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PAY TO PLAY: *Exploring parental motives to enrol children into commercial football academies in Norway.*

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PREFACE

This thesis is submitted in partial fulfilment of the requirement for the Master's degree in Sports Management at Molde University College – Specialized University in Logistics, Molde, Norway.

As part of the Norwegian Football Federation efforts to obtain valuable data to understand the increasing commercialisation of grassroots football in the country, Bright and Lars decided to be a part of the research group investigating the emergence of commercial football actors in Norway. We therefore decided to focus on parents and gather a deeper understanding of parent's motives behind choosing the services commercial actors provide. This is seen as a fundamental element for future commitments regarding the Norwegian youth development model.

There are many to thank and we particularly want to thank the Norwegian Football Academy for their willingness to cooperate and the opportunity they gave us for conducting the study and using them as a case study. We also want to thank all parents who wanted to be part of this exciting study. A special thanks to Henrik Lunde, who gave us the chance to be a part of this exciting project. Finally, we would like to thank supervisor Kjell Marius Herskedal for his guidance and support for the thesis.

Bright Baffour Antwi

Lars Ramberg Hauso

Molde, 2018

ABSTRACT

In recent years, there have been a growing trend in grassroots and youth football with the increased commercialisation of the sport. The emergence of commercial actors in grassroots football is increasingly gaining roots in Norway. Parents, who have long casted doubts over the Norwegian youth development model perceive commercial actors as an alternative, if not a supplement to the traditional approaches within children's football.

With this emerging trend that connects parents' motivation and willingness to pay for commercial football services, several questions and issues suggest there is the need for an in-depth investigation.

The study employs qualitative methods to shed lights the shift towards the trendy activities of commercials and the influence of the Norwegian development model on parents' decision. To cover a range of factors influencing parents' decision, the study draws on the concept of Self-Determination as an analytical tool to establish a relationship between parental motivation and willingness to pay for commercial football services.

Keywords: *parents, commercial actors, grassroots football, youth development, Norwegian model, self-determination theory, intrinsic and extrinsic motivation.*

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1.0 INTRODUCTION

“Parents are made very aware of the pitfalls for their sons from the age of 12 or 14, the probability is that, they won’t make it and I think the parents seems to take on this kind of different sense of normality where they believe their boy is going be a superstar...”

– Frank Lampard, discussing the perils of youth football on (BT Sport 2018)¹

Referring to Lampard’s assessment of parental involvement in youth football, it is without a doubt that there is a changing trend in grassroots football and the impact of parents in an area that has witnessed immense growth in the sport industry. The drastic commercialization and professionalization of football since the early 2000s have impacted the way grassroots and youth football is organised (Gammelsæter and Jakobsen 2008). A particularly observable trend has been the shift from the conventional ‘fun-based’ grassroots football to a progressive emphasis on talent development, one which has been commercially monetized in recent years. An underlying reason for this shift has been down to the market demand for professional players and the motivation of youth footballers to build a professional career. With this shift, parents have become increasingly involved in children’s sports development.

Although, the subject of parental involvement in youth football has garnered quite a considerable attention since the late 1990s (Clarke and Harwood 2014), very little has been written on the activities of commercial actors² in youth football and why parents choose to engage their services. The activities of commercial actors, particularly private football academies are increasingly gaining attention in youth development. The reason for this attention, and the connection with parental involvement seem to originate from the idea that their activities are ideal for children with profound interest and motivation to play professional football.

Though, the commercialization of youth football has been mainly dominant in England and other elite European countries, the trend is also emerging in the Scandinavian region. In this study, we will focus on Norway, which has become one of the blooming markets for

¹ BT Sport. 2018. *Brilliant discussion | Frank Lampard and Chris Sutton talk the perils youth football in England*. 6 January. Accessed April 4, 2018. https://www.youtube.com/watch?v=H_tW7xwLdw8.

² Commercial actors are entities that provide and sell services connected to youth football with a wide variety of practices that are generally be classified as a ‘business’.

commercial football services at the grassroots. Here, parents have begun to seek for the services provided by commercial football actors that have emerged in the country. The main underlying objective of this study is to understand why parents engage the services provided by such commercial football actors.

1.1 Background of the Study

Since the mid-2000s, many parents have begun to pay for the activities commercial actors provide in grassroots football. The activities of commercial actors seem to generate a lot of debate among parents, the Norwegian Sport Federation, and the media because of their new approach to children's football. The Norwegian youth policy on children's rights and provisions in sports adhere to the principle that football should be fun and every child should have to right to train and play (NFF 2017). The Norwegian Football Federation (NFF) regulations based on their vision, "*football excitement, opportunities and challenges for all!*" (NFF 2016) stipulates that all sports facilities for children should be open to anyone who wants to join, and all children shall play together, regardless of their level and interest in football until they are thirteen years old. This policy affects all children between the ages of 6-12 years, which is within the so-called 'golden age'³ (NFF 2018). As such, there has been very little focus on developing talents and more emphasis placed on community building and creating strong commitment to group sporting activities. Children do not necessarily have to demonstrate a strong interest in football to participate in training and matches and coaches are typically parents themselves. Such a system in children's football seems to come with less attention on discipline and technical skills.

Critics of the Norwegian model argues that talent development is a rigorous scheme and young players who aspires to develop their skills to a high standard will face major obstacles. Terje Lübeck and Thierry Kopp, who founded one of the earliest commercial football academies in Norway, believes that the NFF underestimate how difficult it is to drive the development of children (Kopp 2011). However, it appears that NFF holds the opinion that this may force many children to drop out of football if they do not get the chance to participate in training sessions and match games. Those in favour of the model, such as

³ The golden age implies that with the right training, it is the best period to develop the coordination, movement skills as well as the technical abilities of children in a playful and positive setting.

former national team player Tom Høgli, stress on the fact that the Norwegian football model is not an obstacle to becoming a top player, and NFF should continue with the youth policy (Høgli 2014). Stakeholders,⁴ in favour of the model believes it is a recipe for togetherness and a channel to demonstrate the importance community building to children. This however, has turned into an interesting national debate over the last couple of years.

From the critical point of view, the Norwegian football development system can be a source of frustration for parents with children who are more interested in football and motivated to develop their talent. Such frustrations may arise when young talents with great interest in the game do not receive much needed attention as they stand to lose many years of development within the golden age where it is much easier to correct coordination, discipline and technique in football. This brought up a new development in the mid-2000s, where commercial actors recognised the conflicting discussions on the Norwegian model and created a market to accommodate the increasing demands of parents and their ostensibly motivated children.

The emergence of commercial actors in Norwegian youth football is practically a new concept as compared to other European countries. The Norwegian Football Academy (NFA), which is one of the earliest registered commercial academies in Norway, started offering commercial training sessions in February 2006. Football Progression Norway (FPN) started in 2008 by proposing football training schools during the school holidays. Stabæk Football Club built an academy in 2010 and completed the commercialization process with different development groups in 2013. Although several football clubs are investing in youth development, the professionalization of football in Norway have triggered the commercial aspect of the game (Gammelsæter and Jakobsen 2008), and that seems to attract a tail of other commercial actors. Presently, commercial actors that provide youth players with extra training, regular follow-ups and custom-made workout sessions have become a popular trend among parents, especially those who have revealed their frustration concerning the Norwegian model. These services and offers that commercial actors provide are usually what is missing from the football development activities of several grassroots clubs.

⁴ Stakeholder within this context include parents, young players, owners, managers and coaches of private football academies, the regular club academies, the Norwegian football federation, and the state in general.

However, such ideal services come with at a considerable cost, which requires numerous financial responsibilities. Parents must be willing to pay several thousands of NOK⁵ in participation fee each year if they intend to use the services of commercial actors. A report in Dagens Næringsliv seem to suggest that parents pay 7000-8000 NOK for their child to train with the NFA once a week for a year (Kaspersen 2014) The numerous concerns raised surrounds the question of whether youth football has become a business deeply rooted in financial gains (BT Sport 2018).

Quite a lot of studies concerning the topic of parental involvement has been excessively critical (Goodman and James 2017), however, there have been studies pertaining the positive impact of parental influence on youth football. Parents serve as motivators and facilitators for the harsh realities that comes along with young players transiting to professional football, provide physical, emotional and financial support (Dearing et al 2004; Epstein and Sheldon 2002). The role of parents over the years have become more complex and competitive with the increased demands of youth sport participation as they offer children active support in the form of league fees, transportation to and from practices and games, equipment and spectatorship (Wiersma and Fifer 2008). With this emerging trend that connects parents' willingness to pay and the rise of commercial football actors, several questions and issues suggest there is the need for an in-depth investigation.

First, while there are several crucial factors to explain parental involvement in youth football development, their decision to use the services provided by commercial actors where entry fees are considerably higher than club academies at grassroots level present an interesting case to be studied. The high cost has turned into a discussion on why parents are willing to pay such fees for children between the ages of 6 to 12 years to have custom-made trainings in addition to the sessions they receive from their grassroots club. The high entry and membership fee certainly have not become a deterrent for engaging the services provided by such actors. To determine the motivational and rationale behind parents' decision to employ the services offered by private academies, there is the need to take a look the Norwegian talent development and the youth policy systems currently in place. Hence, the purpose of the study and the research questions posed in the next section will pay particular

⁵ NOK = Norwegian Kroner, which is the official currency in Norway.

attention to the Norwegian model of youth football. How can we understand parents' motivation to pay and the shift toward exorbitant commercial academies in Norway?

Second, although, the emergence of such actors and the services they offer seem to fill the supposed gaps in the Norwegian model and fulfil the demands of parents and children with higher football motivation, it comes at an expensive cost where most parents may not have the financial ability to afford. A rising fear is that there are other equally motivated children who come from areas and families that are far from the financial standard set by commercial football actors. A potential setback is that, the activities of commercial actors may develop into a class divide in children football, a great concern of the NFF policy, and the Norwegian respected tradition of '*Janteloven*'⁶ seeks to prevent. Can the commercialisation drive divisions in grassroots football development and how can stakeholders navigate the quest for talent development for professional football and the important need for social equality?

Parents have become the most significant participant in this new culture of using the services provided by commercial actors. Nevertheless, coaches, leaders, owners, players, regulated club academies as well as the NFF are all stakeholders and play various key roles. With several other significant stakeholders, there is the tendency for conflict to arise among some of these key actors.

1.3 Purpose of the Study

The overall objective of this study is to explore the motivation behind parents' decision to use the services provided by commercial football actors. The study will also highlight other interesting subjections such as the perceived benefits of using commercial actors and the impact of the Norwegian football model on parents' decision. Specifically, the study attempts to examine the emergence of commercial academies in Norwegian grassroots football. Then, it will explore the rationale behind parental motivation and willingness to pay high fees for their children to play in such academies. Thus, exploring the 'pull factors' that entice parents to engage with these commercial actors. The study will further examine the extent to, which the Norwegian youth development policy have influenced parents'

⁶ Janteloven (the law of Jante) is simply a Norwegian (Nordic) egalitarian social norm that describes the way all Norwegians should behave: putting society ahead of the individual

decision to search for other options to get better training regimes for their children. This investigation will lead the study to examine how these commercial actors are structured and organised, success rate, and the perceived benefits presented to parents. It will then seek to find out how these commercial actors have become a popular trend in youth development and how their activities affect other stakeholders, particularly the football federation and other regular grassroots clubs. As part of this, there will be a look at the marketing philosophy of these commercial academies and observe whether such philosophies are able to satisfy the parents.

1.4 Research Questions

To fully understand and appreciate the motivation behind parents' decision to choose commercial football actors over academies controlled by clubs at the grassroots level, the study attempts to answer one general question by addressing three specific questions related to cost-benefit, motivation, and challenges.

1.4.1 Main Question

- *What is the motivation behind parental decision to engage the services of commercial football actors in Norway?*

This main question will attempt to take a broad-spectrum overview of the rationale behind parents' decision to put their children in private academies. However, the next three specific questions will help us to understand and answer the stated general question.

1.4.2 Specific Questions

- *What perceived benefits do commercial football actors offer to parents?*

Here, the study seeks to find out what private football academies are offering to parents for them to place their children in such systems. We will investigate the pull factors such as successful transition to professional football, academy culture, pressure of the 'Norwegian model' and the opportunity to become a superstar. This will lead us to understand the factors parents considered before engaging the services of private academies.

- ***How, and to what extent has the Norwegian youth development system influenced parents' choice of academy?***

Several people including parents and particularly foreign coaches coming to Norway to develop talents are quite critical of the Norwegian model as the equality system may hinder the progress of very talented players as they keep getting the same training as everyone else. The question investigates whether the policy in some way affect the decision of parents in choosing private academies. One interesting aspect of this question is to find out whether the activities of these commercial actors threatens the Norwegian youth development model.

- ***Why have the activities of commercial football academies become more popular?***

For the study to investigate why private academies are gradually becoming more popular and garnering such enthusiasm, we will explore how private academies are organised and structured. The study will assess whether this is just a new trend or a means to fulfilling a dream. We will attempt to compare their organisational structure and managerial skills on youth development to other regular academies.

1.5 General Overview and Structure of the Thesis

This thesis is structured and presented in six chapters, each of which confronts comprehensive topics relevant to the study.

Chapter 1 begun with the introductory chapter, which started with a brief background to the study and why this research is important. This chapter then discussed the rationale for the choice of topic, background of the study and the research questions.

In Chapter 2, the study delivers a detailed account of the theoretical perspective central to this study. The study will adopt and modify the self-determination theory (SDT) based on Ryan and Deci (2000) model as an analytical tool to understand and explore the qualitative meanings parents attach to their motives in employing the services of commercial actors.

