in its report points out that most of the teenagers abandonment sport clubs by the age of 13. This problem also exists in Finland. In 2016 in Finland there were 11 210 football players between ages 16 to 19, out of which 16 years old were accounted for 3749 whereas 19 years old counted only 1960 players (Estola-Haaranen, 2017). The same trend can be observed in the years 2010-2020. Hence, the older the teenagers get, the more likely the amount of football players in their age group is to decrease.

The commission party of the present thesis is football club Kajaanin Haka (hereinafter FC Kajaanin Haka). FC Kajaanin Haka is a football club from the city of Kajaani, Finland. The city of Kajaani is the capital of the Kainuu region. FC Kajaanin Haka is a well-known and respected club in the region. It was founded back in 1953. Among the club's many activities the support of the children football league (Kainuu Nappulaliiga) as well as school sport clubs is of big importance. Therefore, the club is interested to understand the reasons behind the teenager abandonment (as known as dropouts) of football activities, aiming to reduce the number of them. Not only the club is concerned about the quality of life and state of health of Kajaanin teenagers but also it would like to increase the efficiency of resources invested in the development of football players.

The Hierarchical Model of Leisure Constraints and Self-determination theory were applied as a theoretical framework to research the reasons behind the teenager dropouts from the football activities. The results of this research are to be delivered to FC Kajaanin Haka. An online questionnaire was created and distributed via email to the former football players who have dropped out

from FC Kajaanin Haka in the target age. It should be noted that the privacy and personal data of the former players have been carefully observed.

The author of the thesis has been employed with FC Kajaanin Haka as a coach-assistant in the period February 2018 – August 2020, i.e. before and during the work on the thesis. He is familiar with the place, training process, and life of the Club.

2. Theoretical background

Leisure is the center point of the Hierarchical Model of Leisure Constraints theory, while motivation, inner and external, is in the focus of the Self-determination theory. These theories, while adopting different approaches, describe the process of how an individual takes his/her decision to continue with the sport activities or to leave them. The Self-determination theory can be transposed into the system of notions of the Hierarchical Model of Leisure Constraints, which is done for the purpose of the present research.

2.1 Analysis of the impact of sports on the life of teenagers

The great importance of sport activities for the general population on the national scale as well as a positive impact of the sport activities on teenager quality of life is recognized by both scientific and governmental circles. In democratic countries, public health policy and advocacy for sports are closely interrelated. Sport activities are considered as a powerful instrument to improve the situation with the health of the population. For example, in the United States, sport activities are recognized to solve problems such as obesity and sedentary lifestyle. It is relevant not only for adults but also for children and teenagers. (U.S. Department of Health and Human Services, 2019)

The researchers and practitioners identify the following areas where the sport activities have got the significant potential for positive impacts:

- Ullrich-French, McDonough, and Smith (2012) point out that the sport activities can improve academic results of the teenagers, decrease psychological dysfunction, increase weight control, reduce the risk of cardiovascular problems as well as diabetes;
- Hansen, Larson, and Dworkin (2003) found a positive impact of sport on the ability to exercise emotional control, better time-management skills, enhance collaboration skills and goal setting;

- Pate, Trost, Levin, and Dowda, (2000) consider sport activities to impact positively the tendency to lead a healthy lifestyle, i.e. consume healthy foods, quit smoking and drugs;
- Staurowsky et al. (2009) found out that sport activities reduce the suicide rate among teenagers. Also, they increase awareness about unprotected sex. In addition, Staurowsky et al. (2009) underline the benefits of sport activities for girls. Sport can decrease in the future the risk of developing osteoporosis and breast cancer.

From the above, it becomes clear that the dropouts from the sport activities at the target age are a problem related to the health of the population both nowadays and in the future. If a teenager quits the sport activities, not for the sake of changing club, association or sport discipline, but actually quit sport he or she loses all the advantages provided by physical activities and built up so far.

An investigation into the reasons behind the abandonment of sports by teenagers starts by determining the place that sport occupies in the extra curriculum time structure of this social group. In wealthy countries, the main social duty of a teenager is to be involved in the educational activities. Therefore, all activities undertaken in the sport clubs can be considered as leisure activities.

Dictionaries confirm the above assumption. According to the Cambridge dictionary (n.d.), the word «Leisure» means the time when a person is off duties. In other words, it means free time and use of it for enjoyment. Based on this definition, the time that children spend playing football in general, and particularly in FC Kajaanin Haka, can be considered as leisure. Children do not receive salary for playing football, they do not skip educational activities, which are their main social duty at their age. In addition, there are no material or domestic needs that force them to do it. Therefore, children do it in their free time and do not receive any financial gain.

As a result, the game of football for children is a leisure activity. Hence, the Hierarchical Model of Leisure Constraints theory (Crawford, Jackson, & Godbey, 1991) can be applied as a theoretical background for the present thesis. This theory is used to analyze the constraints affecting the decision to participate or not to participate in leisure activities.

2.2 Hierarchical Model of Leisure Constraints

The Hierarchical Model of Leisure Constraints theory is the theoretical background for the main research topic of the present thesis. The theory was designed in 1987 by Crawford et al. and was elaborated through the next three years.

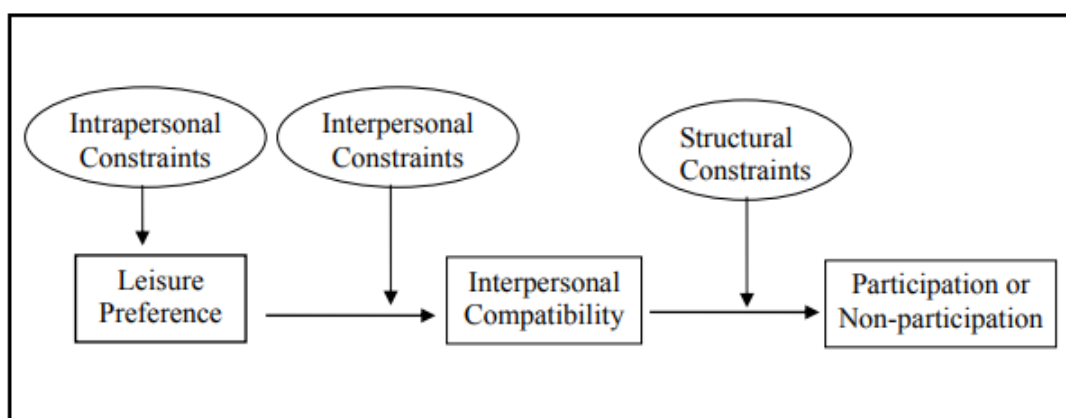


Figure 1. The Hierarchical Model of Leisure Constraints (Crawford et al., 1991)

Leisure constraints theory investigates which barriers constrained people's participation in leisure activities (Jackson, 1990) as well as the reasons behind the final decision to take part in these activities or not to take part. This research on leisure behavior and barriers preventing people to participate in leisure activities has attracted attention since the mid-XX century and began to be systematized in the eighties (Jackson, 1990). A Hierarchical Model was developed by Crawford and Godbey (1987). This model attempted to explain complicated human behavior influenced both by immediate and more distal environments and individual's characteristics, preferences, and motivations. Crawford et al. (1991) identify three separate categories of constraints under this model: intrapersonal constraints, interpersonal constraints, and structural constraints.

Crawford et al. (1991) and Crawford et al. (1993) nested the above constraints into the hierarchical structure. The individuals who are in the process of decision-making meet consequently all the types of constraints in the hierarchical order. The first order under the model is the preferences for free time which are formed at the level of intrapersonal constraints. The intrapersonal constraints can lose their effect because of a number of human privileges and desires, and then a person encounters the second order of constraints, i.e. interpersonal constraints. The final, and

the third order, of constraints are the structural constraints, which a person can encounter after being able to control the constraints of the previous level. After that person takes the final decision to participate in leisure activities.

In the case of sports activities, leisure constraints are defined as factors that inhibit the ability to participate in desired sport activities, to spend more time in these activities, or to achieve the expected level of satisfaction and benefit. However, the constraints are not absolute, they can be reduced and overcome (Crawford et al., 1993). People can find ways to avoid the constraints, which results in participation in the desired sport activities even when the constraints are in place. This was specially suggested by Ommundsen and Vaglum (1997). Successful negotiation through all the hierarchy of constraints is needed to enable people to participate in leisure sport activities.

2.2.1 Intrapersonal constraints

Crawford et al. (1991) describe the intrapersonal constraints as through which involve psychological states and attributes interacting with leisure preferences rather than intervening in preferences and participation. Intrapersonal constraints refer to those psychological conditions that are internal to the individual. These are personality factors, attitudes and even passing temporary psychological states such as moods. Figure 2. illustrates how the psychological states impact preferences and subsequent participation.

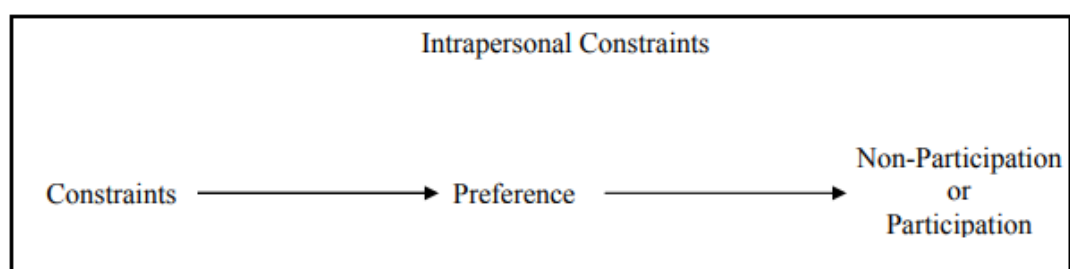


Figure 2. Intrapersonal constraints (Crawford & Godbey, 1987)

2.2.2 Interpersonal constraints

The next hierarchical order is the interpersonal constraints. These constraints result from interpersonal interaction or relationships among the individuals' characters. These types of constraints arise from the interaction with other individuals. A person lacking a friend with whom a common activity, hobby, or interest can be shared can encounter interpersonal constraints. The same constraints arise when a person cannot locate a partner with whom to share the specific leisure activity. As the Figure 3. demonstrates, the interpersonal constraints are social factors affecting simultaneously both preferences and participation.

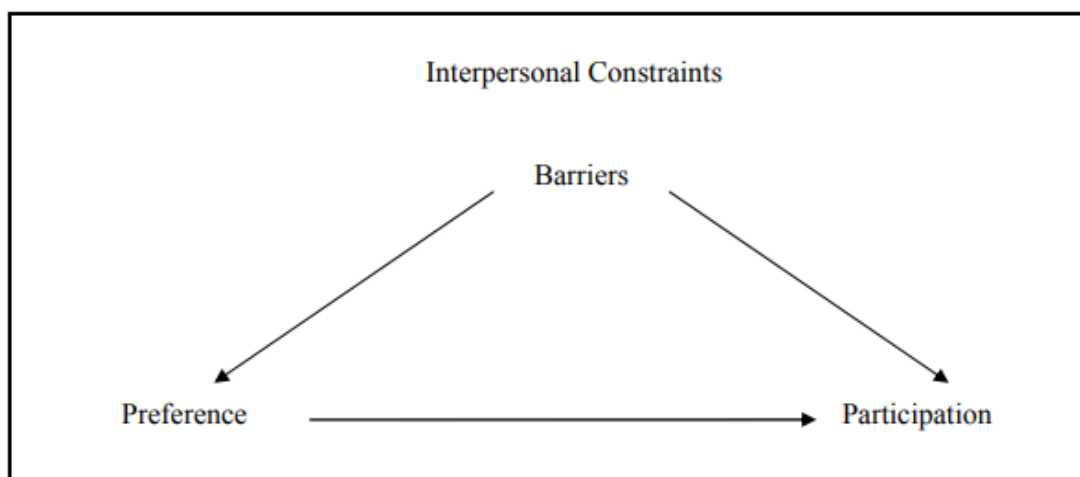


Figure 3. Interpersonal constraints (Crawford & Godbey, 1987)

2.2.3 Structural constraints

The structural constraints are external factors that can interfere with or even disrupt the connection between preferences and participation. This type of constraint is considered as intervening factors in leisure preferences and participation, for example, the lack of equal opportunities. Naturally, the existence of social constraints calls for social action to remove them providing better opportunities for all disadvantaged social groups. Overcoming these constraints deal more with the physical type of barriers, and less with psychological approach. The Figure 4. provides the graphical illustration for the structural constraints.