Chapter 3 reviews the existing literature in this particular field. It begins briefly with discussion of the historical overview of youth football from a global and regional to a national context. The chapter then touches on the emergence of commercial actors in

Norwegian football before moving on to the impact of parental involvement in the youth football. Experiences on engaging the services offered by private academies. Towards the end of the chapter, we will attempt to operationalise the research questions.

Chapter 4 comprehensively discusses the methodology employed and why the study chose to adopt these methods. In Chapter 4, the study also introduces the profile of the academies studied and the socio-economic profile of the participants interviewed.

Chapter 5 examines and analyses the three specific research questions posed in chapter one and attempts to answer them. The findings in this section will particularly contribute to answering the general question posed earlier by providing an assessment of the rationale and motivation behind parents' decision to send their children to commercial football academies.

Chapter 6 finally sums up the research questions and reflects on the theoretical model the study applied and attempts to find out if the approach used fits or not. The chapter then discusses some of the major findings of the study and offer recommendations and the way forward.

2.0 THEORETICAL FRAMEWORK

“The fullest representations of humanity show people to be curious, vital and self-motivated. At their best, they are agentic and inspired, striving to learn; extend themselves; master new skills; and apply their talents responsibly”

(Ryan and Deci 2000:68).

2.1 Introduction

The purpose of this chapter is to provide a conceptual understanding and theoretical foundation on parental motivation, rationale for the choice of academy, and how the Norwegian youth policy affect parents’ decision. The study adopts the Self-Determination Theory (SDT) introduced in chapter one as the basis for parental motivation. This chapter begins by defining the SDT and identifying the key concepts. The next section gives a detailed description of the SDT theoretical approach and then revises Ryan and Deci (2000) conceptual framework to reinforce the findings of the study.

The SDT, developed by Ryan and Deci (2000) was a broad theory of motivation that is connected to personality and self-regulation. Over the past three decades, SDT has evolved as a general theory for studying motivation and personality. The theory has been widely applied when researchers attempt to understand motivational outcomes. Zahariadis et al (2006) utilised the theory to understand young athletes’ commitment to sport. Calvo et al (2010) used the self-determination to study sport persistence and dropout. Kromerova (2017) also adopted the theory to understand parental role in children’s sport activities. Hence, the SDT is a particularly fitting conceptual framework to study parental motivation and their rationale behind using paid services from commercial football actors. This is because it takes into account key elements that affects other achievement contexts such as learning and training situations where one can master new skills and apply their talent responsibly. Since the SDT place great emphasis on social context⁷ (Clegg et al 2016), it allows us to understand how the institutional factors in Norway such as the NFF regulations and Norwegian social preference for football as a sport affects parental motivation.

⁷ Social context encompasses *“the immediate physical surroundings, social relationships, and cultural milieus within which defined groups of people function and interact. Components of the social environment include built infrastructure, markets, economic processes, power relations, government, race relations, social inequality, cultural practices, and beliefs about place and community”* (Barnett and Casper 2001:465).

2.2 Defining Self-Determination as a Theory

Ryan and Deci (2000) defines SDT as:

“an approach to human motivation and personality that uses traditional empirical methods while employing an organismic metatheory that highlights the importance of human’s evolved inner resources for personality development and behavioural self-regulation” (Ryan and Deci 2000, 68).

Thus, SDT as a motivation theory of personality examines how social contexts and individual differences facilitates people’s inherent growth tendencies and basic psychological needs. These different motivations in turn, incorporate learning, performance, and new experiences into a logical sense of self, including the conditions that foster these positive developments (Ryan, Kuhl and Deci 1997).

Clegg et al (2016) simplified the definition by stating, “SDT is a theory of motivation that emphasizes individuals’ intrinsic needs to be competent, liked, and free from control of others.” (Clegg et al 2006, 148). In its basic form, SDT suggests humans intrinsically strive for need, satisfaction and success. However, the attempts made by humans to strive for success can be supported or thwarted by the social contexts they find themselves. As cited by Deci and Ryan (2015), all humans have three basic psychological needs: the needs for competence, autonomy and relatedness. SDT places great emphasis on social context because all these three basic needs occur in a social setting. They further emphasised that, the satisfaction of these basic needs promotes the optimal motivational traits and the ability to engage effectively with the world.

Much of the research guided by SDT has invariably studied environmental elements that impede or undercut self-motivation, group functioning, and individual well-being. In this sense, the theory also examines social settings that are incompatible with these tendencies, and not only concerned with the definite nature of positive developmental tendencies (Ryan and Deci, 2002). As a macro theory, the application of SDT cuts across domains including parenting, education, sports and physical activity as well as fields of work motivation and management (Deci and Ryan 1985; Ryan and Deci 2017). Specifically, SDT as a motivational theory can be applied to rationalize parental decision on their choice of football

academy for their children as the theory addresses what strengthens people’s behaviour and somewhat entices them into action. It explains a range of phenomena across age, gender, experiences, culture and socio-economic status. However, Ryan and Deci (2000) examination on SDT has focused much on the psychological elements rather than sociological aspects of motivations. Hence, it is oriented towards “using human perceptions, cognitions, emotions and needs as predictors of regulatory, behavioural, developmental and experiential outcomes” (Deci and Ryan 2015, 486). In that sense, it drives humans’ behaviour and move them into action, as well as how their behaviour is regulated in their pursuit to thrive for growth and success.

2.3 The Self-Determination Framework

Deci and Ryan (2000) developed the SDT framework as an analytical tool to help understand and conceptualise the various types of motivation and define how each is utilised. The study adopts the SDT framework illustrated by Deci and Ryan (2000) to discuss how intrinsic, extrinsic and amotivation are particularly essential in how parents rationalise their motivation to pay for private football sessions.

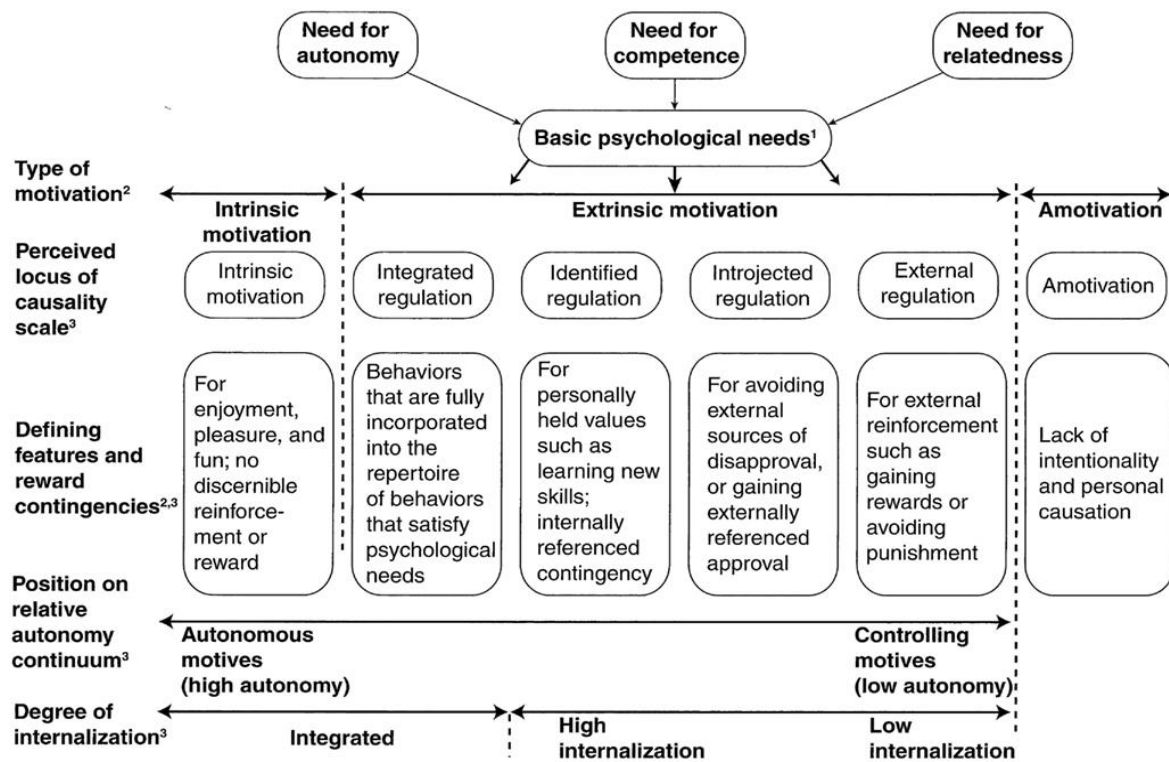


Figure 1: An Overview of the SDT Framework adopted from Ryan and Deci (2000).

2.4 Basic Need Satisfaction

SDT is a widespread theory that suggests an explanation of human motivation based on the three innate basic needs for autonomy, competence and relatedness. The SDT proposes that humans function and develop as a consequence of the social environment and its potential for basic need satisfaction. The provision of choice and cooperation have the ability to facilitate an integration process that will promote self-determination if they satisfy these needs. (Deci and Ryan 1991) describes autonomy as the efforts people make to determine their own actions and act in harmony with their cohesive sense of self. It is fulfilled when individuals perceive that they are the source of their own choices and decisions. The need for competence refers to as individuals striving to experience new skill sets. Thus, the feeling of mastery in a particular activity through interaction within the social context of the environment they find themselves. Relatedness refers to attempts people make to satisfy and connect with others in a social order. It concerns with an individual's need to feel strongly attached to other people and being respected by them. Deci and Ryan (2000) put forward that the satisfaction of these three innate needs are expected to directly boost physical and psychological well-being, where as any attempts to thwart the basic need fulfilment will result in deficiencies. In an academy setting, we can, based on basic need satisfaction arguments, expect that the motivation among parents will increase if they have a real say and connectedness to the academy concept.

2.5 Categories of Motivation

SDT is based on among three varying degrees of self-determined motivation and maintains that different types of motivation have functionally different weight and consequences. These three forms of self-regulating motivation consist of *Intrinsic*, *Extrinsic* and *Amotivation*. The key to understanding SDT, like several other motivation theories is by categorizing them into two types of motivation - *autonomous* and *controlled motivation* (Deci and Ryan 2015). While intrinsic motivation can be characterised as commanding the highest degree of autonomy because of the personal satisfaction that comes with the activity itself, extrinsic motivation consistently seeps into controlled motives.

From earlier works done on SDT (Deci and Ryan 1985), intrinsic motivation refers to those circumstances in which, people simply participate in exciting and amusing activities where there is a platform for learning, completing challenging task and improving skill sets. Thus,

intrinsic motivation stems from the notion that individuals engage in an activity because they find it enjoyable, interesting, or fun and they can achieve personal satisfaction. Extrinsic motivation on the other hand give prominence to the idea that individuals are frequently motivated to engage in an activity because of the projected outcome, such as the pursuit of rewards or the desire for social approval and public recognition. In contrast, amotivation, which is neither autonomous nor controlled motivation, is a situation where people lack personal causation and intentionality (Deci and Ryan 2015). To understand parents' willingness to pay for the services commercial actors offer, it is important to look into whether their source of motivation is intrinsic or extrinsic. For example, if parents use commercial actors because they find such high-level training sessions for their children as fun, then their willingness to pay is based on intrinsic motivation. However, if they believe the child has a higher possibility of playing professional football by joining a commercial academy, the motivation to use the services becomes extrinsic.

2.5.1 Intrinsic Motivation

Intrinsic motivation within SDT is associated with social and cognitive growth where people naturally seek out for new possibilities, opportunities and challenges. As Vallerand and Rousseau (2001) revealed, there are three types of intrinsic motivation related to sport participation and these correspond to motivation for stimulating skills, accomplishing things and gaining knowledge. In this sense, the pleasure, fun, and enjoyment that comes with good training sessions and playing alongside equally talented young players motivate parents to seek for new experiences for their children. Lavoie and Stellino (2008) found out that support and encouragement from parents increases children's awareness of their sporting abilities and enhance a positive impact on their interest in sports. The need for *autonomy* and *competence* reinforces the idea that parents seek for their children to strive for success and experience new skill sets. Although, admission to a commercial football academy comes at a high cost, parents seem to be motivated by desire and the satisfaction their children get from improving their talents, completing tasks and acquiring both technical and tactical football knowledge. There is the need to point out that much of what children do, which include sport participation are very much intrinsically motivated (Ryan and La Guardia 2000). This is however, not limited to children as parents are also intrinsically motivated when they spend time at their children's practice sessions and games because they find such activity to be stimulating and exciting.

While there are several club-initiated football academies in Norway, parents see commercial actors as a new experience where many opportunities for developing talents are available. The rationale to seek for private training sessions from qualified coaches is to make sure the child does not lose his or her intrinsic motivation to play. Here, the motivation stems from the pursuit for *relatedness*, where parents attempt to connect their children with others who exhibit an inborn desire to overcome challenges, complete tasks, enjoy the repetition of a skill and motivation to seek for conditions that promote development. The sub-theories within SDT such as Cognitive Evaluation Theory (CET),⁸ to some degree is framed in relations to environment and social factors that assist or weaken intrinsic motivation (Ryan and Deci, 2000). Changes in environment and social factors can broaden experiences and increase exposure to more skilled players. These factors can also remind parents why they enrol their children in commercial football academies. Most often, parents seem eager to avoid any attempts to thwart the motivation and development of their children's intrinsic motivation and sporting objectives.

2.5.2 Extrinsic Motivation

As the works of Deci and Ryan (1985) suggest, extrinsic motivation is conceivably just as important as intrinsic motivation, although both exhibit a high degree of contrast. This type of motivation comes from an outside source and it refers to the performance of an activity in order to attain both tangible and intangible outcomes. Certain instruments such as financial and other material rewards exist for people to be extrinsically motivated. Within youth football, such rewards may include the dream of playing professionally, winning trophies or medals during football tournaments. Intangible extrinsic motivation is even more important for children as compliments, appreciation and victories can very often be enough to motivate young talents. There are however, four different forms of extrinsic motivation outlined by the SDT framework in Deci and Ryan (2000). They conceptualized these types of motivation by distinguishing them based on how people experience them, and these were characterised as *integrated regulation*, *identified regulation*, *introjected regulation*, and *external regulation*.

⁸ A sub-theory of the self-determination theory, which further explains the relationship between intrinsic and extrinsic motivation. According to the CET, extrinsic motivation, which decreases autonomy, reduces intrinsic motivation

Integrated regulation is in many cases regarded as the most autonomous form of extrinsic motivation as it involves the experience of acting from an adjusted set of personal goals for the self. It refers to a particular type of behaviour that is coordinated with other values, desires and objectives. *Identified regulation* indicates a more self-determined behaviour that reflect a conscious attempt to endorse one's own value. Individuals tend to take control of their actions by behaving with a sense of willingness or choice (La Guardia and Gaine, 2009). For example, parents spending time with coaches and trainers at their children's training sessions because the interactions serve some personally endorsed value, such that they can justify the decision to use the services of commercial football actors. *Introjected regulation* relates to the type of behaviour, where there are pressures to uphold self-worth, avoid disappointments, guilt, and anxiety or attain ego enhancement internally control the individual (Ryan and Deci, 2000). It serves an internalized value to either avoid external source of disapproval or gain external referenced approval. For example, when parents spend time and money on their children's private football sessions because they feel it is their responsibility to do so and would perhaps feel guilt-ridden if they did not satisfy the role of a supporting parent for their child's talent. Lastly, *external regulation*, which is the least autonomous, involves a type of behaviour that is stimulated by direct external possibilities where one can gain rewards or avoid punishments. Parents who are externally regulated may engage the services of commercial football academies might only do so to avoid frustrating their children.

2.5.3 Amotivation

The third category of motivation is amotivation, which is outside any form of internal or external regulation. Cox (2007) labelled it as the relative absence of motivation. Few researches have focused on amotivation as it is difficult to observe lack of motivation on parental involvement in children football because amotivated parents will not partake in the activities of commercial actors (Ntoumanis et al 2004). Alternatively, parents are free to take their children out of their course of participation if amotivation arise either from the child's losing the motivation to play or the parent feeling the child is not capable of performing at the level required. It drips from an inability to regulate one's self with respect to behaviour. When a person is amotivated, they perceive a desire outcome as not being contingent on their behaviour or lacks the capacity to demonstrate the necessary behaviour (Ryan and Deci 2000). Parents who do not have the financial flexibility to choose commercial actors can be

said to be amotivated. In addition, if parents hardly understand the connection between the activities of commercial actors and the desired outcome, it becomes difficult to justify the high fees charged by them. Another scenario for Amotivation to occur is when children get burnout as a result of the many intense training over a period of time. In such cases, the role of coaches become very important because of their ability to develop children's skill sets and perhaps remind parents that talent development is a process.

2.6 Goals and Aspirations

The most common motivational concept is the idea of goals and aspirations (Deci and Ryan, 2015). Goals are the outcome that people value and anticipate reaching or achieve when they absorb certain behaviour. As Deci and Ryan (2015) claims, psychological needs are perhaps the most important descriptive concept in SDT, however, one cannot underestimate the importance of goals. In the field of youth football development, there are different set of goals for both parents and children. The degree to which parents and their children place value will determine whether they are intrinsic or extrinsic life goals. Intrinsic life goals manifest when there is value placed on the attainment of personal growth, building strong relationships and engaging with local communities. On the other hand, when the value placed has some elements of gaining fame, wealth, and attractive image attached, it shows extrinsic life aspirations.

2.7 Achievement Goal Theory

Achievement Goal theory (Nicholls 1989) is another well-known theory of motivation that have extensive application in sport in addition to SDT (Deci and Ryan 1985; and Ryan and Deci 2000). Cox (2007) argues that, to understand the motivation of people, there is the need to take into account the significance of the achievement behaviour to the individual because human is generally intentional, goal-oriented and operates in a rationale manner, which is guided by achievement beliefs. The theory also assumes that, there are two goal orientations in an achievement setting of sport: *task* and *ego*. These goal orientations are evidently linked to two different conceptions of ability. Most children below age six are task-oriented, where they perceive their skill based on how well they had previously performed a task (Ntoumanis

2001). They become ego-oriented from age six, where their assessment of skills centres on how other children performed (Cox 2007). However, children develop and mature in terms of their ability to differentiate between the concepts of effort, ability and outcome.

“At the age of six or seven, the child begins to view perceived ability in terms of how other children perform. The child becomes ego oriented as opposed to task oriented and as such, it is not enough to perform the task better than he did the last time; the child must now perform the task better than other children do. Perceived ability is now a function of one’s own capacity as it relative to that of others, as opposed to be a function of absolute ability. High ability and competence are only perceived as such if they are better than the performance of others”

(Cox 2007:146).

Taking into consideration the quote from Cox (2007), children’s perceived ability could lure parents to enrol them in commercial football academies where they can challenge and judge their performance against more skilled children. Both ego and task orientations can be linked to SDT. As Ryan and Deci (2000) contended that factors which fulfil the basic needs for competence, autonomy and relatedness will promote any self-determined type of motivation, Ntoumanis (2001) argued that high task or ego orientation can satisfy one or more of these basic needs and enhance self-determined motivation.

2.8 Relevance of SDT as a Conceptual Framework

In many positive ways, SDT is an exciting and promising field of motivation theory and research (Clegg et al, 2016). It has the ability to make considerable contribution to leadership and organisational behaviour, parenting at home, psychological health and children wellbeing. This has made the theory one of the most influential theories that explains human behaviour and motivation since the early works of Deci and Ryan in 1985. Within sports, a lot of studies (Ntoumanis 2001; Calvo et al 2010; Zahariadis et al 2006; Kromerova 2017) have extensively utilised SDT as a conceptual framework to facilitate our understanding of motivated behaviour and the related outcomes. The theory builds on the assumption that humans inherently strive towards growth, skill-set development, seek to master any challenges and integrate our experiences into a coherent sense of self. However, the extent

to which individuals can function in a self-determined way requires a supportive social environment to ensure a more active engagement during the growth period (Clegg et al 2016; Deci and Ryan, 2000). Although, SDT is a fitting theory in understanding parents' motive to use commercial football actors, this study will utilise some elements of the SDT framework to conceptualise parental motivation. The study will focus more on intrinsic and extrinsic motivation because of how it relates to both parents and children.

3.0 LITERATURE REVIEW

3.1 Introduction

Chapter 3 will critically review established literature by focusing on youth football organisation, the Norwegian youth development model as well as the provisions in the children's sport rights system in Norway. The review will then examine the emergence of commercial actors and discuss the debate on the suitability of the Norwegian sports model. The chapter will also review how their operations affect other prominent stakeholders such as the NFF and grassroots football organisation in general. The next part will relate to parental involvement in children's football, and then attempt to identify and understand the dynamics of parental motivation. The aim is to provide the background material and context to the data the study gathered. The review begins with a brief introduction to the organisation of grassroots and youth football.

3.2 Grassroots and Youth Football Organisation

The organisation of youth football competitions is a crucial component to the existence of professional football. Federations play a crucial role in the structure and organisation of youth football. According to a FIFA report in 2016, national associations hold the dominant responsibility for the organisation and management of youth leagues and amateur clubs are the main participants of youth competitions universally. Youth academy teams, youth professional clubs and school teams make up the remaining part. However, football at the grassroots level over the years have attracted limited investment in many national associations (FIFA 2016).

Conventionally, there seem to be differences in the approach to both male and female youth football organisation. While male youth football is somewhat considered as a platform for future professional players, the emphasis placed on female youth football is embedded on the widespread perception of grassroots football as a vehicle for education, health and social inclusion (FIFA 2016). This echoes the dominant performance-oriented vision instilled in football training of young boys. The FIFA (2016) report listed the lack of qualified technical staff as the biggest challenge in youth football, while limited facilities and infrastructure,

teaching materials, competitions and participation are still looming although the organisation of youth football differ from one country to the other.

With these challenges, Richardson et al (2005) in Relvas et al (2010) had previously raised concerns on the perceived reluctance of investment in youth development programmes by both professional clubs and national associations. They suggested that apparent lack of emerging young talents has become a growing fear for several football governing bodies. The organisation of youth football differs from one country to the other. Professional clubs in the elite European football countries such as England predominantly have a youth academy (Hugo et al. 2010). The primary objective of the club is the development of young players to the professional level of football. Richardson et al. (2005) explains how the academies in England are structured and stresses that there are three different stages of development. The foundation stage from 9-11 years, the youth development period from 12-16 years and the professional development phase, which starts from 17-21years (Premier League 2014). There are similarities from the English development structure to other countries such as Germany, Italy, France, Spain and the Netherlands.

However, youth football organisation in the Scandinavian region, particularly Norway is significantly different in terms of structure and policy. The introduction of the Norwegian model of youth development has reformed how children's football is organised. As explained by Tuastad (2017), youth football organisation in Norway is on similar egalitarian characteristics of the Norwegian welfare system and as such, built on the institutional principle of sport for all, where the ideas of amateurism and volunteerism are greatly encouraged. However, the commercialization of grassroots football has put pressure on the model of youth sport development within Norwegian identity of equal opportunities. Debates concerning the suitability and sustainability of such policies have gained nationwide discussions among coaches, parents, players, and NFF and football enthusiasts in general.

3.3 The Norwegian Model of Football Development

The Norwegian Sport Federation (NIF) is the umbrella organisation for all sports in Norway. Norway's model of sport development is a widespread movement and the largest voluntary and membership-based organisation in the country (Norges Idrettsforbund 2015). From an international perspective, it has a unique feature that makes it different from sports federations in other countries. The uniqueness of the model lies within the context that, all sports are together under the NIF. Voluntary contributions from member organisations are the single most important resource at all levels of Norwegian sport. The NFF as part of its association with the NIF adopt the same principles in the organisation of grassroots and youth football where meaningful volunteerism creates enjoyment while facilitating an environment to establish closely interwoven social networks in the community (Norges Idrettsforbund 2015). The model thrives on maintaining an all-inclusive view about football, where everyone who wants to participate is included. Norwegian sport model can be labelled as a partnership between the state and civic society at the macro-level, where the state and municipalities provide the sporting facilities and the clubs shares the duty of conducting the activities (Seippel and Skille 2015 in Strandbu, et al. 2017).

Football for children is organised according to the physical and mental maturity of the child and avoids early specialisation. The activities take place within a reasonably safe environment, where the unique value of the individual and principles of equality are the central guidelines (NFF 2017). One significant constituent of the model is the limits placed on competition. The element of competition is considerably subdued. The objective is to ensure all children find their place in the sport and acquire the ability to find opportunities where they can develop into players, coaches, future leaders or managers (Norges Idrettsforbund 2015). Thus, children get the possibility to improve within their skill-sets according to their individual preferences and potentials. However, the constant changes within society and sport means that the Norwegian model of sport development for children will face several challenges. The lack of qualified coaches and limited access to standard training facilities pose a major threat to the suitability and sustainability of the model. Parents, often those with some interest in football serve on voluntary basis as coaches in children's football. Wiersma and Sherman (2013) lay emphasis on the view that, most grassroots parent coaches in general seem to have little to no formal education in regard to football-specific skills, coaching and managing children and applying basic training modules when coaching young players. The lack of qualified coaches and structured training

modules within the idea of voluntarism and inclusion in the Norwegian youth football organisation highlights parents' frustrations for the model (Kristiansen et al 2017). This has resulted in divided opinions when discussions are made on the issue of grassroots football development in Norway.

Criticisms sprouting out of the model stems from the notion that, talent development in the country starts considerably late (Kopp 2011; Kaspersen 2014). Hence, in an attempt to inhibit participation for everyone, the model impedes the development of highly skilled and motivated children. The assertion is that, for the most part, children with a higher skill-set and motivation for the game gets the same limited professional training from parent-coaches as everyone until they turn 12 years old (Kopp 2011). This situation frustrates a certain group of parents, particularly those with children who may hold a dream to play professional football. The issue of parents and their involvement are key to unlocking children's football development potentials. As Kopp (2011) emphasised, parents continue to play the role as serious actors in facilitating this progress and therefore search for ways to fill the gaps the model present by engaging the services of commercial football actors, who have over the years gone contrarily to the Norwegian model.

3.3.1 Children's Sports Rights and Provisions

The child welfare provisions regulate the children's competitive activity to help children get a positive experience. The study will focus on few of the Children's rights particularly, the provisions that affects sports competitions among children under 12 years. The regulations, among others stipulates that 1) Children may participate in local competitions and sports events from the year they are 6 years old in the local club in their immediate environment. 2) Children may participate in regional competitions and sports events from the age of 9 years. 3) Children from the age of 11 may participate in open competitions and sports events in Norway, the Nordic region and the Barents regions. 4) Tables and rankings can, if appropriate, be used for children in the year they turn 11. 5) Children cannot participate in championships such as Norwegian Championships, European Championships, World Championships and equivalent competitions up to and including the year, they turn 12. 6) All children shall receive a prize in a sports event if there is a prize (NFF 2017: Norges Idrettsforbund 2015).