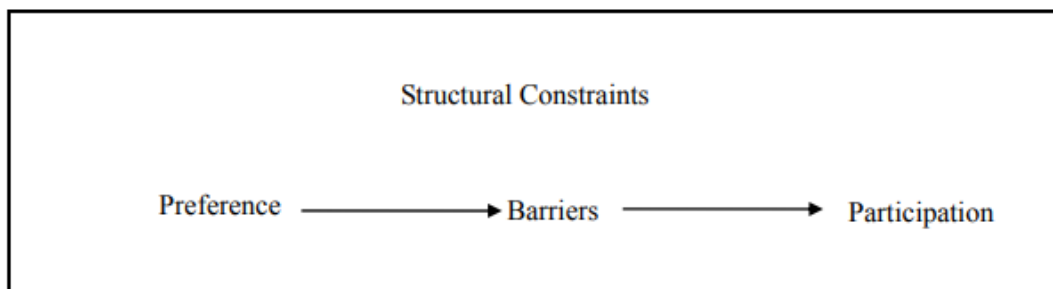


Figure 4. Structural constraints (Crawford & Godbey, 1987)

2.3 Motivation

The other background theory that can be applied to meet the goal of the present thesis, i.e. to understand the reasons behind the teenager dropouts from FC Kajaanin Haka. Psychology of motivation can be used to understand individuals' behavior leading to the abandonment of sport activities (Schulz, 2012). Motivation is defined as a process through which the activities are started, directed, and sustained to meet an individual's needs. Needs can be both physical and psychological. Motivation guides a person to accomplish his or her goals (Schulz, 2012). To understand motivation in sport activities Self-determination theory and Organismic Integration Theory have been chosen.

2.3.1 Self-determination theory

To verify the validity of the results and conclusions of the present thesis the Self-determination theory has been applied. Self-determination theory features a plethora of studies on, inter alia, motivation for persistent engagement in sport activities.

The term Self-determination theory serves as a framework for the initial six mini theories examining the different aspects of inner motivation, namely, cognitive learning, organismic integration theory, and others. The Self-determination theory is applied in a number of areas such as work, education, health, technology, patenting, and, of course, sports. In a number of studies in 2012-

2018, an ever-growing empirical base for the Self-determination theory emerged supporting its findings and demonstrating its applied value. (Ryan & Deci, 2019)

The groundbreaking findings of the Self-determination theory first emerged in 1985. Its founders, Ryan and Deci, switched the focus in studies on motivation from external factors to internal ones through the introduction of a notion of intrinsic motivation into human behavior. Later 6 mini-theories, overlapping and supporting each other, founded a framework for the broad Self-determination theory development. The Self-determination theory claims that human behavior strongly depends on contextual and interpersonal factors. The theory examines motivation and behavior through individual differences. Humans can differ from the motivation point of view in individual orientation, contextual predictors of motivation, and interpersonal perception. The Self-determination theory divides the forms of motivation into two major groups, namely, self-determined, or autonomous, forms of motivation and non-self-determined, or controlling, ones. Whether or not an individual is going to undertake any kind of activity and which behavior he\she is going to demonstrate through this activity is influenced by the combination of autonomous and controlling forms of motivation. The rate between autonomous and controlling forms of motivation determines an individual's tenacity with the behavior in the future as well as adoptive outcomes such as enjoyment and satisfaction. (Ryan & Deci, 2000; Ryan & Deci, 2007) Clearly, this framework can be applied to the case of the football practices of the teenagers where enjoyment and hard work are immanent to the process.

2.3.2 Organismic Integration Theory

Among the six initial mini-theories of Self-determination theory, Organismic Integration Theory is the one which is applied to study motivation in sport activities. Example: Pelletier et al. (2001) demonstrated how the elite swimmers integrated the positive motivation into their behavior, thus, overcoming hard conditions of the demanding training process and arduous competition context. Organismic Integration Theory explains the ways through which the actors learn external behavior and introduce it into their routine behavior, which, in its turn, self-determined and integrated into their personal system. Adopting its framework of notions from the Self-determination theory, the Organismic Integration Theory introduces the notion of extrinsic motivations and

regulations, separates the individual's actions leading to the goal from his/her behavior per se, and distinguishes between encouraging and thwarting motivations.

On the controlling part, Ryan and Deci (2019) identify two forms of motivation. The first one is so-called external regulation (Example threats, coercion, reward contingencies, etc.) Through interaction with the individual's personality, the external regulations create extrinsic motivation which is powerful but difficult to be sustained. The second source of extrinsic motivation is introjected regulation, i.e. internal controlling pressures, often maladaptive, taking the form of contingent self-worth, perfectionism, ego boost, and others. Examples of controlling extrinsic motivation are: to play football because parents' order or to play football to get a sports scholarship.

On the autonomous side of extrinsic motivation, the Organismic Integration Theory distinguishes the identified regulation and integrated regulation. (Ryan & Connell, 1985). Under the identified regulation, an individual accepts the worth and value of the activity integrating with an individual's other values and identifications, allowing for full endorsement. Under the integrated regulations the activity might not be enjoyable for an individual but he/she understands and accepts its worth and value and engages in this activity. An example of this can be domestic chores.

Intrinsic motivation means participating in behaviors based on motives that come from oneself, for example, for the pleasure, satisfaction, and enjoyment provided by behavioral involvement. Individuals who act for intrinsic motivation as well as identified and integrated regulations are more likely to persist in the absence of discernable external rewards or contingencies. Therefore, as Ryan and Deci (2000) stipulate, the external factors are able to bring to life autonomous motives for engagement in a sport activity which can become an integral part of an individual's life and provide him/her with the health benefits.

The Organismic Integration Theory also describes how an individual can accept the external social values, process them, and endorse them as intrinsic motivation.

2.4 Interrelation between the Hierarchical Model of Leisure Constraints and Self-determination theory

The key points and notions of Self-determination theory and Organismic Integration Theory can be transposed into the set of notions and assumptions of the Hierarchical Model of Leisure Constraints. Intrinsic motivation and Identified regulation or their absence can be considered as intrapersonal constraints whereas extrinsic motivation or its absent regulation can be considered as a combination of interpersonal and structural constraints.

3. Research problem

The main research question of the present thesis is «Why a teenager decides to drop out from FC Kajaanin Haka?». Naturally, in the light of the national policy advocating sports as a part of the national health strategy (National Youth Sports Strategy, 2019), the dropouts should be prevented. FC Kajaanin Haka pursues the same goal when commissioning this research.

3.1 Research objective

The objective of the present thesis is to identify and understand the reasons behind the abandonment of minors and teenagers aged 12-17 from football practices at FC Kajaanin Haka. The final beneficiary of this research is FC Kajaanin Haka. The club becomes aware of the reasons behind the teenager's dropouts. Understanding them can help the requirements and hopes which the teenagers place in football practices. In the bigger picture, this can improve mutual understanding between teenagers and adults. Also, the club might consider restructuring some of its ways, approaches, and services in order to reduce the dropouts. The author strongly hopes to apply the acquired knowledge during his future career for the benefit of his future trainees as well as in his future academic career.

3.2 Application of the Hierarchical Model of Leisure Constraints for research purposes

Crane and Temple (2015) have applied the Hierarchical Model of Leisure Constraints as the framework for the review of factors associated with the abandonment of the sport clubs by children and teenagers. Their review covered 43 publications from Europe, North America, and Australia. The authors have identified several reasons for children and teenagers to quit sport activities in accordance with the three constraints of the Hierarchical Model:

- a) Intrapersonal constraints:

- **Not having fun.** The primary reason children participate in sports is the enjoyment of the process. The factors taking away the fun such as Inflexible practice routines, strict rules, and guideline can lead to the dropouts out (Bengoechea, Strean, & Williams, 2004; West & Strand, 2016);
- **Nervousness due to exceeding criticism.** Ambitious coaches and sometimes even relatives can pressure children to demonstrate outstanding results in any period of time. They can demand to win every game, sometimes every game situation, earn prizes, medals, and other tokens of honor. Under these circumstances, the enjoyment of the game by children might decrease. Children can even become anxious for the fear of making mistakes;
- **Not getting along with coaches.** Fraser-Thomas et al. (2008) point out that when the coaches demonstrate bad communication skills, authoritarian or autocratic style of interaction, this can lead to a general inability to work with the young athlete. This can drive the athlete to abandon participation.

b) Interpersonal constraints:

- **Parental pressures and loss of ownership.** A significant number of children are brought to sport by their parents. This is quite natural at a young age. With the time the growing children continue the sport practicing under their parents' pressure (Fraser-Thomas et al., 2008). Sometimes the parents who live their lives through the children force them to practice sports in order to accomplish their own dreams. The other reason to force children into sport is the gain of the status or recognition of the parents. Generally, the children do not want to let their significant adults down or disappoint them which might be another form of pressure them (Fraser-Thomas et al., 2008). In this kind of situations, the children might lack ownership of their motivations and sport experiences (Farrey, 2008);
- **Lack of time for the other extra-curriculum activities.** Deep involvement with sport activities requires a significant amount of time. Children lack time for socializing, being with friends, interacting with members of the opposite sex. This can affect strongly the decisions of children once they reach secondary school (Carlman, Wagnsson, & Patriksson,

2013). Additionally, such kind of deep involvement may even take away time from studying resulting in getting poor grades and not keeping up with one's academics. Finally, nowadays the sports model supports all the children to play for the high results and not for fun. Thus, only children who can advance to the elite level will be encouraged to participate and others will be encouraged to find alternative activities (Montesano, Tafuri, & Mazzeo, 2017).

c) Structural constraints:

- **Sports-related injuries.** Sport activities are prone to injuries. Teenagers are not excluded. According to the Centers for Disease Control and Prevention, USA, between 2001 and 2009, approximately 2.7 million children under 20 were treated for sports and recreation injuries (Kelley & Carchia, 2013). Kelley and Carchia (2013) stipulate that some children return to sport activities with deep involvement after recovery. However, a number of children and their parents tend to avoid the risks associated with sports. These teenagers do not return to the sport;
- **Health problems associated with extensive sport activities.** Certain sports including football presume the repetitive and extensive use of certain body parts which can lead to their overuse (example Achilles rupture) or even general malfunctioning of the whole body (West & Strand, 2016);
- **Lack or absence of playing time.** Some ambitious coaches tend to focus on the best players of their teams. The best players are given more playing time, the coaches pay more attention to them during practices and game discussions. The other players might feel neglected and abandon the sport on these grounds (Fraser-Thomas et al., 2008);
- **Lack of free time.** The sports even at the beginners' level impose strict schedules and rules. This might be the reason that children lack autonomy. The simple pleasure of playing the game disappears under the pressure of rules and procedures, especially when sport activities were initiated by the parents (Martens, 2012);
- **Financial constraints.** Many sports require considerable financial investment for participation, i.e. equipment, coaching fees, tournaments, camps, and travel. These costs are

demanding for the budgets of many families and may underly the decision to continue or to stop.

4. Research process

The main research instrument was a questionnaire developed to answer the main research question, i.e. the reasons behind minor and teenager abandonments from the football practices at FC Kajaanin Haka. The questionnaire has been developed in the electronic format (see Appendix 1 and Appendix 2). A special procedure has been adopted to preserve the minors' rights and data security. FC Kajaanin Haka as the commissioning party has sent a transmittal letter (see Appendix 3 and Appendix 4) to the legal representative of the teenagers/former teenagers who once quit- ted the football practices in the club. In this letter, the club asked for consent (see Appendix 5) to get a teenager involved in the research. When/if the consent was given, the author has sent this family a link to the questionnaire. Initially, the target age group was 13-15 years old. In this age group, the rate of response was very low. To collect more data the age interval was expanded to all underaged former players.

The questionnaire was chosen as a research method since it is an efficient way to collect a large amount of data. In addition, a participant is not feeling pressure and judgment while answering the questions in the questionnaires, so he/she may answer more freely and truthfully. The ques- tionnaire also helped to overcome the language barrier. The questionnaire has been developed in Finnish. The author has sufficient knowledge in Finnish to compose the questions and process the answers. However, his knowledge of Finnish is not sufficient for personal interviews on such a sensitive topic.