Professional football players, parents, and coaches who dominate the debate regarding the NFF's policy do not understand why Norway cannot expect more in areas of discipline, competition and concentration from children participating in grassroots football (Kristiansen et al 2017). The argument here is that, there is too much focus on football for fun and little attention on the actual talent development. This approach of allowing 'children to be children' and protecting their mind-set to always have fun has raised concerned and debated by the proponents of grassroots football (Kristiansen et al 2017). These provisions to protect children sports rights have shaped the organisation of grassroots football in Norway and to a certain extent, open up spaces for commercial actors to exploit.

3.4 The Emergence of Commercial Football Actors

Parental frustration and their children's intrinsic motivation gave rise to the idea of engaging the services offered by commercial football actors. The activities of such actors were relatively unknown in Norwegian youth football until the mid-2000s (Norsk Fotballakademi 2012). Unlike other sports organisations, commercial football actors' main objective is to develop young football players. Private sector sports facilities are provided by individuals or private partners. These private entities invest their own money into facilities. Trikalis et al (2014) have emphasised that, the biggest form of private sector investment within sports has come through football clubs in recent times. The major reason why the private sector provide sports facilities and services is to make profit on their investment and also from the sport.

Commercial actors in football, like any private sector tries to ensure that all the demands of customers are met. According to Kopp (2011), the rise of commercial actors was as a result of the increased demand of parents who got frustrated by the slow pace of the Norwegian model in developing and enhancing the skill-set of their children. Since majority of parents spent their own resources (time and money) on supporting their children (Kristiansen et al 2017), the demand became huge when commercial actors entered the industry. The NFA, one of the emerging private academies, claimed they enrolled 30 children in their start-up year and had over 300 young players with a long waiting list in the subsequent years (Kaspersen 2014).

Their private nature makes it impossible for the NFF to have any form of control over the activities of commercial football actors. They are free to operate with no restrictions in terms of training modules, philosophy and participation in tournament (Kaspersen 2014) and those are the elements that entices parents to engage their services. Commercial actors typically have adopted the same academy models used in the elite European football countries such as France, Spain and Netherlands, where the children are differentiated based on their skill level from a very early age. This is one of the major difference between the emerging private academies and the traditional Norwegian club teams. In Norway, training of children is limited by several factors. The provisions on child rights restrict competition and differentiation until the age of 12 (Norges Idrettsforbund 2015). In addition, coaching at grassroots and youth football are often based on the availability of volunteer parents. NFA, like many other commercial actors that has established a footing in Norwegian grassroots football have coaches who often have been former professional players or coaches with the right qualifications.

3.4.1 The Ødegaard Effect

The debate surrounding the Norwegian model was further fuelled by the exploits of Martin Ødegaard, who was signed as a 16-year-old by Real Madrid in 2015 (Kristiansen et al 2017). This has increased the belief that early structured and organised training from a young age is essential if children dream of becoming footballers. Kristiansen et al (2017, 88) acknowledged that the Ødegaard effect has created new tenet that *“Norway has the skilled footballers and the facilities to make it among the best, but there must simply be an acceptance of the need for training to start at a young age”*.

Ødegaard’s early specialisation was supervised by his father, who was a professional footballer and had acquired the qualification and experience of coaching. It has been claimed that he committed his son to additional training modules when he was 8 years old:

“He has trained an incredible amount of hours. Secondly, we have trained what I called the correct way. We never train without a football. We have spent an enormous amount of time working on his touch, getting away from pressure... When Martin was 8-9, we started doing drills where he worked on his vision”

(C More 2015 in Kristiansen et al 2017, 88).

Parents who believe that early specialisation is key to improving and enhancing their children's talent have become more involved in the debate concerning organised training for children within the golden age. Commercial actors have certainly become more popular with the success of Martin Ødegaard as parents who can afford their service, see them as an ideal model to improve talents within grassroots football.

3.5 Parental Involvement in Youth Football

Throughout the 1970s and 1980s, very few parents were actively involved in their children's sports and when they did, it was limited to attending occasional games and taking care of the financial responsibilities that came along (Stefansen et al 2016). It was obvious that the moral measure for judging good parenting somewhat did not include sport. However, in recent years, studies conducted have demonstrated parents as motivators and initiators of youth football participation (Wheeler 2012). To some degree, youth football participation among other sports have progressively become a societal measure of rationalising good parenting. (Dorsch, et al. 2015) highlighted how family life changes because of children participation in sports. Their studies shed light on some important aspects of changes in family life. The sporting activities of children could change when parents and family decide to take up holidays or how much they invest in other areas of their lives. Positive parental contribution can immensely stimulate children's motivation in football because they are the main socializers influencing their sport involvement. The element of togetherness in a family is somewhat reinforced when parents are positively involved in their children sports (Smoll et al 2011). Parent involvement in sport is also described as a form of investment to make sure children acquire the right type of skills and knowledge that could be valuable in the future, for example succeeding as a professional football player (Vincent and Ball 2007). Studies have also stressed children's sport activity as a place where parents can grow and sustain close bonds with their children (Kremer-Sadlik et al 2010).

In Norwegian grassroots football, parents play a more significant role as coaches and spectators. The high rate of participation among children in grassroots football means that more parents are involved in the sport in some capacity (Strandbu, et al. 2017). As such, parents make up the highest percentage of coaches in youth football, where most of these coaching positions are based on volunteerism. Parents who feel there is the need for a change

in the Norwegian model seem to move their children to private football academies because they want the child to keep his or her motivation for the game or have some positive experiences when training and playing with equally talented children. Wiersma and Fifer (2008) acknowledged how parents with children in sports most often revert to their own sporting experiences when enrolling their children into competitive situations and attempts to reinvent their own positive moments through the children. However, whether or not this involvement is suitable for the sporting environment of the children seem to depend very much on the level of communication and understanding between the young players, parents and coaches (Smoll et al 2011). (Wuerth et al 2004) affirm this level of involvement and communication by adding that in order to encourage without pressuring, parents need to refrain from becoming too involved with their children's sport development or interfere with training of the children.

Today, parents with children who display a solid interest in football may be more engaged in their children's life than any period in the past. As Stefansen et al (2018) point out, the question of why parents engage in youth football seems however essentially taken for granted. Parental involvement is not just about showing up for games anymore, the time and financial responsibility involved in youth football participation especially with the new trend of engaging commercial academies can be seen as a huge and risky investment. Although parents have become key influencers in determining the level and quality of how their children participate in sports one would have to wonder the motivation behind parents deciding to pay high fees for their children to learn and play at private academies.

3.6 Identifying and Understanding Parental Motivation

Motivation is by (Roberts 2001) a term that is overused and vague. Although parental motivation is fuelled by their children's excitement for football, one would have to wonder the motives behind paying such high fees for children at an early stage. To understand parents' motivations, the meaning of the achievement behaviour must be understood as well as their goals. Maehr and Braskamp (2007) argued that these goals define the purpose of achievement striving. One can draw similarities between parents' overall goal of actions and the achievement goal theory regarding their desire to seek for the services offered by commercial football actors. Although motivation is extremely difficult to determine and not

easy to measure, it is an important element to use understanding the dynamics within parents' motives to pay. The ideal way to understand motivation is to consider both the person and the situation and how the two interact (Weinberg and Gould 2011).

McCarthy et al (2008) affirmed that parental involvement in their youth sport leads to enjoyment for the children. The motivation behind parents' involvement is seen as providing their child extra motivation to perform and make them feel safe by their presence. In a study done by Mills et al. (2012) it was stated that parents have the most important role in academies player development. It was found here that the presence of parents should not be "over-involved", and their provision of emotional and tangible support was important. (Birchwood et al 2008) found strong evidence that family cultures were the principal reason behind children's tendencies to play sports, which differs from the conventional assumptions concerning determining factor of sports participation. They described these cultures as a set of beliefs and behaviours in relation to sports with historical and social dimensions. Parents most often hold specific goals in relation to their children's sports participation and employed a set of strategies and practices in order to achieve such goals. The sporting experiences as well as their current relations with other parents are typically what shapes these strategies, practices and goals.

The aim of this chapter was to offer secondary background material and context to the data gathered. However, much of the literature pertaining to parental involvement in grassroots sport is directed toward aspects of volunteerism and providing support for their children. Their role within the emerging commercial phase of youth football through private academies has seen limited research. There are gaps within the literature concerning the emergences of commercial football actors and parental motives to pay for such services.

4.0 METHODOLOGY

4.1 Introduction

This section describes the methods employed when conducting the study. The aim of the research suited the use of qualitative techniques. When the study focuses on beliefs and issues described by the subjects themselves and not by the researchers in advance, a qualitative research is preferred (Veal and Darcy 2014, 131). For the most part of the research, the objective was to achieve a deeper understanding of the rationale behind parental decision regarding of their choice to use the services provided by commercial youth football actors for their children considering the high entry and membership fees. Thus, the aim is not to make general statement about large populations. The chapter highlights a description of how the data gathered is analysed. We will then describe how the data has been quality assured for validity and reliability before ending on the ethical considerations and limitations of the study.

4.2 Participants

The study selected eight parents from three different commercial actors in Oslo. The proximity of the private academies to each other made Oslo the ideal choice. The study prioritized parents with children aged 8 – 12 as it was the group that is within the *golden age*, a term frequently used by private academies leaders and coaches. All the participants interviewed were parents to young boys. However, there were young girls who took part in the training sessions. One key element the study considered was the social, economic and demographic characteristics of the participants. These wide-ranging contextual materials included variables such as gender, age, and educational level, sporting experiences, household size, economic status and profession.

To assess the circumstances to why parents were willing to pay such high fees for their children to attend the private football academies, the researchers conducted two interviews with the leaders of one of the commercial actors. As the study needed a wide enough perspective for mapping and evaluating the operations of different groups of commercial actors, the researchers conducted interviews with a club academy that charged fees similar to the private academies.

4.3 Data Collection Procedure

The study employed qualitative methods because of its explorative nature. It largely based on the idea that the people who will be studied in such a sporting situation are best placed to describe and explain their experiences, motivations, challenges and world-view in their own words (Veal and Darcy 2014:252). This assertion somewhat fits in the direction of the study's theoretical grounds as we hold the opinion that the parents interviewed should be allowed to express their thoughts without being excessively controlled by the framework imposed by the research. Considerable amounts of primary data through interviews as well as secondary data were gathered. Although the study narrowed its focus on commercial actors to private academies and to a degree, regular club academies with high entry fees, the selection of participants was a daunting task.

With constraints on time and the limited access to both commercial actors and parents, the selection process relied on accessibility, cost, speed and ease while at the same time identifying individuals who were familiar and had experiences with the subject at matter. As the nature of the study involved identifying and selecting individuals that were familiar with the phenomenon of interest (Cresswell and Clark 2011), the intent was to maximize efficiency and achieve a factually sound research. In this case, the use of purposive and convenience sampling techniques became the ideal measure to establish information-rich cases with the limited resources available to the study (Patton, 2002). The study used purposive sampling to select the commercial actors and convenience sampling to select the parents who were available for the interviews. This was because purposive sampling is appropriate where a small number of cases can be decisive in explaining the phenomenon of interest, and convenience sampling chosen for ease and simplicity.

4.3.1 Types and Sources of Data Gathered

Since the study aimed at exploring the motivation behind parental willingness to engage the services offered by commercial football actors, the use of a qualitative data collection method where both secondary and primary sources were to be used. The secondary data gathered were from published and unpublished works on youth football and parental involvement, journals, research articles, newspaper reports, documentaries, and past theses. Other key parts of collecting background data came from internet sources including official webpages and archives online. The primary data collection employed was mainly interviews

conducted with parents. Although we made quite a number of observations during the visits to the training sessions and a youth tournament, observations were not a part of the data gathering procedures employed.

4.4 Interview Guide

A semi-structured with a checklist of questions characterized the interviews conducted, although there were elements of prescribed, predetermined questionnaire in the format. The interview guide was divided into three sections. Section one focused on the socio-economic background of the parents, while section two related to questions concerning the child and their motivation. Section three focused on elements that influenced parents' decision and questions surrounding the Norwegian model, perceived benefits of commercial actors, and how such academies are organised and structured. This was to simplify a comprehensive examination of the parents' views. Responses to the question format were open-ended and the interactions generated were conversational and varied from one interviewee to another.

Each interview started with a brief introduction of the researchers, and a more specific description of the background and purpose of the study. The researchers digitally recorded and transcribed verbatim all the interviews after parents approved the consent forms. Most of the interview sessions ranged between 30-45 minutes after assuring parents on issues regarding confidentiality and anonymity. All the interviews conducted took place within the premises where the children were either having a training session or participating in an organised youth tournament. The interviews usually started deliberately with broad questions that will help build a rapport and create a conducive atmosphere since some of the questions seemed sensitive. To avoid ambiguities, the study ensured that most of the questions asked were simplified and well explained.

4.5 Profile of the Participants

Although, a convenient sampling technique in the selection of participants, the parents interviewed had several similarities in terms of their socio-economic base. Six out of the eight parents had completed higher education and seven of them are married. The non-

married person is living with his partner. The study also shows a proof that the majority have a relatively good income and the average age was 48. All eight parents interviewed were male. Seven out of the eight parents also had sporting experience from playing football at different levels, ranging from the top league to amateur football. A majority of the parents were also coaches for their child's grassroots team.

Table 1: Code, Age, Gender, Educational Background, Related Experience and Function of the Participants

	Gender & Age	Education	Status	Occupation	Sporting Experience	Gender (Child)	Age (Child)	Other Children
A	Male, 53	Masters	Married	Professor	Amateur	M	12	Yes, 2
B	Male, 44	Bachelors	Married	Business Owner	2 nd Division	M	10,10	No
C	Male, 54	Basic	Civil Partner	Sailor	No	M	10	No
D	Male, 50	High School	Married	Business Owner	Professional	M	10	Yes, 1
E	Male, 43	Bachelors	Married	Purchasing Manager	3 rd Division	M	8	Yes, 2
F	Male, 42	High School	Married	Business Owner	Amateur	M	10	No
G	Male, 53	Masters	Married	Engineer	4 th Division	M	11	Yes, 1
H	Male, 45	Masters	Married	Finance Manager	2 nd Division	M	10	Yes, 1

4.6 Data Analyses

The analysis and interpretation of the interview data followed similar guidelines to those described in Veal and Darcy (2014) and required both a deductive and inductive approach. A deductive approach was adopted in the application of the interview guide, which was developed from previous research related to parental involvement and youth football development. An inductive approach was employed in the analysis of the parent's opinions,

categorisation and interpretation of the parents' motives, in order to develop a conceptual understanding of the data gathered. The actual recorded interview was conducted in the Norwegian language before transcribing to both Norwegian and English. The transcribed English versions of the interviews were examined independently by both researchers.

4.6.1 Thematic Analysis

The study has used thematic analysis which is a popular and recognised qualitative method in psychology, sociology and health sciences. It is a description of qualitative data, and the purpose is to convey the thematic content of the data, usually transcribed interviews by identifying common themes in the data (Braun and Clarke 2006). Thematic analysis provides an easily accessible, robust and systematic approach to coding and development of themes. The analysis method is flexible and can be used for several different types of issues. This analysis method suited the study because it is not associated with a particular theoretical framework and does not require a huge sample size. Thematic analysis is a method and not a methodology, in other words, the researcher is free to use theoretically independent tools to analyse qualitative data.

4.8 Trustworthiness, Validity and Reliability

Although, qualitative research can offer less rigorous test of validity and reliability as compared to quantitative methods (Veal and Darcy 2014), issues discussed in this study conformed to some form of assessment of trustworthiness. Several similar studies have adopted focus group discussions as opposed to individual interviews because it offers more discussions, interaction, and differing perspectives (Wiersma and Fifer, 2008). This study, however addresses concerns raised out of trust and social desirability biases and therefore avoided the use of focus groups. The researchers understood that the sensitive nature of the study could open the likelihood of some respondents answering questions in a way that will be more socially acceptable to avoid the fear of negative evaluations. To ensure validity and reliability, we categorised each interview individually before meeting to discuss. The objective was to ascertain that the study avoided general conclusions from a small sample of parents to a larger population. The researchers made it explicitly clear that the objectives were to give room for divergent opinions and not to reach any form of consensus.

4.9 Profile of the Commercial Actors Involved

This section of the chapter provides a description of the commercial actors that were involved in the study through their activities and cooperativeness. The researchers limited their study profile to Norwegian Football Academy (NFA), Football Progression Norway (FPN) and Stabæk Academy as sources for participant recruitment. Although, there were other active commercial actors in the market, these three academies were the most active in terms of popularity, size and reach.

4.9.1 Norwegian Football Academy (NFA)

The NFA established in 2006 offers children with genuine football interests' broader and more customized training services, beyond what the regular clubs can provide. Typically, they provide services for children between 7-12 years, who are motivated to pursue a career in football and who are eager to learn and develop their skill-set as a football player. The academy, built on the same principles the academies in the top French and European clubs also runs as an independent alternative to the traditional club football in Norway. They started by collaborating with different schools in the Bærum area to offer 'SFO-football'⁹ for young students. The academy conducts practice sessions throughout the year, generally in Oslo and Sandvika. They also hold football schools during school holidays in the fall, winter and summer (NFA 2012). NFA in their act as a private actor places emphasis on quality, particularly the custom-made training sessions with qualified coaches in good training facilities. The goal for the academy is to magnify the human motor and technical skills of children within the golden age through the right training, in a stimulating and positive setting. The membership cost varies based on the number of trainings the parent wants and the number of children enrolled.

4.9.2 Football Progression Norway (FPN)

FPN is also a commercial actor located in Oslo. FPN started in 2008 with an offer as a football school during school holidays. Currently, they operate as a business that serves young footballers who need professional support and development of their own skills and abilities. Parents can choose between personalised training and the four different football schools, categorized by themes. The football schools are organised several times during the

⁹ SFO is a voluntary municipal after-school program offered to children between first to fourth grades in Norwegian primary school.

year and the child's skill level will determine which group he or she will participate. Personal training is FPN's most important concept and is a player development system that focuses on individual and relative skills development. Here, the parents can choose how many sessions a week they want the child to attend and it is up to seven times a week including morning sessions at 06.00. All trainings have a maximum of six players per coach and the sessions last roughly 75 minutes. The entry and membership cost differ greatly depending on the number of sessions in a week and choosing between personal training or being a part of the different football schools. FPN also possess great networks with European clubs, where several of their players have been on trainings and participated in tournaments with different clubs (Fotballprogresjon Norge 2018).

4.9.3 Stabæk Academy

Stabæk is one of the clubs in Eliteserien,¹⁰ which has an offer for children. In 2010, the club created the so-called "development group"¹¹, which is different from their mainstream academy and greatly differs from the other two commercial actors. The Club offers training for boys aged from 6-11 years. In practice, the scheme involves football training during the SFO time. To some extent, Stabæk have somewhat adopted a differentiation mechanism with evenly skilled groups. The Club explains that it provides safe structures for trial and failure, which is important for good player development. Groups here are static as the different development groups can change or merge during the season. Stabæk is clear by informing that they demand concentration and general enthusiasm and interest for football by their participants. They offer up to five sessions a week in addition to keeper trainings. Similar to NFA and FPN, the cost involved varies and dependants on the number of trainings the child signs up. The Development groups commands a high attendance rate and typically full to capacity. Just like NFA, the academy set different demands for the players. The participants must have concentration, general enthusiasm and interest in football. Their offer applies to children who like to play football and who are motivated to train and develop their football skills. Stabæk therefore ask parents to assess their children's basic football interest and motivation before signing up (Stabæk Fotball 2018).

¹⁰ Eliteserien is the Norwegian top division in the profession league system.

¹¹ Development group are typically a branch of a regular football club academy but offer services that are very similar to what private academies provide. However, the cost is somewhat lower than private academies and varies among clubs

5.0 ANALYSIS AND FINDINGS

5.1 Introduction

This chapter addresses and discusses the results of the data gathered from the interviews, which is a key part of the analysis activities and other secondary sources. For the purpose of confidentiality, the study labelled responses from participants with letters. In this case, the parents who were part of this study were labelled as A, B, C, D, E, F, G and H. The three specific questions posed in chapter one will shape the structure of this chapter and provide the basis for answering the overall question. As such the data output and discussions will be presented as three sections:

- *What perceived benefits do private academies offer to parents?*

We will first highlight on some of the crucial pull factors that entice parents to use the services offered by commercial actors. We will generate a discussion in relation to the perceived benefits such as successful transition to professional football, academy culture, and opportunity to improve skill-set.

The next section will direct attention to the second specific question:

- *How, and to what extent has the Norwegian youth development policy influenced parents' choice of academy?*

We will analyse and present the impact of how the Norwegian youth development policy influence parental decision. It is important to highlight this section, on why the actions of commercial actors threatens the youth system in place.

The final section answers the last question posed in the introductory chapter:

- *Why has the activities of commercial football academies become more popular?*

This part analyses and discuss concerns related to the structure and organisation of commercial actors and their popularity.

5.2 The Perceived Benefits

The study used the term perceived because of how the different interest groups and stakeholders regarded the activities of commercial actors. The children's motivation to play was a fundamental reason to parental motivation and willingness to pay. Ryan and La Guardia (2000) point out to the notion that, children's sport participation is intrinsically driven. This intrinsic motivation fuels parents' extrinsic motivation. Parents may feel internally controlled by the pressures to avoid guilt or disappointing their child. Parent D shared his opinion about this:

“That is because he wanted to get more time for football... However, I should say that he is a special little boy because he gets up at 06.00 every day and exercises one hour on his own. He really loves football.”

The defining feature of Parent D's statement is his child's obsession for football as an activity he enjoys and seeks pleasure in it. Parent A, who had earlier raised concerns about the cost, however supported the assertion of acting as a supporting-parent to his child's interest. Although his child motivation for football was extrinsically driven and *externally regulated* by the idea of reward in becoming professional football, he was quite unsure about the dream of playing professional football when asked why he supports the child's decision to join a private academy. He expressed that:

“No, that is something I wonder about from time to time. I do not know but I do it for him (laughing). I know that he is very excited about this training... He wants to become a football player, become a profession and go as far as he can. I have told him that, if that is what he wants, the family will help him as much as we can. That is really it.”

In their journal, *Self-Determination Perspective on Parenting*, Joussemet, et al. (2008) use observational methods and parental interviews to lay emphasis on parenting that supports children's need for autonomy and raises an important, yet often overlooked concern. Parents are faced with a necessary but challenging responsibility in teaching children, the basic values needed to function effectively in a social context while cultivating children's motivation to express themselves and pursue their exceptional abilities and interests. Here, the dilemma is that parents should rather be aligning themselves to the NFF's policy on

youth development where the focus is on community building or assist in nurturing the sporting goals of children.

5.2.1 The Fascination about Commercial Actors

Parents raised four crucial reasons as some of the pull-factors that draws them to engage the services offered by commercial actors. *Improved skill-set, quality of coaches, facilities and good mental skills* were some of the key motives in the parents' decisions. It is important to point out that commercial actors in youth football are not necessarily replacements for enrolling in a regular grassroots football club. Most of the children found at the premises of the private academies were registered in various youth football clubs, where they have to pay club fees as well. Commercial actors mainly serve as a platform for additional training sessions. However, there were comparisons drawn between private academies and the regular youth development systems regulated by the NFF. Most of the technical content in training sessions developed by commercial actors are based on the principles of the top European football academies where highly qualified coaches focus on both basic and technical skills as well as placing importance on developing coordination and motor skills. The NFA in particular have developed their own training theme, which has a broader focus on developing technical basic skills. They attest to the idea that training structure at the NFA requires a great amount of motivation from the children, because it is both challenging and demanding.

Improved skill-set

This study showed that the skill-set of the children had significantly improved according to their parents. There are several success stories about players who enrolled in commercial football academies. In March 2017, TV2 made a short film about Ander Johan Johansen, who is part of the Norwegian U-18 national team on the impact of commercial football academies on his game. He makes a claim that enrolling at FPN gave him access to tailor-made workout sessions, which one does not necessarily get in a regular club academy, although he was part of Stabæk Academy (TV2 2017). By using the services of commercial football actors, Anders believes he improved his technical, physical and mental skills. Those are some of the key elements grassroots football do not direct enough focus and precisely why highly motivated young players force their parents to seek the services of commercial actors. Anders assessment of how commercial football actors had a major impact on his

skill-set was an opinion shared by many of the parents. A sentiment, which Parent G expressed candidly:

“Some of the other parents that we knew had children at NFA and we thought the academy had a good football philosophy, which focuses a lot on building individual skills and possession play, overview, orientation, touch and basic skills.”

Parent G’s extrinsic motivation was based on the need for competence and relatedness for his child. He held a personally shared value where he believed his child will learn new skills and the opportunity to train equally talented children if he enrolled with NFA. Thierry Kopp claimed in an interview with Dagens Næringsliv in February 2011, that clubs generally have limited knowledge to develop the coordination and motor skills of players at a tender age and it is relatively difficult to change once they have grown past the so-called golden age. This relates to the parents’ frustrations concerning the Norwegian model, where a significant part is based on the concept of using volunteers in coaching positions for children football (Kopp 2011).

Qualified Coaches

Volunteerism is a key element of coaching in grassroots and youth football in Norway. Over the years, parents have usually volunteered to conduct the coaching and training drills. The lack of qualified trainers was one of the main reasons why parents send children to private academies. Trainings conducted by commercial academies were systematically and structurally different from parent-based coaching youth clubs. The small nature of the groups made it easy for coaches to do follow ups. Parent C describes the situation as:

“I feel this is the best option we have in Norway. They have very good coaches; they are foreign and very qualified. In fact, it was my son, who said he wanted to join the NFA. He told me that the trainings in his club was poor and not stimulating. When you have 7-year-old saying something like that, you as a parent have to do something.”

Parent C extrinsic motivation was driven by the need for autonomy to satisfy his child’s need for better training sessions from qualified coaches. The commercial actors usually employ coaches with the better qualification. Parent E reveals that there is a huge gap

between the qualifications of parent-coaches and trainers at private football academies. He declares that, *“having qualified trainers is the most important thing. Here at the NFA, most coaches have A or B license, but Thierry (the leader) has a Pro license.”*

Good Facilities and Access to Training

Access to good training facilities was clearly a pull-factor that enticed parents to use the services of commercial actors. Having the possibility to train throughout the whole year using both indoor and outdoor facilities whenever suitable was seen as a significant advantage. The controlled environment makes it possible to be less distracted and more focus on the training and learning sessions. Parent E gave an assessment of the facilities at the NFA:

“The NFA has an indoor artificial grass pitch, while our grassroots club has an old outdoor artificial grass pitch without heating systems to keep the ice and snow away. We close it for almost half a year, so actually you lose player development for half a year. The NFA trainings runs the whole year!”