The initial plan envisaged conducting the personal interviews based on the answers for further and deeper investigation (in English or Russian languages). Even though the target group has been widened, there was only one participant who agreed to an interview. His opinion was included in the research and discussion as an expert one.

4.1 Sampling method

The sampling method of the research was the non-probability sampling method since the re- spondents were selected based on non-random criteria, and not every individual has a chance of being included (Fink, 1995). This sampling method has been chosen in accordance with the main

research objective, i.e. to study carefully a small under-researched group of population, and not to test a hypothesis. The non-probability sampling method includes two types of sampling, i.e. voluntary response sampling and purposive sampling. The voluntary response sample is mainly based on ease of access where people volunteer themselves, instead of the researcher choosing participants and directly contacting them. Purposive sampling is a sampling method and the participants are selected from most useful to the purposes of the research. (Fink, 1995) Hence, the sample is biased, and the findings can only be generalized to population that share characteristics with the sample. The online questionnaire was emailed by the club to the parents of the children who abandonment FC Kajaanin Haka and not to the children themselves because of the privacy and data protection laws. The former players and their parents took their decision about whether to answer the questionnaire or not. As stated above, in the beginning, the questionnaire was sent to the players who quitted at the age of 13-15. After a month, the target group of the research was extended to all underaged players due to the small amount of responses and a second batch of questionnaires was sent. In addition, a social media post was published asking the eligible former players to participate in the research. This approach represents a combination of purposive sampling and voluntary response sample.

4.2 Subjects

The research sample represents a set of 10 teenagers, aged 12-17 years, former football players at FC Kajaanin Haka. In this research, the gender of the respondents is unknown to the author. The majority (6 respondents) were 13-15 years old when they quitted the football practices. In addition, 1 respondent was 12 years old. The remaining 3 respondents were 16-17 years old. All 10 respondents were part of the team at FC Kajaanin Haka from 1 to 10 years. The other important factor is the place where the participants started playing football. Only 2 respondents started to play football at FC Kajaanin Haka, whereas 8 respondents started it elsewhere.

The legal rights of the minors were carefully observed. The parents/legal guardians of the already quitted players were asked to sign a consent form, in which the parents agreed to their child's participation in the research. After that, a link to the questionnaire was directly sent to the parents/legal guardians asking them to forward it to their child.

4.3 Quantitative and qualitative research

Methodological triangulation has been used as a research method. It means the combination of more than one method used to study a phenomenon. The questionnaire was composed in such a way to provide both quantitative and qualitative data. The benefits of methodological triangulation are as follows: creating more comprehensive data, increasing validity, and improving understanding of the studied phenomenon. In addition, it reduces the weaknesses of an individual method and strengthens the outcome of the research. (Bekhet & Zauszniewski, 2012)

Quantitative research involves numeric data collected about the studied phenomenon. The data is in the form of variables. The data analysis is conducted to show statistical relationships. The advantages of quantitative research include the possibility to collect large data sets as well as generalize the results to the entire population. There are two types of variables in quantitative research, i.e. experimental and non-experimental. The variables under quantitative research can also be divided into quantitative and qualitative variables. In the present thesis, mainly quantitative variables with nominal and ordinal scales have been used. The ordinal scale shows the order of items and is used on an agreement-disagreement scale. (Gaur & Gaur, 2007) Nominal data do not have a numerical value and provide the data which are as counts and frequencies (Fink, 1995).

Qualitative research is conducted by analyzing data which are most commonly in the form of speech, words, or images. The results are usually context-specific, and they are reported using a narrative. Therefore, the results cannot be generalized to the entire population. Obviously, the sample size under qualitative research is smaller than under the quantitative one. This is because of time-consuming methodologies. On the other hand, qualitative research allows to receive more in-depth knowledge. Qualitative data are gained from interviews, observations, and open-ended questions. (Gaur & Gaur, 2007)

4.4 Composition of the questionnaire

A good questionnaire includes only fundamental questions that support the aim of the thesis. The first version of the questionnaire has been compiled based on the author's personal experience as an athlete and a coach, preferences of the commissioning party, and knowledge gained

through the study of theoretical background materials. Then it has been fine-tuned through the interviews with children's coaches from FC Kajaanin Haka and a child psychologist. The final version of the questionnaire has been designed after the pilot study. The questionnaire targeted the underaged players who quitted the football practices with FC Kajaanin Haka. The language of the questionnaire is Finnish. Some children might not speak English. For the others, it might have been an obstacle to participate in the research. English language as non-native for the respondents might have influenced their answers as well. In order to make the result more compensable, the questionnaire has been translated into English. The original version in Finnish can be seen in Appendix 1, and the translated version in English can be seen in Appendix 2.

The first section of the questionnaire is designed to identify the participants' eligibility, i.e. whether they are within the boundaries of the target group. It was created in order to weed out valueless answers. Also, the first section allows to measure the time that passed after dropout. It allows to assess the reliability of the answers.

The second section of the questionnaire investigates the main purpose of the thesis, as well as respondents' background as a player. It is important to know additional information besides to the answer to the main question «Why did you leave FC Kajaanin Haka?» in order to better understanding the player and the process of quitting the club. The respondent needed to give information about – what brought him/her to football; his/her time as part of the team since according to (Crane, 2012) 50% of the rookies will drop out within six months due to dislike sport as itself; whether he was involved in any other sport at the moment of quitting and answering the questionnaire, this allows to assess the level of sport in the life; how he felt about leaving FC Kajaanin Haka; and has he been persuaded to stay and change his mind.

In the second section of the questionnaire, the respondent is provided with a multiple choice of the potential reasons which might have been behind his or her decision to leave. The rest of the question in this section investigates the background of the respondent as a player. The data background of the player is of vital importance. They describe the personal history and experience of the player. It allows to understand better his or her process of quitting the club. The respondent was asked to provide the following information: What brought him/her to football?; At what age he/she started to play football?; His/her experience as a part of the team? (it should be noted that 50% of the newcomers drop out within six months due to dislike of sport (Crane, 2012)); Whether he/she was involved in any other sport at the moment of quitting?; Whether he/she

was involved in any other sport at the moment of answering the questionnaire? Two latter questions allow assessing the level of sport involvement of the respondent; How he/she felt about leaving FC Kajaanin Haka?; Has he/she been persuaded to his mind and stay?; Whose decision it was to leave the club?; Did he/she suffer a serious injury?

The third section of the questionnaire is constructed in accordance with three levels of constraints of the Hierarchical Model of Leisure Constraints by Crawford et al. (1991) and Crawford et al. (1993). Respondents were asked to evaluate possible reasons for dropouts, and their relevance to the decision-making, on a scale from 1 to 5 (1 = Completely disagree, 2 = Partially disagree, 3 = Cannot say, 4 = Partially agree, 5 = Totally agree). It allows knowing on which level of constraints the respondent was not able to negotiate through a particular constraint, and the respondent dropout. It also allows to understand which of the constraints was the most challenging.

The last two sections were optional. In the fourth section of the questionnaire, the participants were asked whether they are interested in undertaking personal interviews for further study and through which media, i.e. phone, skype, respondent's option. The last section of the questionnaire was reserved for the respondents' feedback in the form of an essay. The respondents have been given an opportunity to provide suggestions to the author with regard to the main topic of his study, any suggestions, thoughts, and wishes to FC Kajaanin Haka.

4.5 Pilot study

A pilot study has been carried out because it provided an opportunity to collect the opinions of the non-partial third parties who were not familiar with the topic and had no stake in it. They could be critical of the questions and notice errors. (Litwin, 1995) A pilot study in the framework of the present thesis has been conducted before sending the questionnaire to the dropped out players. The pilot study consisted of sending the questionnaire to the six testers and asking them to fill it in giving feedback about the content at the same time. The first group of testers included four Finnish native speakers, one of which was a Finnish language teacher whereas three others – the sport students. Their additional task was to assess the clarity of the language of the questionnaire as well as its layout. They were asked to assess whether the questions are straightforward and understandable, whether there are any grammar mistakes, and how did it look from a

native speaker's perspective overall. The second group, on the contrary, was familiar with the topic, hence, it was responsible for the validity of the content. Content validity in a questionnaire means that a person who knows the topic and content of the studied area will analyze the questionnaire and spot possible errors and inconsistencies (Litwin, 1995). The second group analyzed the questionnaire from the content point of view and identified possible professional errors and inconsistencies. In the framework of this research, the content validity group included one children football coach (Finnish native speaker) and a former semi-professional football player. They assessed critically the essence of the questions. The pilot study revealed several mistakes in the questionnaire. These mistakes were corrected in the final version of the questionnaire. Mainly the mistakes were the grammar ones. The overall feedback for the questionnaire was positive and encouraging.

4.6 Analytical methods

The size of the sample is limited. Though, it does not allow to generalize the results of the analyzes even to the whole entity of the teenagers who dropped out from the football practices in Finland. This makes the research results valuable as a case study useful for FC Kajaanin Haka.

4.6.1 Deductive analysis

Qualitative analysis is based on the opinions of the former players of FC Kajaanin Haka. When answering the qualitative questions, the participants were given a multiple-choice menu of possible answers. The possible answers have been collected through literature studies on the Hierarchical model of leisure constraints, Self-determination theory, and interviews with coaches. In order not to omit any potential answer, the respondents have been given an opportunity to provide their own response under «Other». Depending on how many people have chosen this or that option the main tendencies are revealed. The subsequent interview not only helped to finetune the analysis but also provided the fertile ground for discussion on how to prevent the dropouts and engage the teenagers in the football practices on a long-term basis.

The obtained results of the present research were compared with the main foundations of the Hierarchical Model of Leisure Constraints and Self-determination theory as well as the meta-analysis in the United States, Australia, and European countries conducted by Crane and Temple (2015). Since the main underline theory is the Hierarchical model of leisure constraints in the conclusions, the Discussion *inter alia* analyses what type of constraints played which role in the decision-making process of the teenagers.

4.6.2 A statistical representation of research results analysis

The main characteristics of the sample are calculated and analyzed whenever quantitative values come into the picture. This concerns the part of the questionnaire where the respondents have been asked to score the proposed choices. The numerical value comes into the picture when the respondents have been asked to assess the importance of factors that influenced their decision to quit the football activities at FC Kajaanin Haka. The respondents have been provided with the menu of possible reasons. Under intrapersonal constraints, there are 9 reasons. Under interpersonal constraints, there are 8 reasons. Under structural constraints, there are 13 reasons. The respondents gave every reason a score on the scale from 1 to 5. For each score a mean value, mode value, median value, and standard deviation have been calculated, allowing to draw conclusions on the weight of each reason within the decision-making process.

4.7 Legal issues

Legal issues and implications are related to confidentiality. Proper precautions need to be taken due to privacy protection laws in order to maintain the legality of sending the questionnaire via email. To meet the legal requirements FC Kajaanin Haka distributed the requests for legal representatives' consent itself using their database. The legality of the distribution method was confirmed by the commissioning party. Since the target group consisted of underage former players, legal consent from the parents or legal guardians of the player was required before they were given access to the questionnaire. It was done in order to comply with the law on the underage participants. Also, all possible participants were provided with sufficient information on the research including information on who will conduct the study, who commissioned the study, how

the data will be gathered, processed, and used, and what is required from the participants. It was strongly underlined that participation is voluntary only. Finally, all personal information and responses are not available to anyone who is not directly involved in the study.

4.8 Response rate

Email surveys as a research instrument can be risky because of the possibility of the low response rate. According to Bourque and Fielder (1995), the expected response rate of an average questionnaire is approximately 20%. To mitigate this risk in the present research the commissioning party, FC Kajaanin Haka, sent a transmittal letter for the former players who match the target group in the club's database before sending the questionnaire. Unfortunately, the response rate for the questionnaire was still low, it equaled 2.7%. Out of 364 potential respondents, only 10 individuals answered.

The reasons for the low response rate could be:

- **Low interest in the topic.** People who have already dropped out several years ago might not be interested in the research due to the lack of personal connection;
- **Sensitive topic.** Both parents and children might not want to share the reasons since they might be too personal, related to family, financial, or socializing problems;
- **Indirect request.** The request to participate in the research was made by FC Kajaanin Haka in accordance with the privacy protection laws. Some of the children or/and their parents might have negative memories about time in the club, therefore they might not open the email from FC Kajaanin Haka at all;
- **Complicated procedure.** After receiving the request to participate in the research with a transmittal letter from FC Kajaanin Haka, a parent or legal guardian had to send a signed consent form to the author. In response, he/she received a link to the online questionnaire, which he/she needed to forward to his child. This complex scheme was necessary in order to observe privacy protection and underage participants laws. It could avert off potential participants to participate;

- **Situation in the world (pandemic of COVID-19).** Under the circumstances of the COVID-19 outbreak, lockdowns, and isolation the families might have been preoccupied with more important problems than responding to the questionnaire.