The understanding of parent E is clearly that he wants his child to have access to training the whole year, but it should be mentioned that just as adults, children can also experience a burnout in sport. The children here, train and play more tournaments with the private academies in addition to the sessions conducted at their various grassroots clubs. Although, children’s intrinsic motivation to specialize in football drive parents to engage the services of these commercial actors, Brody (2018) shares the view that parents who hire private training sessions place some unintended expectations on children to train more and that may potentially lead to burnout. A study conducted by the American Medical Society for Sports Medicine in 2013 find out that, children who specialised in a sport at a young age were also the one who were most likely to dropout and ended up being less active as an adult (Brody 2018). This means that, parents intention to find better training sessions for their children could be harmful to their well-being. Amotivation, which Cox (2007) considered as the lack of motivation will emanate when the child experiences a burnout because there is a lack of personal causation in his perceived outcome (Ryan and Deci 2000).

Discipline and Maturity

In the homepages of the three commercial actors investigated, elements such as motivation, concentration, discipline, and interest were required for enrolment. There is the need for parents to reflect on their children basic interest for football, room for maturity, and motivation for development before registration can be completed (Stabæk Fotball 2018). The elements of discipline and maturity are within the need for autonomy and competence. This is a situation, which impressed Parent E and he stated that:

“Basically, you just see boys who are really interested in playing football. You do not have to be a babysitter for that age. You do not have to pick up children at the shop during training because they decided to go there. The focus is completely different, the discipline cannot be compared.”

The level of maturity and discipline children at the premises of commercial actors’ display gives an indication that such private entities adopt similar training philosophy from elite professional football academies.

However, one has to take a look at the ethical dimension regarding the idea of discipline and maturity for children at such tender age. Moreover, there might as well be children who are equally concentrated, disciplined and motivated to play, yet they find themselves in a position where their parents lack the financial muscle to pay.

5.2.2 To pay or not to pay? Cost, Quality and Benefit

“Success never goes on sale. Be willing to pay the market price”

– Randy Gage (Gage 2015, 1)

There are some financial realities faced by parents with children enrolled in a private football academy and other form of commercial actors. The fees parents pay for engaging the services of commercial actors differ from each private entity. It is dependent on the specific nature of the facilities available, number of practises per week, and the number of children the parent enrolls. The fee at each of these actors does not account for travel to and from training facility, training kits, and participation in friendly games, local and international tournaments. There are usually discounts for families with more than one child enrolled.

Typically, parents pay for two training sessions each week and that amounts to a basic fee of NOK 16000 per year. To get an extensive overview of the how much cost parents incur, one would have to consider all other cost not included in the basic fee. Participation in both local and international tournaments are a central aspect of the attraction and activities of commercial actors. International tournament participation particularly required some substantial amount of investment. Parents are free to choose how much they intend to spend on tournaments, equipment, travels and number of training sessions. Noticing that commercial actors functioned as additional trainers, parent will also pay for what the children gets from their regular grassroots clubs.

However, several of the parents shared the view that, the quality of training and accumulated value outweighed the cost involved. Parent A, who had used the services of all three commercial actors studied, articulated his opinion on whether the benefits overshadowed the cost. Although he admitted that the fees could have been cheaper, he expressed:

“I feel he got very much out of it. He learned so much because they have very good coaches. This is a professional organisation, so I paid the cost, with pleasure because I saw how much he enjoyed and how much it meant to him. Would I wish their services were cheaper? Yes! I actually could not afford so much at that time, so I wish it was cheaper.”

In Ryan and Deci (2000) extrinsic motivation, this is seen as an *identified regulation*, where Gagne and Guardia (2009) explains as the willingness to make free choices. Here, the parent took control of his behaviour by acting with a sense of enthusiasm to pay for what his child enjoyed. Parent A in his statement brought up another perspective though he paid the cost with pleasure, he still raised concerns about the cost. The assertion is that, there are parents who are more willing and sacrificial towards their children’s intrinsic drive to get better at playing football. This means that not only affluent families are using the offers from commercial actors. His claim gives an indication that, parents can sometimes go out of their way to keep their children’s intrinsic motivation for football active, although they struggle to keep up with the financial burden that comes along.

However, many of the parents, fully aware of the cost involved, did not share his opinion as they believed it was a valuable use of their money. This suggests that evaluation of cost is very subjective, and it depends on income levels and the ability to afford without hesitations. Parent F, who like many other parents, barely showed concern about the cost involved.

“I do not know the exact annual amount, but it is certainly not more expensive than what the other club academies or FFO¹² offer. So, there is no big price differences. I do not really know what I am paying. I just pay what I am supposed to pay, and then I am done with it.”

Parent F’s account on cost suggests that affordability is not an issue in his situation. One would have to look back on the socio-economic background of the parents to assess whether their ability to afford comes into question. Most of the parents were business owners or engaged in very lucrative businesses and had the financial stability to be less concerned about the cost involved. In addition, they were all married with very good education and had reached a relatively good age to have a significant amount of savings. However, the amount of money spent on tournament participation differed among parents.

Parent D opened up to how much participation in both international and local tournament could cost. He stated: *“I think we paid about NOK 16000 a year, but if we included the Barcelona trip and other tournaments, where we travelled as a family of four, the yearly cost was about NOK 75000”*.

Such huge sums of money spent covered flights, accommodation, kits, football shoes, food during as well as wages to coaches during the tournaments. Although that was a very extreme case concerning expenses for the year, most parents admitted that, the cost yearly for their children football activities range between NOK 25000 – 45000. Parent E, who had an eight-year-old boy, pointed out how much he spent on participating in the Barcelona tournament:

¹² FFO is an alternative to the traditional municipal school-based scheme (SFO), where children can go to different football clubs offering lessons and activity for 2-3 hours after school.

“The cost involved in tournaments are additional. The Mundialito¹³ tournament in Barcelona for example, we have to pay for the wages of the coaches, and other expenses. I went to the tournament with my son for a week and it cost NOK 21000. Then, when the question regarding cost comes in, many will drop out. I think the most enthusiastic parents will pay close to NOK 40000 a year. In addition, the kids are too young to travel alone, so the parents have to go with them and be involved. The question is whether all of this is worth it!”

As questioned by Parent E, is this all worth it? The study shows children’s intrinsic and extrinsic motivation were the reasons parents spent such amount of money, partly to avoid any external source of disapproval from their children. Parents chose to ignore the concept within the Norwegian model that children’s sports should not be exclusive to a select few under any situation. Parents commit both time and money to influence or shape their children’s desire to continue playing football, and that is a disconnection from the Norwegian egalitarian system where the principles of sport for all and community building are to be upheld.

5.2.3 Whose dream? Realistic Goals of Parents and Children

In Calvin’s book, *‘No Hunger in Paradise’* published in 2017, some remarkable facts were put out about organised youth football in England regarding the proportion of young players who will become a Premier League professional. He stressed that only 180 of the 1.5 million boys will be able to turn professional and that is a success rate of 0.012 per cent. Referring back to the Frank Lampard’s quote at the beginning of this thesis, he stressed on such limited probabilities. Yet, parents seemed to think their son is going to be the next superstar. It is a long journey to becoming a player in the top division, even for Norwegian football. Such a dream relates to extrinsic source of motivation but as earlier indicated by Ryan and La Guardia (2000), much of children’s involvement in football are intrinsically motivated. For that reason, it is not certain that children share the dream of playing professional or becoming a top player as their main motivational source for participation. Therefore, one cannot underestimate the cost and commitment involved in enrolling children in private football academies in Norway nor the discussion with parents about whether they hold realistic

¹³ Mundialito is the biggest international football tournament for children aged between 7-12 years.

targets for their boys. Potentially, children's intrinsic motivation for the game could fuel parents' extrinsic motivation. Cases of "dream" goals are often fuelled by extrinsic motivation, carried by a notion that there may be financial and other material rewards in the future if their child turn out to be a top professional player.

Although, parents particularly were hesitant about their own ambitions for the children, some admitted their boys held such dreams. Children, who had parents with a high level of playing experiences, appear to hold dreams of playing to a top professional level. Parent D, who was a former professional footballer admitted:

"His goal is to reach the national team from the age of 15, and of course become a professional. We have told him that we need a backup plan to do the schoolwork properly in case it does not turn out that way he wants. Nevertheless, we will adjust the conditions for him to maximize his development."

Again, there is an external reinforcement in Parent D's disclosure. He seems to take on the belief that, by maximising his child's development through the services of commercial actors, his dream of reaching the national team will be accomplished. However, he has realised the need for an alternative plan in order to avoid disappointment. By Parent D's statement, we can refer to the work Ryan and Deci (2000) regarding *introjected regulation* in extrinsic motivation, where parents feel responsible for the choices their children make.

Parents with a good level of sporting experiences seem to share similar sentiments. They were supportive of their children's motivation to play at a professional level. Remarkably, those with little or zero playing experiences suggested somewhat differing opinions about their children's ambitions. Parent A acknowledges the difficulties of attempting to find a common ground between supporting his boy's dream of playing professional and laying out other options to him. He stated his concerns:

"I do not know, for me it is a bit of dual opinion since you do not want your children to go through such a challenging road. I have said to my wife many times that I wish he could play on a little lower level, get a normal education, get a good life, have fun with football, but not to go through the difficult way it is to be a football professional. Maybe, he will end the dream after a few years, when he finds out that

it is too hard. Then, I will think that is good decision. At the same time, when he is so obsessed with it, I want to support him for that.”

Parent C and F, who both had no playing experiences did not demonstrate any measure of extrinsic motivation for their children’s football ambitions. They shared a high degree of autonomy in their motives behind their children need for competence.

Parent F, here articulated that:

“Actually, we have not thought about it. For us, it is about being in a interesting activity instead of sitting home and playing video games. We do not have any goals, we just want him to be active and have fun. We are using other actors since the club cannot give us enough.”

The indication given here is that, parents are very much aware of the pitfalls that come along with such ambitions at a tender age. They shared scepticisms about any such goals their children had in building a professional football career.

5.3 Dribbling past obstructions: The Norwegian Model

Several people including parents and particularly foreign coaches coming to Norway to develop talents, have been quite critical of the Norwegian model as the equality system may hinder the progress of very talented players as they keep getting the same training as everyone else (Kristiansen et al 2017). This lead to a cultural clash within the development of Norwegian players. The question investigates whether the youth policy in some way influences parent’s decision when choosing private academies. First, the findings will examine the regulations on “Children’s Rights to Sport” and “Children’s Rights Provisions” adopted by all Norwegian sports and assess how it affects parents’ decision.

According to the NFF (2017), there is a need for such provisions and rights because children should have a positive experience every time they are in training or in other sporting activity. They have established that, all sports facilities for children is opened to anyone who wants to join, and children should be able to express a social connection, eager to try new things and not be afraid to fail while feeling safe All of this should take place in the child’s immediate environment as it saves time and money as well as uniting the local community.

The objective here is to create a good environment where football as a sport becomes a safe and fun child activity. However, this has brought about a national debate on the structure of the Norwegian model.

Parents' criticism on the model is heavily down to the concept of differentiation. Most of the parents believed some aspects of the policy should be encouraged and promoted but there should be give room for separation of children according to their skill-set. Parent C, who is an Icelandic national, shared his experience of his own football experience.

“I am from Iceland, so I played at school and stopped pretty early because I usually ended up sitting on the bench all the time. They start talent differentiation at an early age, and that is something they try to avoid in Norway (laughs). That is why I never became a football player and to be honest, I have never had an interest in football before my son started playing here.”

Parent C's experience with football in Iceland is precisely what the Norwegian model attempt to avoid. However, taking a second look at his experience, he admits having an interest in the game. He illustrates his motives based on his own unsuccessful experiences. If he had received the same opportunities as his peers who had a superior skill-set that could have impeded the development of the more motivated children. For parents in this study, this is something to avoid.

5.3.1 Children's Sports Rights and Provisions

Parents, predominantly those with children who have a higher skill level or drive for the game admits these regulations to some extent impedes their children's football development and therefore seeks for external actors. The concerns raised by many is whether children below the age of 12 ought to be separated into homogenous groups based on their talent and motivation for playing football. This opens up the question on how it could be destructive and lead to children quitting football too early because of what Ryan and Deci (2000) referred to as amotivation. The NFF and other proponents of the holds the assertion that activities of commercial actors could possibly have adverse influence on community building, which the study realised could consequently widen the class divide. Håkon Grøttland, responsible for player development in NFF, opposes the activities of commercial

actors. In 2017, he presented the NFF's initiatives on player development, where the element of fun should be a central part of playing football. The goal is to provide good football experiences through learning and progress rather than focus mainly on developing young talents to feed the national teams and top division clubs. However, the NFF admits it is crucial to have coaches who have the ability to facilitate good football training activity (NFF 2017).

To put the two diverging opinions into perspective, there has been several discussions about the organisation of grassroots football in Norway. Arguments against the NFF youth system believes youth football development starts quite late compared to the elite European football countries. Parents with children who exhibit a high degree of motivation to play football acknowledge the frustrations from the policy. In effect, parents and other stakeholders who supports the actions of commercial actors cite a lack of professional program with qualified trainers and homogenous groups from the NFF policy. These private actors adopt non-Norwegian principles to develop talents and children with football ambitions, where there training philosophies is similar to the major European football clubs with focus on technical development, skills coordination, understanding of the game and proper mental development (Kaspersen 2014). Parents shared their opinions about the Norwegian model. Parent B shows his concerns on how the model might frustrate children with a high motivation to play. He stressed:

“Very often, the outcome is that, the best and most eager children will experience bad training sessions. There is too much consideration for the others. It is very positive that everyone should be in favour of the Norwegian model, but for example, if my boys begun playing handball, I would have no problem telling them, sorry, the others train much more than you do. They are more eager than you are. That is life, and that is how it is going to be.”