5. Results

To answer the main research question «Why the teenagers decide to drop out from FC Kajaanin Haka football practices?», the responses to the online questionnaire were analyzed. To find ways on how to prevent the dropouts, an interview with a former player was conducted focusing on the interviewee's experience. The results have practical application for FC Kajaanin Haka case study. The results are presented both verbally and graphically.

5.1 Questionnaire

The questionnaire has several sources. First of all, it was designed along with the hierarchical structure of the constraints of the Hierarchical Model of Leisure Constraints. The second source is the experience of the coaches from FC Kajaanin Haka who shared their opinions through the interviews. The third source is the comments of the child psychologist who was also interviewed. The fourth source is the author's knowledge as an athlete and coach. The questionnaire was sent to the former football players of FC Kajaanin Haka who left the club at the target age. The response rate was 2.7%, i.e. 10 responses out of 364 requests sent out. The answers were collected using the Google Forms program. All the responses were eligible for the analysis and none of them was excluded.

5.1.1 Respondent classification

The respondents were asked the qualifying questions in order to obtain more information about them. The qualifying questions were about the personal experience of a player as a part of the team. They were as follows: what were the reasons the player has started playing football, whether his first football club was FC Kajaanin Haka or not, and what is his/her overall involvement in the sport life.

All 10 respondents were part of the team at FC Kajaanin Haka from 1 to 10 years. The other important factor is the place where the participants started playing football. Only 2 respondents

started to play football at FC Kajaanin Haka, the majority of the respondents (8 respondents) started it elsewhere.

The participants were asked the question «Why did you start playing football?». From the multiple-choice menu of answers, they could select one or more choices or/and write their own answer. Almost all of the respondents (9 respondents) started playing football because they liked it as a sport. In addition to that, option «friends' influence» was indicated by 3 respondents whereas the options «parent's recommendation» and «convenient location and time of the trainings» were chosen by 2 respondents each. Only 1 person had the ambition to become a professional football player in his future. The Figure 5. illustrates the distribution of the answers to the above question.

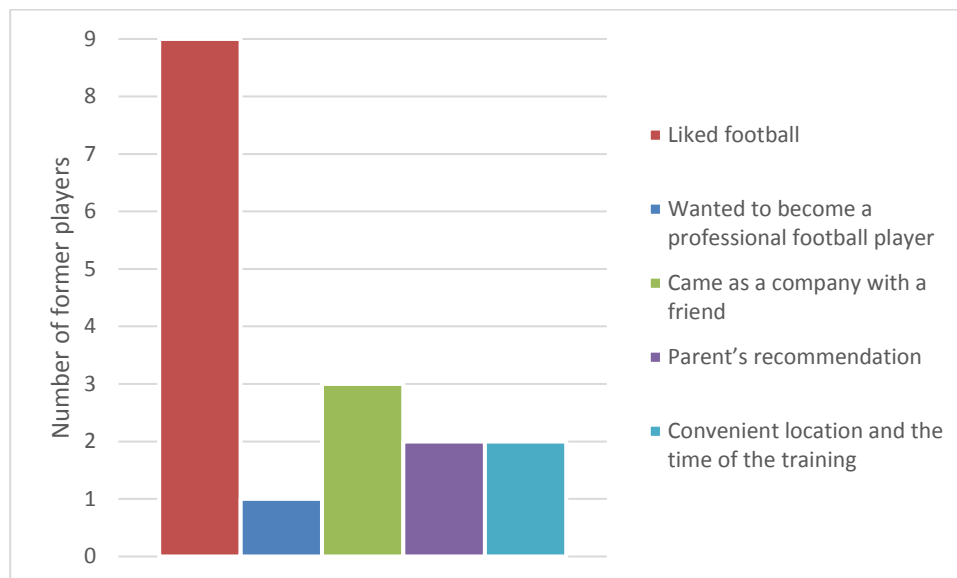


Figure 5. Reasons to start playing football, number of former players

The majority of the participants (i.e. 7 respondents) were already involved in other sport activities at the moment of quitting the football practices. For the remaining respondents (3 respondents) the trainings at FC Kajaanin Haka were the only physical activity for them. During the study process, all the respondents (10 respondents) have been involved in some kind of physical activity, either at the sport clubs or by themselves. The Figure 6. shows the distribution of the engagement in different types of sport. Also, the former players were asked to reveal what type of physical activity they are involved in. All 10 participants have selected one or more leisure time sport activities. They named gym (5 respondents), skiing (3 respondents), jogging (3 respondents), and

swimming (1 respondent). Among those who are the member of the sport clubs, 4 respondents have chosen the team sport and 2 respondents have chosen individual sport. In addition, 2 individuals listed Finnish baseball, 1-floorball, and 1-volleyball. Also, 1 person reported cross-country skiing and 1-orienteering.

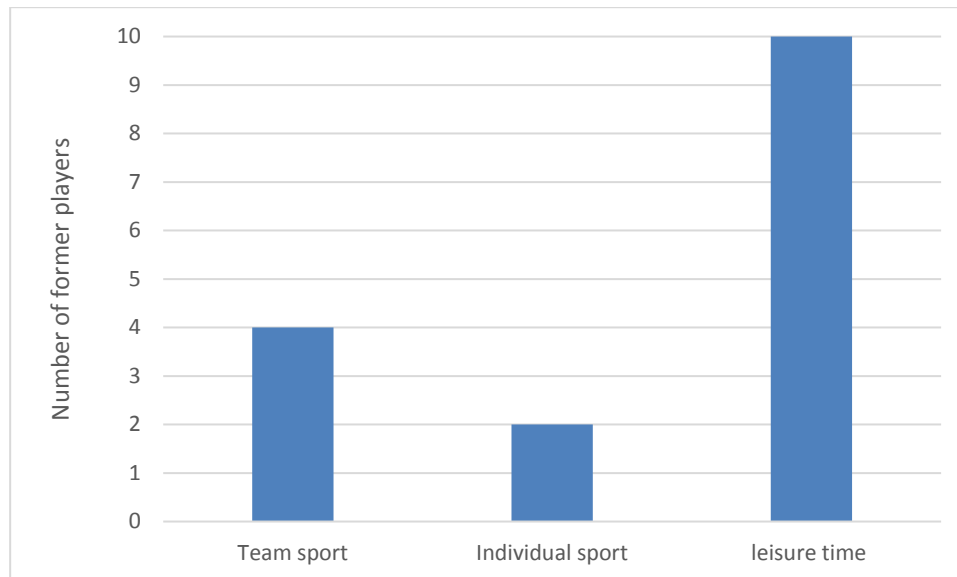


Figure 6. Involvement in sport activities during the research process, number of former players

Only 2 out of 10 respondents are still playing football, 1 individual plays in his school team, and 1 individual plays football during his free time. The majority of the respondents (8 respondents) do not play football.

5.1.2 Reasons to abandon football practices

The respondents were asked to explain why they dropped out from FC Kajaanin Haka. They could have chosen only one option from the provided menu. Under the «Other» option they could write their own reason.

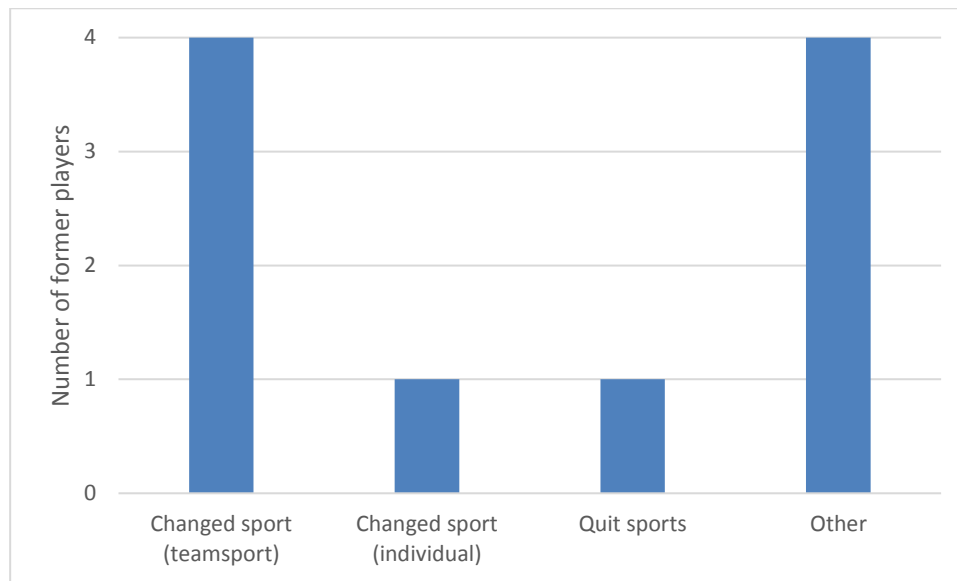


Figure 7. Reasons to drop out from FC Kajaanin Haka, number of former players

The Figure 7. Illustrates the distribution of the answers to the main question of the research. Option team sport was picked by 4 respondents. The other 6 respondents reported different reasons for dropping out. From which 1 respondent has changed into the individual sport and 1 respondent quitted sport at all. The remaining 4 respondents have chosen the «Other» option listing the following reasons which led them to quit: could not afford long-distance traveling, the team moved to the higher level, there was no more team, found football boring, disliked coach.

The respondents were asked whether there was a person(s), who tried to persuade them to change their mind and stay. In case there was such a person, they were asked to report who it was in the short-answer form. The majority (6 respondents) reported that there was such a person. From which 3 respondents indicated that it was their coach. There was 1 respondent whose parents, friends, and coach tried to persuade him not to abandon the football practices. Others 5 reported only one person. The Figure 8. illustrates the distribution of cases among the persons who tried to persuade the players not to abandon the football activities.

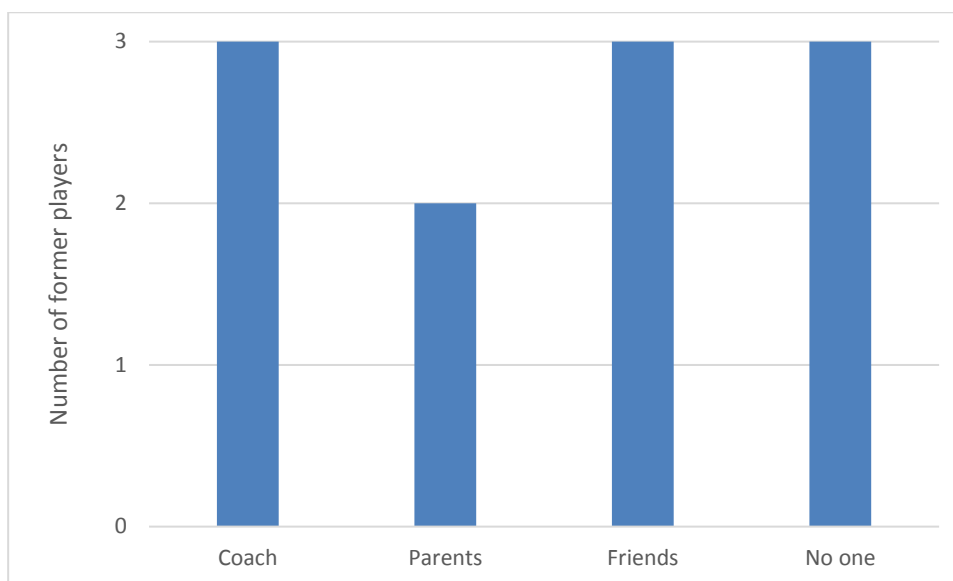


Figure 8. Persons persuading the players not to abonnement the football practices, number of cases

Almost all the participants (9 respondents) claimed that it was their decision to leave the club, out of which 1 respondent mentioned his family influence as an additional factor. Also, 1 respondent indicated his friends' influence as a reason to drop out. In addition, the participants were asked to assess their feelings about their decision to drop out, The Figure 9. illustrates the answers of the respondents. Most of the respondents evaluated the difficulty of the decision to drop out from FC Kajaanin Haka as relatively easy, with the average score of 4.2 ($SD \pm 1,9$) on the scale from 1 to 10 (where 1 stands for «Easy, appeared spontaneously, abruptly» and 10 stands for «Hard, it was difficult to make a decision, doubted»).