The argument is not against forbidding other children from participation. It is about separating and placing children in groups where they have similar skill-sets or motivation to play. Parent D brought to light a different type of frustration they face.

“In our grassroots club, they do not develop those who are very talented and more motivated. It is usually the case that the player, who has been at fewest sessions in

that period, would most probably be in the starting line-up for matches, hoping that he will develop more interest in football. It is not easy to explain to a 10-year-old who has been going to all training sessions the whole period and does not understand why the player who barely show up is playing instead of him. The clubs have to give more playing time to the best and most eager players.”

As odd as it may sound for parents, they have witnessed this situation several times. However, as strange as it seems, one can claim that these parents are not very patient. Such impatient parents seem to have buy into the narrative surrounding that children can only get better while training with the best or equally good players. They do not trust development process within the Norwegian model and seem somewhat frustrated by the concept. Thus, parents' frustrations from the Norwegian model have largely influenced their decision to engage the services of commercial actors. They believe the model thwarted their children's intrinsic motivation to play football. Parent F, like many other parents, will search for the best possible route for his child to keep his motivation for the game.

“They could have better qualified coaches and training groups for the most eager and talented ones. Like if I was the coach, which is very often the case in grassroots (parents being coaches), I would most likely and unknowingly train them wrong basic techniques and understanding, and that would be with them for rest of their life. I feel that the golden age is a very important period. There are of course good parent coaches, but not in our case. Like us, we wanted our boy to be more active and keep his motivation; we had to seek other options because the offer the club gave us was too poor.”

Regarding the issue of parents acting as coaches for grassroots clubs, there are different opinions surrounding the situation. NFF and those responsible for youth player development argues that Norway has a long history of football as a national sport, and as such, the country has a large pull of people with extensive experience and knowledge about the game. With that, the NFF does not consent to the idea that coaches with UEFA A, B or Pro License have the ability to create and lead good trainings for children (NFF 2017). Qualified coaches can certainly be parents with high interest in the game and people with sporting experience for children, because they can facilitate good and challenging football activity. The Federation strongly oppose the categorization of young players under 12 years as they believe this will

intuitively lead to a prioritizing ‘early bloomers’ and ignoring normal or ‘late matures’ on the basis of their physical, technical and mental skills (NFF 2017).

On the other hand, Grøttland and the NFF have faced criticisms in their stance on the model by both parents and the emerging commercial actors. There are concerns raised on how the lack of competence in children and youth football impede their development.

“We believe there must be competence. In France; you need the right competence to train children. For instance, a coach for senior teams is not necessarily qualified to train children because he will overlook several key elements. There is a big difference in all of this.”

5.3.2 The Impact of Children’s Motivation on Parental Decision

There is little doubt that parents’ decision to use commercial actors is to a certain degree driven by their children’s intrinsic motivation. As Ryan and La Guardia (2000) indicated, most of what children do, especially in sport participation are very much intrinsically driven. Many of the parents seem to share similar opinion when asked about why and when their children started playing at a private football academy. Parent B at this point says:

“He started playing for Frigg when he was 6 years old, but the offer for 6-year olds is not very good. During winter, the Frigg pitch was full of ice, and it becomes impossible to train but he still wanted to play football there because his desire to play football was incredible.”

Here, the motivation to choose a private academy is to have more trainings, train with relatively skilled children and it comes from the child, who exhibit an inborn desire to overcome challenges, complete tasks and enjoy the repetition of a skill. Parent D assess his own decision by stating that:

“That is because he wanted to have more time for football, and we started here at the football academy during the autumn vacation. It was a good deal for us at that time and it was a better alternative to SFO at school since he was very interested in playing football.”

Both claims by Parent B and D seem to be a consensus among the participants in the study. However, a review on their sporting backgrounds seem to suggest that parents with more playing experience had children with higher motivation for the game. Parent B somewhat establishes this assumption when he claimed: *“I think it is because I have been playing football as well. My wife does dancing and because of that, they also do dance.”*

5.3.3 Parental Frustration and the Need for Professional Training

Most of what attract parents to such commercial services are the same reasons the NFF and the regulations concerning children sports attempt to minimise from grassroots football. Parent H did not hold back when he shared his opinion on why he chose to enrol his son in a private academy:

“I think the Norwegian developing model is just wrong. Of course, it is positive with inclusion and that everyone should be involved and play equally, but then it comes at the expense of the development of better young players. My son and two others at his club team had superior skill-sets when they started playing football. They could run from everyone and could shoot better than anyone else could. I still remember the first year my son played matches and that he shows his frustration when benched. He really could not understand why teammates who could barely make play or less interested in football should play as much as he did.”

The frustrations parents witnessed within the youth football model is also shared by some professional players. Vadim Demidov, who had become very familiar with Norwegian youth football before turning professional reinforced parents’ frustration from his 2013 interview with Aftenposten. He claimed; *“No matter how good you were, you would play as much or as little as the one who may not have interested or talented in football. That was annoying when I was younger”* (Sandven 2013). This shows how children’s intrinsic and extrinsic motivation for the game have a significant impact on parents’ decision to search for other actors who can lessen the frustrations they faced with the NFF’s regulations. This created some type of demand and as a result made the emergence of commercial actors popular when they entered the market.

5.4 Catching them young? The Influx and Popularity of Commercial Actors

“We started with 30 children in 2006. Now we have about 300 young players, both girls and boys, aged 7 to 12 years old - and long waiting lists,”

Thierry Kopp in (Kopp 2011)

For the study to investigate why commercial actors have increasingly become popular and garnering such enthusiasm, we will explore how their activities are organised and structured. The study will assess whether this is just a new trend or a means to fulfilling a dream. We will attempt to compare their organisational structure and managerial skills on youth development to other regular academies. One interesting aspect of this question is to find out whether the activities of these commercial actors threatens the Norwegian youth development model.

It seems that commercial football academies started infiltrating the Norwegian market in the mid-2000s when they observed the need for a more professional football program with professional trainers and personalized groups. The NFA, which is perhaps the one of the earliest commercial football establishment in Norway realised there was a strong need and desire for their services when they started in 2006.

Commercial actors started with a similar approach to what the SFO programs offered, only that high concentration football training sessions replaced the fun activities and computer games. The restrictions of the children’s sports guidelines had placed on regular club academies under the regulations of the NFF frustrated parents who believed their children had a higher motivation level and therefore needed to receive better training modules. As children in the golden age web could neither play in specialised groups nor participate in international tournaments, parents seem to search for other channels that may possess the ability to provide such needs.

Largely, the Norwegian youth model had created an artificial demand and as such, commercial actors took advantage. Terje Lübeck, the co-founder of NFA shared his account of how they entered the Norwegian market:

“For once, why should we not take care of the best? We should lay the foundations for them. Most certainly, not at the expense of the rest, but in addition to them. At the time we started, this was a problem, as very good and more prepared players were just a part of the whole group in their clubs. When they came to us, we offered the children professional coaching and level differentiation across age and gender. We found there was a high demand for a market that did not exist at the time.” (Field note, April 2018).

NFA, like many other private actors received high demands for their services in their foundational years. Their ability to participate in International tournaments such as the youth world cup in Barcelona and networks to elite football clubs in Europe makes their services more popular. Most of these commercial actors employed qualified coaches with foreign background and experience and Norwegian parents seem to trust trainers with some level of foreign profile.

5.4.1 Participation in International Children Tournaments

Unlike the grassroots clubs, the NFF cannot regulate the activities of commercial actors. This means that, certain regulations within the Children sports do not apply to private academies. One of these rules forbids the traditional club academy from participating in international tournaments with children below 12 years. However, this rule does not apply to commercial actors because they are private entities. Although, parents had mixed feelings on the cost involved when they decide to participate in international tournament, they seem to anticipate such experiences. Parent E thinks such tournaments will help the children get a feel of better competition.

“Our oldest son chose not to go to Mundialito when it was in Portugal at that time. Mostly because we as parents thought, he was a bit young and it was too early for him, but we have a new view about it now. I think it is an experience and that he will get a taste of how the level is. My youngest son has become even keener on the Barcelona tournament.”

5.4.2 Foreign Coaches and Training Modules

Another popular method adopted by commercial actors are the hiring of foreign coaches and the introduction of training modules similar to the ones used by top elite football academies in Europe. This widely held pattern seem to attract parents who have children eager for more challenging with stimulating training sessions. Parent E was very impressed by how the NFA conducted their sessions.

“We were watching the training sessions of PSV Eindhoven, Feyernoord, Schalke 04, and so on, and they do the same practices as we do at NFA. The difference is that children in these elite academies have a much higher passion. They play much tougher; they tackle and pulls the kits, and that is something you do not see in the children's football here in Norway.”

Parent F in this case, goes on to mention that:

“At the club, it does not matter if you use your left or right foot in certain contexts, but at NFA, it plays a huge part. They are more focused with details, and clearly let you know if you do something wrong. The discipline and the level are also completely different.”

The content of their training modules uses similar principles as the top European academies, where qualified trainers concentrate on basic and technical skills. However, the objective of elite football academies using such training principles is to develop players who can transit to professional football. One may wonder whether parents hold some thoughts if their child could turn out to be a top player.

5.4.3 Commercial Academy Philosophy

The philosophy of commercial actors plays a significant impact in their popularity. The intense competition, the reward for winners, and the belief that the best players get the most minutes in games are all part of the reasons why commercial actors have become popular among parents, particularly those with intrinsically motivated children. The academy business model they adopt is similar to the approach in France, Portugal and the other top European football countries. It is interesting to realise that most of their coaches hired by

commercial actors typically have foreign background. The philosophy of commercial actors is relatively new to parents in Norway and it goes directly opposite of what the regulations on Children sports stipulates. During training sessions and matches, it is quite intriguing to witness the intensity, seriousness and such high concentration level among children between 7-12 years. It is not every day parents get to see such discipline and maturity among children in that tender age. This, to a certain degree, has made the activities of commercial actors more widespread. As Thierry Kopp emphasized in his 2014 interview with Dagens Næringsliv: *“player development starts too late and there are no clear offers and arrangement”*. Commercial actors in their philosophy do well to have a structured and well-thought-out plan at any early age for children.

In this chapter, we discussed how perceived benefits, the gaps in the Norwegian model and the organisation of commercial actors have become the motives behind parents’ decision. We observed that parental motives to enrol children in commercial football academies were mainly driven by the children’s intrinsic and to some extent extrinsic motivation for the game. Other institutional factors such as the NFF regulations as well as the perceived benefits commercial actors offered served as pull factors to encourage parents to pay huge amount of money.

6.0 CONCLUSION AND IMPLICATIONS OF KEY FINDINGS

The signing of the Norwegian youngster M. Ødegaard to Real Madrid in the summer of 2015 brought to an already emerging discussion in Norwegian football; the importance of talent development. Over the last three decades, the influx of commercial actors in youth football and the increase in parental involvement in their children's talent development has resulted in debate. Based on this foundation, this study sought to explore the motives behind parents' decision to use the services provided by commercial actors in youth football. Towards this objective, the study focused on the three interrelated specific questions:

What perceived benefits do private academies offer to parents?

Four main benefits were highlighted by respondents in the study: *improved skill-set, quality of coaching, better facilities and good mental skills*. In contrast to the SDT and the general argument that talent development is often channelled towards extrinsic goals, this study found that this is not exactly the case. Parents did not consider the quest for professional career as the main reason for contracting commercial actors. It was much rather the children own desire to play. Although some children hold the dream of playing professionally, parents were more sceptical about such dreams as a result of the pitfalls that come along with it. However, an interesting finding was that the parents sporting experience and background seem to influence the goals and motivation of their children.

How, and to what extent has the Norwegian youth development policy influenced parents' choice of academy? Throughout the study, the researchers located the different commercial actors and found out what they offered to parents. By in-depth interviews of eight parents, the study got their views of the Norwegian development model that they meant was an obstacle to children with higher skill-set and motivation for the game. As a model is deeply rooted in egalitarianism and safety, the NFF model has been regarded as an obstacle to talent development by most parents who engage the services of commercial actors. The study found that the lack of emphasis on talent development, limited training opportunities and the inability of the Norwegian model to apply differentiation procedures have all been a concern particularly for parents with a higher extrinsic motivation towards professional football and children who have demonstrated a higher intrinsic motivation to play.

Why has the activities of commercial football academies become more popular?

The same pull factors that enticed parents to enrol their children are the same reasons why commercial actors have gained popularity. Access to professional and qualified coaches, stimulating training modules, better facilities, academy philosophy based on the idea that early specialisation is key to talent development were cited as the most important elements that made commercial actor trendy and popular. The final benefit is mostly for parents with children who revealed they had dreams of establishing a professional career in football, which mostly tends to be children who have parents with previous professional experience. Indeed, with the media hype surrounding high player purchases, the so called Ødegaard-effect has also contributed in making commercial actors popular.

In a nutshell, the main findings point to the conclusion that it is mainly children's need for autonomy and competence that drive parental motive to use commercial football actors. Since commercial actors offer such competences, especially with qualified coaches and in terms of facilities. Their services and philosophy are clearly preferred, not only as an alternative to the Norwegian model, but also as a platform to cater for the basic needs of parent and children with intrinsic and extrinsic motivation. Other importance elements in the socio-economic profile of the parents however, affects parent ability and opinion about paying such high amounts.

However, two main implications can be drawn for further attention based on the study; the need to reevaluate the Norwegian model of youth football and the imminent effect of commercial intrusion in talent development.