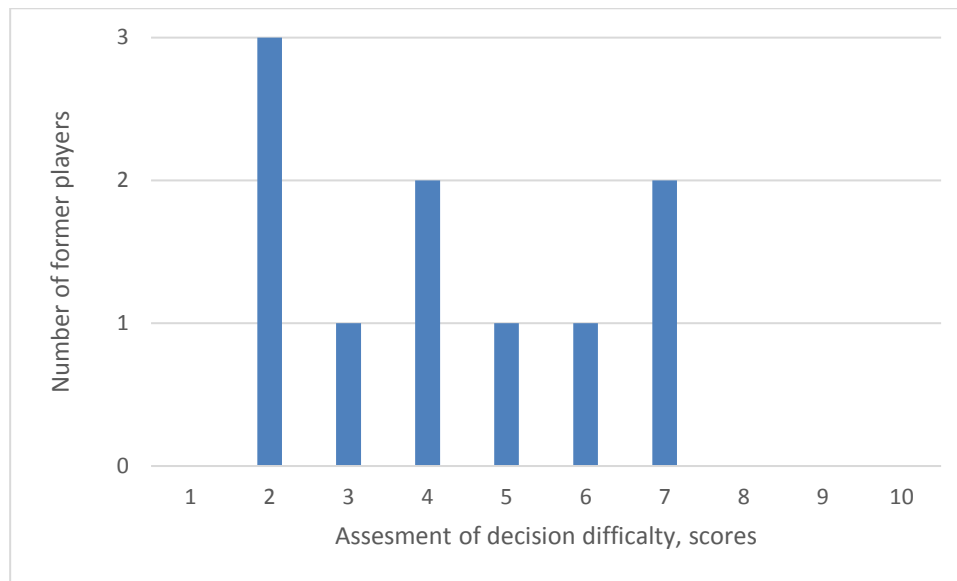


Figure 9. Distribution of feeling assessment to leave the team, scores

None of the respondents reported any serious injury while playing in FC Kajaanin Haka football team. Therefore, there is no data on how the club provides support for rehabilitation and return to the training process.

5.1.3 Factors influencing dropouts in the framework of the Hierarchical Model of Leisure Constraints

The respondents were asked to evaluate the relevance of suggested reasons which influenced their decision to drop out on a 5-point Likert scale (level of agreement). According to the results, the participants tend to disagree with the statements representing interpersonal and structural constraints (see Figures 11 and 12). At the same time, the statements representing the intrapersonal constraints feature the whole range of the options, from «Totally disagree» to «Totally agree» (see Figure 10).

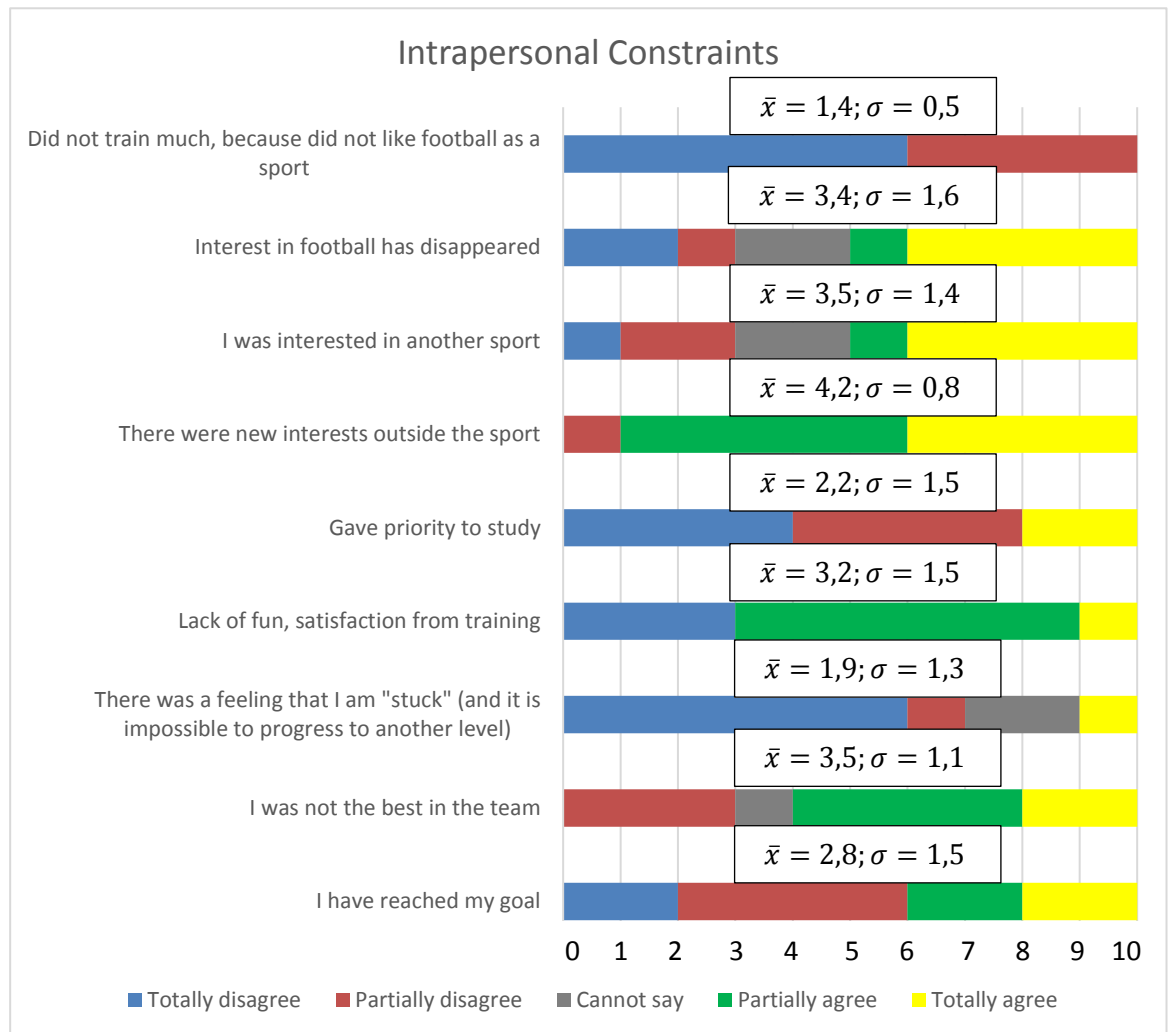


Figure 10. Importance of the intrapersonal constraints as the decision factor leading to the drop-outs, number of former players. \bar{x} = mean ; σ = standard deviation

The analysis of responses on the intrapersonal constraints led to the following conclusions:

- It is clear from the statistics that for the majority of former players the interest in football remains. For the rest of them, the interest started to gradually disappear, even to the point of complete loss of interest in football as a sport. It might be attributed to the fact that the respondents claimed to complete their goals;
- Satisfaction from trainings started to disappear. Many of the respondents indicate lack of fun as a reason to left football practices. Also, the former players verbalize personal dissatisfaction which took the form of the feeling of being stuck, lack of progress, and negative self-comparison with the rest of the team;

- The focus of interest shifts to the other sports, more efforts invested in studies, and non-sport activities. It should be noted that almost all the respondents keep on practicing different sports, team games, and individual sport activities.

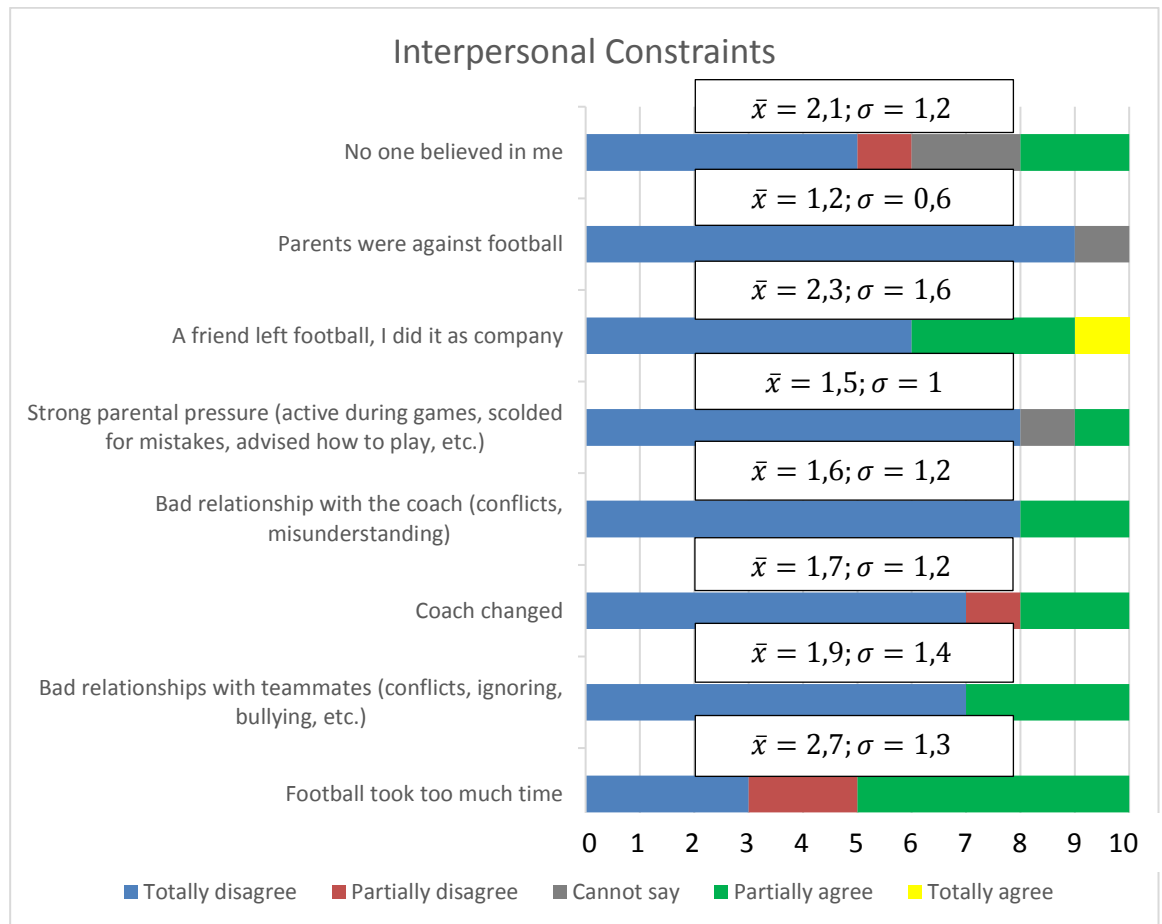


Figure 11. Importance of the interpersonal constraints as the decision factor leading to the drop-outs, number of former players. \bar{x} = mean ; σ = standard deviation

The following major conclusions were drawn from the analysis of responses about the interpersonal constraints:

- The respondents either reported lack of positive feedback from their environment or simply lack of time. The range of reasons to leave the football practices because of the environment lay in between the wide range. It starts from the really mild reason of leaving together with the friend. On the other end, which is fortunately not frequently

reported, there are conflict with the coach, conflict with the team, and mild disapproval of the parents. It should be noted that nobody reported parental pressure;

- Those respondents who regarded the football environment in FC Kajaanin Haka in a positive way just reported lack of time. The football practices took too much time from their point of view.

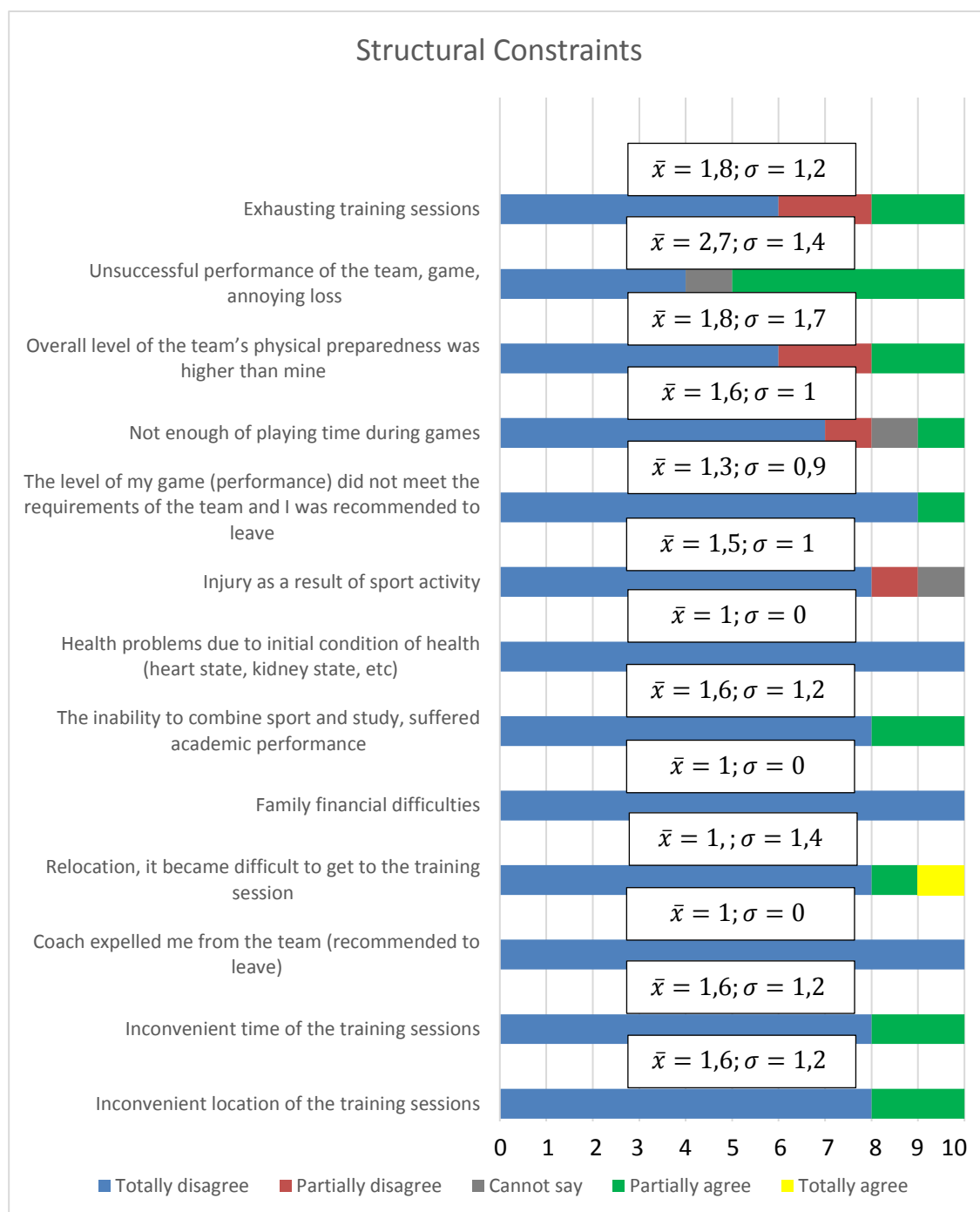


Figure 12. Importance of the structural constraints as the decision factor leading to the dropouts, number of former players. \bar{x} = mean ; σ = standard deviation

The main conclusion about structural constraints are as follows:

- No harsh constraints have been reported. The young players did not receive significant injuries, their families did not suffer financial difficulties, and nobody was expelled by the coach;
- The challenging constraints which the young players failed to overcome appeared to be the growing physical challenges. Some respondents found the trainings sessions exhausting and their own performance worse than the average of the team;
- Those respondents who were not among the best players of the team did not play enough during training sessions and games;
- The constraint which is difficult to remove is the inconvenient training schedule and location.

5.2 Interview

An interview was conducted with a respondent who agreed to it in the last section of the questionnaire and provided his contact information. The respondent abandoned the football practices several months prior to the interview which gave him time for reflection. The author was personally acquainted with the respondent, which gives fertile ground for the sincerity and openness of the respondent. The interview was fine-tuned according to the personality and experience of the respondent. The interview provided not only information about the reasons to drop out from the football practices, but also suggestions on how to prevent them and create a more welcoming environment for youngsters.

Since the interview was the only one, a comparative analysis is not possible. Thus, the author considers the interview as an expert opinion of the insider. The ideas and suggestions resulting from the discussion are as follows:

- **Redefine sport goals away from winning towards having fun.** The coaches as well as parents should redefine success in terms of a long-term commitment for participation in the training and games played for fun and health reasons more than for regalia. Attention

should be paid to the skill development whereas the concept «win-at any-costs» should be abandoned;

- **Equal treatment for all players.** The coaches should treat all the players the same way regardless of their physical and game level. In addition, the coaches should prevent bullying and encourage a friendly atmosphere within the teams;
- **Encourage rules that give every child a chance to play.** The coaches should provide playing opportunities for all children, especially for the youngest. For the young players no trophy is worth sitting on the bench;
- **Encourage multiple sport participation.** The club and parents should allow children to play multiple sports;
- **Opening possibility for non-competitive football game.** For example, opening a non-competitive football team where the players play for their enjoyment, improve skills, and maintain good health condition.

6. Discussion and conclusion

The major aim of research under the present thesis is to analyze the reasons behind the decisions to abandon the football practices by minors aged 12-17. The prospective respondents have been selected in accordance with a special characteristic, i.e. the drop out from FC Kajaanin Haka by young player. Hence, the applied sampling method is the non-probability one. For the purposes of research, the non-probability sampling method is better than random sampling.

According to the results of the questionnaire, the average duration of a participant's time with the team was 4.5 years. The majority of the players were involved in the other sport activities. Almost all the respondents started to play football because they liked the sport, however, FC Kajaanin Haka was not their first club. The decision to leave the football practices at the club was their own with some minor influences, and it was quite easy to make. In most cases, the coaches did not try to prevent the players' dropouts. The most frequent reason for the dropouts is the so-called specialization when a teenager should choose the only sport activity, in our case, it is giving priority to another organized team sport. The most influential factors impacting the decision to quit were as follows: «I was not the best in the team», «Football took too much time», «Unsuccessful performance», «Interest in football had disappeared», «Lack of fun and satisfaction from training», «There were new interests outside the sport» and «I was interested in another sport». Almost all these reasons are from the group of intrapersonal constraints from the Hierarchical Model of Leisure Constraints (Crawford et al., 1991).

The results obtained from the questionnaire are consistent with the major findings of the Hierarchical Model of Leisure Constraints (Crawford et al., 1991) as well as and Self-determination theory (Ryan et al., 1985) which have been used to examine the research problem. The majority of dropouts occurred under intrapersonal constraints when the young players could not overcome them. Lack of enjoyment of football as a sport and lack of motivating environment prevented the teenagers from persistent engagement in the football practices. This is also consistent with the Self-determination theory (Ryan et al., 1985) and Organismic Integration Theory. The intrinsic motivation appeared to be insufficient, while the extrinsic positive motivation was not created. The young players have not pursued continuous engagement in football practices as a social value. On the other hand, it should be noted that neither negative extrinsic motivation nor controlled motivation have been imposed on teenagers. The latter is a positive fact. One of the

former players did not overcome the interpersonal constraints indicating the lack of mutual understanding with the coach as a key factor that influenced his decision to quit. Under the Self-determination theory (Ryan et al., 1985) this can be considered as lack of intrinsic motivation in the form of Identified regulation. The rest of the respondents dropped out because of structural constraints such as the necessity for long-distance traveling and the progress of the team to the higher league. The more challenging conditions of traveling and training put additional weight on the intrinsic motivation and led to the dropouts. None of the respondents completely disagreed with all proposed multiple-choice menu of answers. Hence, the proposed choices have exhaustively described the entity of factors leading to the abandonment of the football practices by the teenagers at FC Kajaanin Haka. The factors leading to the abandonment are mainly located in the intrapersonal constraints group. The latter also demonstrates the conclusions of the Self-determination theory.

The results of the present research are generally in line with the results obtained by Crane and Temple and published in their article «A systematic review of dropout from organized sport among children and youth» (Crane et al., 2015). The researchers applied the Hierarchical Model of Leisure Constraints as a framework as well as examining the teenager dropouts from 30 different sports, the most representative of which are football, swimming, basketball, and gymnastics. In Crane and Temple's case, the majority of dropouts concentrated around intrapersonal and interpersonal constraints, whereas in the present research the majority clearly concentrated around an intrapersonal group of constraints. Among the five major decision factors leading to the dropouts identified by Crane and Temple, i.e. lack of enjoyment, perceptions of competence, social pressures, competing priorities, and physical factors (maturation and injuries), only three were valid for FC Kajaanin Haka case. These are lack of enjoyment, perception of competencies, and competing priorities. This may be attributed to the fact that the other sports considered by Crane and Temple (example: gymnastics) are more prone to severe injuries and to the general propensity of the Finnish parents to listen to their children and not to pressure them excessively.

A list of suggestions composed for the commissioning party contains several considerations on how to assist the young players to overcome the intrapersonal and interpersonal constraints. These suggestions can also help to create Intrinsic motivation or positive extrinsic motivation. Example, health considerations and social engagement during team games are highly positive social values. They can create positive extrinsic motivation to be engaged in football practices

despite a number of difficulties faced by the players. If a coach creates the encouraging environment and practices equal treatment for all the players, the enjoyment of football practices also increases helping to overcome intrapersonal constraints.

The interview with the former player significantly contributed towards the list of suggestions for FC Kajaanin Haka's consideration on how to improve its services and prevent the dropouts. This former player shared his fresh experience about the abandonment of football practices at FC Kajaanin Haka. He quitted several months prior to the interview, still this period gave him time for reflection and analysis. The major suggestions of the respondent can also be regarded from the point of view of the Hierarchical Model of the Leisure Constraints framework. His major suggestions are as follows: Redefine sports goal away from acquiring regalia towards having fun, equal treatment for all players, encouraging rules that give every child a chance to play, encouraging multiple sport participation, and starting a fun team. Although the interviewee was not aware of the types of constraints, he provided excellent suggestions on how to overcome them and ensure continuous engagement of the teenagers in the football practices at FC Kajaanin Haka.

Valuable data about the research topic was collected via the questionnaire. The questionnaire is largely based on the Hierarchical Model of Leisure Constraints. Through the research process views from the former players' perspective were obtained and shared with the commissioning party, FC Kajaanin Haka. The club can utilize this information to reconsider some of its services as an organizer of the trainings and tournaments for the young players and find some room for improvement within its current activities. The players and/or their parents choose FC Kajaanin Haka as a place for football trainings because of its excellent reputation in the Kainuu region. It can be beneficial for the club to prevent the dropouts among teenagers and stay competitive in all age groups with the other teams from different regions of Finland.

The first strength of the present thesis is its practical outcome. A non-exhaustive list of suggestions is compiled based on the findings of the research. This list is presented for the attention of FC Kajaanin Haka which can utilize it for its benefits. It should be underlined that FC Kajaanin Haka is fully aware of the problem and willingly commissioned the research. Moreover, the club supported the author throughout the research process. The second strength of this thesis is that it is strongly based on the modern theories of leisure and motivation. The results of the questionnaire demonstrate the high degree of accordance between theory and practice: an individual has to deal with intrapersonal constraints first (Crawford et al., 1991); only successful negotiation of

intrapersonal, interpersonal, and structural constraints is needed to participate in such leisure activities as sport ones (Ommundsen & Vaglum, 1997). The third strength of the thesis is the strong involvement of the author as a coach and athlete paving the way towards his future professional career development. Last but not least, compliance with all legal requirements on the minor involvement in the research is one more strength of the thesis.

The thesis features several limitations that might have biased the research results. The first one is the language barrier. The Finnish language is not the author's mother tongue. The proficiency level of the author's Finnish language can be assessed as B1. Hence, some minor misunderstandings could have occurred in the process of research. To mitigate the risk of misunderstandings the pilot study was carried out. The author had to rely on the acquired results assuming their validity. The second limitation is the non-probability sampling method utilized to create the sample. As a result, a significant number of the players who dropped out from the football practices at different ages or from different clubs were not considered in the research, and hence, their experience as well as their reasons have been omitted. The third limitation is the low response rate (as mentioned above, it is 2.7%). This sample cannot be a representative sample of all the entity of the former players it was sent to. Therefore, the results cannot be generalized to the entire population. The fourth limitation can be the personality of the author himself. The author has been employed with FC Kajaanin Haka as a football coach for the junior team aged 12-13. This employment took place at the same time as the thesis research. The author's name was visible on the questionnaire, and the personal attitude of the respondents, either positive or negative, might have affected the results and ratings. The results of this research cannot be generalized to the whole target group and especially the population. However, it is a useful case study examining the perspective of the teenager involved in the sport activities and their parents and provide food for thought for the commissioning party.

During the thesis process, all learning, ethical, working community, innovation, and internationalization competences of the author have improved. Some competencies listed below developed at even a higher rate than the others. Among the ethical competencies, the author would like to outline his improved ability to take other people into account and ability to the principles of equality. The teenagers tend to abandon the sport activities partly because of lack of appreciation and equal attention from the coach. In his future career as a coach, the author would like to prevent as many dropouts from the sport activities as possible. His firm resolution is to distribute

his attention equally to all the players and to encourage everybody. Among the learning competencies, the author has strengthened his ability to collect and analyze information. The process of the questionnaire developments, data collection, and data analysis was extremely helpful to develop this skill. The questionnaire and interview as well as communications on logistical issues of the research process have increased the working community competencies. Naturally, under the conditions of the Covid-19 pandemic, the capability of decision-making in uncertain situations have significantly strengthened. As mentioned above, the author is a non-native in Finland. Therefore, his experience as a coach of a multinational team of teenager players as well as intensive personal communication with the Finnish respondents contributed towards building up his internationalization competencies. Last but not the least, innovation competencies have self-evidently improved because the commissioning party has challenged to look for innovative approaches to prevent the dropouts.

Upon the thesis research on the football practices of FC Kajaanin Haka, the author considers the ways to enlarge and deepen the present research. For further research, the geographic scale can be widened. In Finland (and even in Scandinavia) there are a number of regional sport clubs similar to FC Kajaanin Haka. The author assumes that they might be also concerned about the dropouts of the young players. To improve the rate of response for the online questionnaire the other procedure can be used, for example, the author can contact the legal representatives of the former football player directly, thus given a personal twist to the research process. In this case, the breach of privacy and disclosure of personal data can be prevented by the author signing a non-disclosure agreement. It is also interesting to expand the research to the other age groups, obtain the results about their reasons to drop out, and carry out the comparative analyzes. The author considers the broader use of the qualitative methods, for instance, the face-to-face interviews. The author believes that through the interviews the teenagers' point of view can become more sincere and trustworthy. One more possibility to deepen the research is to expand it to the other team sports.

In conclusion, the real-life situation with the teenager dropouts from the football practices at FC Kajaanin Haka is consistent with the main findings of the Hierarchical Model of Leisure Constraints and Self-determination theory as well as similar studies worldwide. The teenagers leaving football practices still like playing football as their extra-curriculum activities. The problems start to appear when it comes to discouraging environment, inequality, and lack of appreciation. Therefore, to

prevent the dropouts, the efforts should be concentrated on switching focus towards game for enjoyment, equal treatment of all the players, and the friendly encouraging environment.

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Appendix 1. Original Questionnaire in Finnish



Kysely liittyen nuoren pelaajan päätökseen lopettaa jalkapalloharrastus seurajoukkueessa

Vastaamalla tähän kyselyyn annat luvan käyttää saatuja vastauksia opinnäytetyössäni. Vastaukset tullaan käsittelemään nimettömästi eikä tietoja tulla luovuttamaan muille osapuolille.

*Required


Päivämäärä *

Date

DD.MM.YYYY 

Syntymäaika *

Date

DD.MM.YYYY 

Next

1. Milloin liityit Kajaanin Hakan toimintaan? (KK / VVVV) *

Your answer _____

2. Milloin lopetit? (KK / VVVV) *

Your answer _____

3. Miksi lopetit jalkapallon Kajaanin Hakassa? *

Muutto toiselle paikkakunnalle

Loukkaantuminen

Vaihto toiseen Kajaanilaiseen seuraan

Vaihto toiseen joukkuelajiin

Vaihto yksilölajiin

Lopetin liikunnan

Other: _____

4. Minkä ikäisenä aloitit jalkapallon harrastamisen? *

Your answer _____

5. Minkä takia aloitit jalkapallon? *

Voit valita yhden tai useamman vaihtoehdon.

- Pidin lajista
- Halusin ammattilaiseksi
- Vanhemman suosituksesta
- Kaverin/tuttavan kautta
- Sijainti ja harjoitusajat olivat sopivat
- Vahingossa
- Valmentajan pyynnöstä
- Other: _____

6. Harrastatko yhä jalkapalloa? Jos harrastat, millä tasolla? *

- En enää
- Korkeammalla tasolla
- Samantasoisessa joukkueessa
- Vähemmän kilpailullisessa joukkueessa
- Pelaan koulussa välitunneilla/kerhoissa
- Harrastan jalkapalloa, en kuitenkaan joukkueessa

7. Harrastitko muita lajeja lopettaessasi jalkapallon? *

- Kyllä
- En

8. Harrastatko muuta urheilua/liikuntaa tällä hetkellä? *

Voit valita yhden tai useamman vaihtoehdon.

- A. Muu joukkuelaji
- B. Muu yksilölaji
- C. Omaksi iloksi, kuntoilumielessä (Kuntosaliharjoittelu, lenkkeily, tms.)
- D. En mitään liikuntaa

Jos vastasit edelliseen kysymykseen kohtaan A-C, niin kerro mitä lajia/lajeja harrastat?

Your answer _____

9. Millaiseksi koit päätöksenteon Hakasta lähtemisen suhteen? *

1 2 3 4 5 6 7 8 9 10

Helppoa, päätös oli nopea tehdä ○○○○○○○○○○

Vaikeaa, päätöstä joutui miettimään paljon

10. Kenen päätös seurasta lähteminen oli? *

Voit valita yhden tai useamman vaihtoehdon.

- Oma päätökseni
- Vanhempieni (perheeni) päätös
- Valmentajan päätös
- Kaverin/ystävän päätös

11. Onko sinua suostuteltu jäämään lajin ja seuran pariin? *

Kyllä

Ei

Jos vastasit edelliseen kysymykseen kyllä. Kuka suostutteli sinua jäämään?

Your answer _____

12. Kärsitkö vakavista loukkaantumisista, kun pelasit Kajaanin Hakassa? *

Kyllä

En

Jos vastasit edelliseen kysymykseen kyllä, vastaa kysymykseen: Saitko tukea valmentajilta ja joukkueelta kuntoutukseen ja harjoituksiin palaamiseen liittyen?

Esimerkiksi: joukkueesi toivotti sinut tervetulleeksi takaisin harjoituksiin, valmentaja antoi oman harjoitusohjelman, yms.

Your answer _____

Back

Next

Alta löydät taulukon mahdollisiin lopettamiseen/seurasta pois siirtymisen syihin.
Arvioi väitteiden soveltuvuutta päätökseesi

Henkilökohtaiset syyt *

	Täysin eri mieltä	Osittain eri mieltä	En osaa sanoa	Osittain samaa mieltä	Täysin samaa mieltä
En harjoitellut kovinkaan paljon, sillä en pitänyt jalkapallosta lajina	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kiinnostus jalkapalloa kohtaan laski	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Olin kiinnostunut toisesta lajista	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lajin ulkopuoliset kiinnostukset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keskityin opiskeluun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Harjoitukset eivät olleet hauskoja/tyydyttäviä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koin olevani "jumissa", huonot etenemismahdollisuudet seuraavalle tasolle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
En ollut joukkueen paras	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Saavutin tavoitteeni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Muiden vaikutus *

	Täysin eri mieltä	Osittain eri mieltä	En osaa sanoa	Osittain samaa mieltä	Täysin samaa mieltä
Minuun ei uskottu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vanhemmat olivat jalkapalloa vastaan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kaveri/ystävä lopetti, lopetin mukana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vahva paine kotoa (Aktiivisia pelin aikana, virheistä toruminen, liikaa pelillisiä neuvoja, yms)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Huono suhde valmentajaan/valmentajiin (Konfliktit, väärinymmärrykset, yms)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Valmentajan vaihtuminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Huono suhde joukkuekavereihin (konfliktitilanteita, kiusaamista, yms)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jalkapallo vei liikaa aikaa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Muut syyt *

	Täysin eri mieltä	Osittain eri mieltä	En osaa sanoa	Osittain samaa mieltä	Täysin samaa mieltä
Liian rankat harjoitukset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tyytymättömyys joukkueen menestykseen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Joukkueen yleinen kuntotaso oli minua korkeampi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
En saanut tarpeeksi peliaikaa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suoritustasoni ei vastannut joukkueen vaatimuksia, minulle suositeltiin siirtoa/lopettamista	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Urheilusta johtuva loukkaantuminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syynynnäiset terveysongelmat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
En onnistunut yhdistämään koulua ja jalkapalloa, koulu kärsi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perheen rahalliset ongelmat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Muutto, harjoituksiin pääsy hankaloitui	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Erotettu joukkueesta/suosittelusta poistumaan joukkueesta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Minulle sopimattomat harjoitusajat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Minulle sopimattomat harjoituspaikat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Back

Next

Haastattelu tarkempaa tutkimusta varten

Haastattelu toteutetaan englannin tai venäjän kielellä

Olisitko kiinnostunut tekemään haastattelun tarkempaa tutkimusta varten *

Kyllä

En

Jos vastasit kyllä. Miten haluaisit toteuttaa haastattelun?

Puhelin haastattelu

Skype haastattelu

Other: _____

Jos vastasit kyllä, lisää yhteystietosi tähän.

Your answer

Back

Next

Palaute

Palautetta ei käytetä tutkimuksessa

Tähän voit antaa vapaata palautetta Kajaanin Hakan toiminnasta

Your answer

Vapaata palautetta tutkimuksesta

Your answer

KIITOS OSALLISTUMISESTASI!

Ystävällisin terveisin

Aleksei Lukashev

Back

Submit

Appendix 2. Translated questionnaire in English



Questionnaire on the reasons behind teenager's decision to drop out from football as an organized leisure activity.

By answering this questionnaire, you give permission to use the received answers for my thesis. Responses will be processed anonymously and the information will not be disclosed to other parties.

*Required


Date *

Date

ДД.ММ.ГГГГ 

Date of Birth *

Date

ДД.ММ.ГГГГ 

Next

1. When did you start training with FC Kajaanin Haka? (MM / YYYY) *

Your answer _____

2. When did you quit? (MM / YYYY) *

Your answer _____

3. Why did you leave FC Kajaanin Haka? *

Moved far away (outside Kajaani)

Got injured

Changed club within Kajaani

Changed sport (teamsport)

Changed sport (individual)

Quit sport

Other: _____

4. At what age did you start playing football? *

Your answer _____

5. Why did you start playing football? *

You can select one or more options.

- Liked football
- Wanted to become a football player
- Parent's recommendation
- Came as a company with a friend
- Convenient location and the time of the training
- Accidentally
- Coach invited me
- Other: _____

6. Are you still playing football? If yes, where? *

- Not any more
- In a higher-level team
- In a team with the same level
- In a less competitive club
- I play in a school team
- I still play football, but not in the club (free/time activity)

7. Were you involved in any other sport when you quit playing football? *

- Yes
- No

8. Are you involved in any other sports at the moment? *

You can select one or more options.

- A. Other team sport
- B. Other individual sport
- C. For myself, I try to maintain physical fitness (gym, jogging, etc.)
- D. Do not do any sport

If you answered A-C to the previous question, please tell what sport(s) you do?

Your answer _____

9. Assess your feelings about making the decision to leave FC Kajaanin Haka. *

1 2 3 4 5 6 7 8 9 10

Easy; appeared
spontaneously, abruptlyHard; it was difficult to make a
decision, doubted

10. Whose decision it was to leave the club. *

You can select one or more options.

- Myself, it was purely my decision
- Parents (family) decision
- The coach's decision
- Friend's influence

11. Have you been persuaded to stay and change your mind? *

Yes

No

If you answered yes to the previous question. Who persuaded you to stay?

Your answer _____

12. Did you suffer serious injuries while playing in Haka, Kajaani? *

Yes

No

If you answered yes to the previous question, answer the question: Did you receive support from the coaches and/or the team for rehabilitation and return to training?

For example: your team welcomed you back to training, the coach gave your own training program, etc.

Your answer _____

Back

Next

Below is a table of possible reasons for dropouts. Evaluate the relevance of the claims to your decision

Intrapersonal constraints *

	Completely disagree	Partially disagree	Cannot say	Partially agree	Totally agree
Did not train much, because did not like football as a sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interest in football has disappeared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was interested in another sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There were new interests outside the sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave priority to study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of fun, satisfaction from training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was a feeling that I am "stuck" (and it is impossible to progress to another level)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was not the best in the team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have reached my goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Interpersonal constraints *

	Completely disagree	Partially disagree	Cannot say	Partially agree	Totally agree
No one believed in me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents were against football	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A friend left football, I did it as company	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong parental pressure (active during games, scolded for mistakes, advised how to play, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bad relationship with the coach (conflicts, misunderstanding)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coach changed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bad relationships with teammates (conflicts, ignoring, bullying, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Football took too much time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Structural constraints *

	Completely disagree	Partially disagree	Cannot say	Partially agree	Totally agree
Exhausting training sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unsuccessful performance of the team, game, annoying loss	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall level of the team's physical preparedness was higher than mine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough of playing time during games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of my game (performance) did not meet the requirements of the team and I was recommended to leave	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Injury as a result of sport activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health problems due to initial condition of health (heart state, kidney state, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The inability to combine sport and study, suffered academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Family financial difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relocation, it became difficult to get to the training sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coach expelled me from the team (recommended to leave)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inconvenient time of the training sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inconvenient location of the training sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Interview for further study

The interview will be conducted in English or Russian languages.

Will you be interested in having an interview for further and deeper investigation? *

Yes

No

If you answered yes. How would you like to conduct the interview?

Phone

Skype

Other: _____

If you answered yes, please add your contact information here.

Your answer _____

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Feedback

Feedback is not used in the study

Here you can leave any thoughts or feedback for FC Kajaanin Haka

Your answer

Here you can leave any thoughts on the main topic of the reserch «What are the reasons behind dropouts from FC Kajaanin Haka players 13-15 years old?»

Your answer

THANK YOU FOR PARTICIPATION!

Kind regards

Alexei Lukashev

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Appendix 3. Original transmittal letter

Hei

Tämä viesti lähtee pelaajille (2000-2006-synt.) ja heidän vanhemmilleen, joiden tiedot löytyvät meiltä Kajaanin Hakan rekisteristä. Kyseisen ikäluokan pelaaja on jossain vaiheessa ollut mukana meidän jalkapallotoiminnassa ja näin rekisteröity Hakan pelaajaksi. Olemme huomanneet, että yläkouluiässä moni nuori lopettaa jalkapallon harrastuksen ja tähän aiheeseen liittyen Kajaanin Ammattikorkeakoulun liikunnanohjaajaopiskelija Aleksei Lukashev on tekemässä meille opinnäytetyötä. Hänen tarkoituksenaan on selvittää syitä, miksi pelaaja on lopettanut harrastamisen Kajaanin Hakassa. Tästä me saamme seurana ja myös lajina tärkeää infoa, jotta voimme kehittää toimintaamme jatkossa.

Alla on sitten tärkein eli Aleksein viesti, johon toivomme, että mahdollisimman moni vastaa, jotta tutkimuksesta tulee luotettava. Alekseilla ei ole mahdollisuutta käyttää Hakan rekisteriä, joten minä toimin viestin välittäjänä. Olkaa siis yhteydessä suoraan Alekseihiin eli tähän sähköpostiviestiin ei tarvitse vastata

Hei,

Minun nimeni on Aleksei Lukashev ja olen viimeisen vuoden opiskelija Kajaanin ammattikorkeakoulusta, Sports and Leisure Management – linjalta (Liikunnanohjaaja AMK). Kajaanin Haka on lupautunut pitämään tutkimukseen liittyvän kommunikaatiomme täysin luottamuksellisena.

Kirjoitan teille kysyäkseni suostumusta lapsenne osallistumisesta opinnäytetyötutkimukseeni, jota suoritan AMK tutkintooni liittyen. Jotta voitte tehdä päätöksen, kerron nyt hieman lisää aiheestani. Vuosittain moni pelaaja lopettaa pelaamisen Kajaanin Hakan joukkueissa. Tutkimuksen tarkoituksena on selvittää ja ymmärtää paremmin, miksi teini-ikäiset (13-15 vuotiaat) lopettavat jalkapallon pelaamisen. Tämä tutkimus auttaa toivottavasti lisäämään urheiluvalmentajien tietämystä, parantamaan joukkueen palveluja, sekä edistämään harjoittelun tehokkuutta.

Tutkimus toteutetaan seuraavasti. Edellyttäen, että hyväksytte lapsenne osallistumisen tähän tutkimukseen, teitä pyydetään allekirjoittamaan suostumuslomake (liitteenä). Kun olette allekirjoittaneet suostumuslomakkeen, saatte sähköpostitse linkin online-kyselylomakkeeseen. Kyselyn täyttämisen jälkeen haluaisin sopia henkilökohtaisen haastattelun, jonka avulla on tarkoitus saada syvällisempää tietoa tutkimuksen tueksi. Huomaattehan, että haastattelu on vapaaehtoinen.

Osallistuminen tähän tutkimukseen vie aikaa 15 - 30 minuuttia verkkokyselyn täyttämiseksi ja 1-1,5 tuntia haastatteluun.

Kaikki tutkimukseen liittyvä tieto pidetään luottamuksellisena eikä tutkimusdatasta voi päätellä tutkittavan henkilöllisyyttä, sillä lapsesi nimi korvataan koodilla. Tutkimuksen tunnistepaperit varastoidaan erikseen, ja vain tutkijalla on pääsy näihin tietoihin. Tutkimuksen tulokset esitellään tutkielman loppuraportissa. Tutkijalla on oikeus käyttää ja julkaista dataa, josta tutkittavia ei pystytä tunnistamaan. Kun tämän tutkimuksen tulokset julkaistaan, niihin ei sisälly tietoja, jotka paljastaisivat lapsesi henkilöllisyyden. Kaikki tiedot säilytetään turvallisessa paikassa, johon vain tutkija pääsee. Tutkimuksen päätyttyä kaikki tiedot, jotka vastaavat yksittäisiä vastaajia ja heidän vastauksia, tuhotaan.

Lapsesi osallistuminen on täysin vapaaehtoista. Hän voi vapaasti valita, osallistuuko tutkimukseen. Jos sinä ja lapsesi päätätte osallistua, hän voi vetäytyä tutkimuksesta milloin tahansa ilman minkäänlaisia seurauksia.

Jos sinulla on kysyttävää tai huolenaiheita ennen lapsesi osallistumista tutkimukseen tai sen päätyttyä, älä epäröi ottaa yhteyttä tutkijaan puhelimitse tai sähköpostitse.

Kiitos ajastanne. Odotan innolla päätöstäsi!

Ystävällisin terveisin

Aleksei Lukashev

P. 044 2408841 (englanniksi tai venäjäksi)

alekseilukashev@kamk.fi (englanniksi, venäjäksi tai suomeksi)

Appendix 4. Transmittal letter in English

Dear Madam/ Sir

My name is Alexesei Lukashev, and I am a final year student at the Department of Sports and Leisure Management, University of Applied Science, Kajaani Finland. FC Kajaani Haka has kindly agreed to communicate my request to keep your contacts strictly confidential.

I am writing you to ask for your kind consent for your child(s) participation in a research I currently conduct towards my BA degree. Let me supply you with more details of this research in order to provide you with fullest possible information upon which you are going to take your decision. A number of teenagers leave each year the sports training at FC Kajaanin Haka as their extra-curriculum activities. Your child is among them. The purpose of this study is to understand reasons behind teenage players (13-15-year-old) dropouts from FC Kajaanin Haka. This study will hopefully contribute to the increase in sport coaches' knowledge, betterment of the club services, and improved efficiency of the training sessions.

The research procedure is as follows. Provided you consent for your child(s) participation in the present research study, you will be asked to sign this consent form (attached). Once you sign the consent form, your child will receive via email a link to an online questionnaire. Upon the completion of the questionnaire, I would like to schedule a personal interview. Please, note that the interview is optional.

Participation in this study will require 15 - 30 minutes for the completing online questionnaire and 1- 1.5 hours for the interview.

Please, be assured that confidentiality will be strictly kept. The results of the research will be presented in the final thesis report. Your child's name will be replaced by a code number. The key identification paper will be stored separately and accessible only by the researcher. The researcher retains the right to use and publish non-identifiable data. When the results of this research are published no information will be included that would reveal your child's identity. All data will be stored in a secure location accessible only to the researcher. Upon completion of the study, all information that matches up individual respondents with their answers will be destroyed.

Your child's participation is entirely voluntary. He/she is free to choose whether to participate or not. If you and your child choose to participate, he/she can withdraw at any time without consequences of any kind.

Should you have any questions or concerns before, during the time of your child's participation in this study, or after its completion, do not hesitate to contact the researcher via phone and email provided in the signature.

Thank you for your time and consideration

I look forward to receiving your decision

Sincerely yours

Aleksei Lukashev

p. +358 44 2408841 (in English or Russian)

alekseilukashev@kamk.fi (in English, Russian or Finnish)

Appendix 5. Original legal consent

Alaikäisen nuoren huoltajan suostumus tutkimukseen osallistumisesta

Olen perehtynyt Aleksei Lukashev in opinnäytetyön aiheeseen (What are the reasons behind dropouts from FC Kajaanin Haka players 13-15 years old?) liittyvän tutkimuksen tarkoitukseen ja sisältöön, kerättävän tutkimusaineiston käyttöön ja arkistointiin sekä tutkittavan oikeuksiin. Ymmärrän, että tutkimus tehdään yhteistyössä Kajaanin Ammattikorkeakoulun ja Kajaanin Haka - jalkapalloseuran kanssa ja sekä että tutkimustulokset julkaistaan. Minulle on annettu oikeus kysyä kysymyksiä tutkimukseen liittyen ja olen tyytyväinen saamiini tietoihin. Suostun siihen, että

_____ (lapsen/huolettavan nimi)


osallistuu tutkimukseen. Lapseni/huolettavani voi halutessaan peruuttaa tai keskeyttää osallistumisensa tai kieltäytyä tutkimukseen osallistumisesta missä vaiheessa tahansa. Kerättyä aineistoa saa käyttää ja hyödyntää tutkimustarkoituksiin sellaisessa muodossa, josta yksittäistä tutkittavaa ei voi tunnistaa.

Päivämäärä ja paikka

23.03.20 Kajaani

Päivämäärä ja paikka

Huoltajan allekirjoitus ja nimenselvennös

 Lukashev Aleksei

Tutkijan allekirjoitus ja nimenselvennös

Appendix 6. Original Facebook post about the research

**Kajaanin Haka**
29 апреля · 🌐


Kajaanin Hakan ja Aleksei Lukashev in tutkimus, johon toivomme nuorten (1998-2007-synt) osallistuvan



Olemme huomanneet, että varsinkin yläkouluiässä moni nuori lopettaa jalkapallon harrastuksen ja tähän aiheeseen liittyen Kajaanin Ammattikorkeakoulun liikunnanohjaajaopiskelija Aleksei Lukashev on tekemässä meille opinnäytetyötä. Hänen tarkoituksenaan on selvittää syitä, miksi pelaaja on lopettanut jalkapallon harrastamisen Kajaanin Hakassa. Tästä me saamme seurana ja myös lajina tärkeää infoa, jotta voimme kehittää toimintaamme jatkossa ja ehkäistä drop outia.

Jos kuulut tähän ikäryhmään (1998-2007-synt.) ja et ole enää mukana Hakan toiminnassa, niin olisi hienoa, että osallistuisit tutkimukseen. Tutkimukseen osallistuvat voivat olla yhteydessä Alekseiin, ja hän antaa ohjeet sekä linkin kyselylomakkeeseen, jonka voi täyttää netissä. Kaikki tutkimukseen liittyvä tieto pidetään luottamuksellisena eikä tutkimusdatasta voi päätellä tutkittavan henkilöllisyyttä.

Aleksei Lukashev
P. 044 2408841 (englanniksi tai venäjäksi)
alekseilukashev@kamk.fi (englanniksi, venäjäksi tai suomeksi)

Показать перевод

 24 Поделились: 2

 Нравится  Комментировать  Поделиться