6.2 The Need to Re-Evaluate the Norwegian Model

According to the findings, it is confirmed that there are disagreements between the NFF and commercial football academies on how player development should be done in Norway. On the one hand, the Norwegian model offer players the need for social inclusion and equal opportunities based on their egalitarian values. Players shall all play equally, and coaches will focus on giving the players a feeling of achievement and a joy of playing football. There is no focus on results, everyone is offered the same prize after participating in tournaments and the children cannot attend tournaments abroad. An important point for NFF is to highlight that no players under the age of 13 should be differentiated based on their level or

interest in football. Such a model provides the opportunity for everyone, thus creating good social links between players who often come from the same neighbourhood or school.

On the other hand, there have long been major resistances to Norway's development model. Ambitious parents and children with a great ability or interest in football have for a long time held the opinion that their development is not offered more consideration due to the guidelines in the model. This means that, children with a higher interest and ability in football are given the workouts and opportunities as those with little talent from unqualified trainers who are often parents themselves. The results of the study indicates that, this has increased frustration among parents who believe their children need proper workout sessions. In addition, parents find it extremely difficult explaining to their children why they need to share playing time with less talented children. The Norwegian model is seen more as a punishment for highly motivated children and less as a reward for having a superior ability. Parents in this study saw very little logic in children having equal playing time at the grassroots clubs although some clearly trained less and demonstrated very little enthusiasm for the game.

The analysis also shows that parents' frustration stem from the number of training sessions per week offered at the grassroots level. At the end of each season, grassroots clubs seem to take long breaks as the clubs have no available pitches or the right facilities to keep training during the winter. Commercial football actors do not need to implement any intense marketing approach. The gaps with the Norwegian model have certainly created a specific market where parents who believe their children require specialised training and development searched for such prospects.

Based on the findings, the Norwegian model appears to work against its goal of inclusion and joy to all participating players, since many young players, especially children with higher motivation and ability seem to find an obstacle to their development. The Norwegian model creates a sense of belonging and a safe zone for all children to enjoy sports but it ignores the needs of young players who feels they deserve extra attention. For this reason, parents, who have the ability to afford are willing to pay the price for such extra attention, which commercial football actors seem to provide.

6.3 The Class Divide: A Looming Doom

Although, the issue of class divide is relatively less discussed, such commercial offers may widen the existing class divide within children's social environment. For the vast majority of children who play the game, football is a fun activity that promotes community building and social values. However, one major implication of the findings in this study border around the economic, social and moral justification for investing in this new trend of paying for children to play. Parent E, who had earlier suggested that many drop out of tournaments when the subject concerning cost is discussed. The average income earning parent will most certainly be incapable of affording the enrolment cost for any specified period.

As such, commercial actors may gradually become football development platform for the select few. The study shows that most of the parents interviewed have good education or businesses that provide good incomes. Hence, the ability to afford is within reach. The use of such private services clearly provides a competitive edge over children whose parents do not have the ability to pay but are equally motivated to play. The analysis refers to parents who express the massive differences in skills and ability when players who get private workout sessions go back to train with their grassroots clubs. This scenario can put further pressure on parents who do not have the financial means to get better training sessions for their children since most parents do not want their children to feel inferior to others in any situation.

Parents also seemed to take on this belief that they need to engage the services of commercial academy to avoid the chances of children losing their motivation for football. Although, it is clear that grassroots clubs cannot cover every child's need as parents hope for, the willingness to spend such amounts of money on children's need for competence seem a little far-fetched if the objective is to keep children motivated. Hence, parents' decision to overlook the football development model set-out by the NFF may certainly widen the class gap and question the very essence of the Norwegian egalitarian society. Parents who have the ability to afford such private training sessions seen to shake the spirit of 'sport for all' into 'sport for who can afford'.

6.4 Future Research

This study is limited in scope in terms of the number of participants and the depth of interviews. As a result, the study will recommend future research to gain more insight in the activities of commercial actors. As a developing field of study, the involvement of parent and the influx of commercial actors in youth talent development in Norway requires additional research that were not immensely discussed in this study. The study believes it would be relevant to carry out quantitative studies to measure the influence of the commercial football actors over time. This will reveal more variables than this study has conducted, since this was mainly qualitative. It would also be interesting to investigate the differences between how the academy classification and private academies are developing players. The study furthermore considers quantitative and qualitative studies of player experiences in the private academies will be of academic interest. Another aspect of further research may be to conduct qualitative studies on institutional entrepreneurs' ability to influence other fields of the sport. Indeed, shedding lights on these issues will not only have contextual relevance to the development of youth policy in Norway, it will also add rigour to the burgeoning research on grassroots and youth development globally.

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APPENDIX 1: NFF letter



2. mai. 2018

The Football Association of Norway (FAN), accompanied by Molde University College, seek to obtain data relevant to understand and deal with the commercial side of Norwegian grassroots football.

The investigation is following a trend that more such business are pops up, and partly recruit participants from the same population (kids and youths) as the NFA. The parents play an import role related to such commercial offers as customers.

Therefore, an in-depth understanding of parents' increased attraction as replacement or supplement to NFA-based (traditional) football activities is seen as important for future commitment around the Norwegian model.


Yours sincerely

Henrik Lunde

Grassroot Director

NFF Sport, , Norges Fotballforbund

tlf: 92661714 | 21029300

henrik.lunde@fotball.no | www.fotball.no

Ullevaal Stadion | Sognsveien 75J | 0840 Oslo

Følg NFF på [Facebook](#) | [Twitter](#) | [Instagram](#) | [Billetter til landskamper](#)



**NORGES
FOTBALLFORBUND**

Norges Fotballforbund | Ullevaal Stadion | www.fotball.no
Postadresse: NO-0840 Oslo | Besøksadresse: Sognsveien 75 J | Telefon: 04420

APPENDIX 2: Approval for collection of personal data



Kjell Marius Herskedal
Postboks 2110
6402 MOLDE

Vår dato: 06.04.2018

Vår ref: 59528 / 3 / PEG

Deres dato:

Deres ref:

Vurdering fra NSD Personvernombudet for forskning § 31

Personvernombudet for forskning viser til meldeskjema mottatt 28.02.2018 for prosjektet:

59528	<i>Exploring the Rationale behind parents' Decision to Choose Private Football Academies</i>
Behandlingsansvarlig	Høgskolen i Molde, ved institusjonens øverste leder
Daglig ansvarlig	Kjell Marius Herskedal
Student	Lars Ramberg Hauso

Vurdering

Etter gjennomgang av opplysningene i meldeskjemaet og øvrig dokumentasjon finner vi at prosjektet er meldepliktig og at personopplysningene som blir samlet inn i dette prosjektet er regulert av personopplysningsloven § 31. På den neste siden er vår vurdering av prosjektopplegget slik det er meldt til oss. Du kan nå gå i gang med å behandle personopplysninger.

Vilkår for vår anbefaling

Vår anbefaling forutsetter at du gjennomfører prosjektet i tråd med:

- opplysningene gitt i meldeskjemaet og øvrig dokumentasjon
- vår prosjektvurdering, se side 2
- eventuell korrespondanse med oss

Vi forutsetter at du ikke innhenter sensitive personopplysninger.

Meld fra hvis du gjør vesentlige endringer i prosjektet

Dersom prosjektet endrer seg, kan det være nødvendig å sende inn endringsmelding. På våre nettsider finner du svar på hvilke [endringer](#) du må melde, samt endringskjema.

Opplysninger om prosjektet blir lagt ut på våre nettsider og i Meldingsarkivet

Vi har lagt ut opplysninger om prosjektet på nettsidene våre. Alle våre institusjoner har også tilgang til egne prosjekter i [Meldingsarkivet](#).

Vi tar kontakt om status for behandling av personopplysninger ved prosjektslutt

Dokumentet er elektronisk produsert og godkjent ved NSDs rutiner for elektronisk godkjenning.

Ved prosjektslutt 31.03.2018 vil vi ta kontakt for å avklare status for behandlingen av personopplysninger.

Se våre nettsider eller ta kontakt dersom du har spørsmål. Vi ønsker lykke til med prosjektet!

Marianne Høgetveit Myhren

Pernille Ekornerud Grøndal

Kontaktperson: Pernille Ekornerud Grøndal tlf: 55 58 36 41 / pernille.grondal@nsd.no

Vedlegg: Prosjektvurdering

Kopi: Lars Ramberg Hausø, lars.hauso@hotmail.com

Personvernombudet for forskning



Prosjektvurdering - Kommentar

Prosjektnr: 59528

Dere har opplyst i meldeskjema at utvalget vil motta muntlig informasjon om prosjektet, og samtykke muntlig til å delta. Utfra det vedlagte informasjonsskriv med samtykke ser personvernombudet at dere også planlegger å innhente skriftlig samtykke. Informasjonsskrivet er i all hovedsak godt utformet. Vi ber dere likevel om å fjerne setningen om at dere ville "satt stor pris på om du ønsker å bidra i denne spennende forskningene ved å delta i denne studien". Denne setningen vil, etter ombudets vurdering, kunne påvirke utvalgets frivillighet. Samtykke til deltakelse i forskning skal være helt frivillig.

Det fremgår av meldeskjema at dere skal samle inn og registrere enkelte opplysninger om tredjepersoner. Ettersom barn under 15 år ikke kan samtykke til deltakelse selv, vil informasjon som foreldre gir om sine egne barn ikke klassifiseres som tredjepersonopplysninger.

Personvernombudet forutsetter at dere behandler alle data i tråd med Høgskolen i Molde sine retningslinjer for datahåndtering og informasjonssikkerhet. Vi legger til grunn at bruk av privat pc/mobil lagringsenhet er i samsvar med institusjonens retningslinjer.

Prosjektslutt er oppgitt til 31.03.2018. Det fremgår av meldeskjema/informasjonsskriv at dere vil anonymisere datamaterialet ved prosjektslutt. Anonymisering innebærer vanligvis å:

- slette direkte identifiserbare opplysninger som navn, fødselsnummer, koblingsnøkkel
- slette eller omskrive/gruppere indirekte identifiserbare opplysninger som bosted/arbeidssted, alder, kjønn
- slette lydopptak

For en utdypende beskrivelse av anonymisering av personopplysninger, se Datatilsynets veileder:

<https://www.datatilsynet.no/globalassets/global/regelverk-skjema/veiledere/anonymisering-veileder-041115.pdf>

APPENDIX 3: Consent form (English)



Title of Project:

Pay to Play: Exploring parental motives to enrol children into commercial football academies in Norway

Molde University College/ Specialized University in Logistics

1. I confirm that I have read and understand the information provided for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and that this will not affect my legal rights.
3. I understand that any personal information collected during the study will be anonymised and remain confidential.
4. I agree to take part in the above study.
5. I understand that the interview will be audio recorded and I am happy to proceed.
6. I understand that parts of our conversation may be used verbatim in future publications or presentations but that such quotes will be anonymised.

Name of Participant Date Signature

Name of Researcher Date Signature

Lars R. Hauso

Bright B. Antwi

APPENDIX 4: Consent form (Norwegian)



Prosjektets tittel:

Pay to Play: Exploring parental motives to enrol children into commercial football academies in Norway

Høgskolen i Molde

1. Jeg bekrefter at jeg har lest og forstått informasjonen som er utdelt i forbindelse med den ovennevnte studien. Jeg har hatt muligheten til å vurdere informasjonen, stille spørsmål og har hatt disse svarene tilfredsstillende.
2. Jeg forstår at min deltakelse er frivillig og at jeg kan trekke meg til enhver tid uten å oppgi grunn og at dette ikke vil påvirke mine juridiske rettigheter.
3. Jeg forstår at personlig informasjon som blir innsamlet under studien vil bli anonymisert og forbli konfidensiell.
4. Jeg er enig i å delta på overnevnte undersøkelse.
5. Jeg er innforstått med at intervjuet blir tatt opp, og jeg er klar for å fortsette.
6. Jeg forstår at deler av samtalen kan brukes i fremtidige publikasjoner eller presentasjoner, men at slike sitater vil bli anonymisert

Deltagerens navn

Dato

Signatur

Navn på forskere

Dato

Signatur

Lars R. Hauso

Bright B. Antwi

APPENDIX 5: Participant information (English)



Title: *PAY TO PLAY: Exploring parental motives to enrol children into commercial football academies in Norway*

Students: Lars Hauso and Bright Antwi

Supervisor: Kjell Marius Herskedal

You are being invited to take part in a research study. Before you decide, it is important that you understand why the research is being done and what it involves. Please take time to read the following information. Ask us if there is anything that is not clear or if you would like more information. Take time to decide if you are willing to participate.

1. What is the purpose of the study?

You are being invited to participate in the study as we are interested to obtain views on why parents' send their children to private football academies and club academies with high entry fee. The research will offer a greater insight into the pull factors' that levels and from different cultural perspectives. The results of the study will enable a range of key industry stakeholders, managers, future managers, football educational teachers, and researchers in the area to better understand the challenges football managers face, how they cope, but also what can be done to better prepare the manager for his role and prepare the role for the manager.

2. Why have I been asked to take part?

You have been asked because you are involved (internally and/or externally) in English and/or Norwegian professional elite football. We currently intend to gather first-hand information with respect to managers' working conditions, development and practice, and as such your input is vital for us to develop a comprehensive and information-rich basis for the project.

3. Do I have to take part?

No, it is up to you to decide whether or not to take part. If you do, you will be asked to sign a consent form. You are still free to withdraw at any time and without giving a reason. A decision to withdraw will not affect your rights/any future treatment/service you receive.

4. What will happen to me if I take part?

If you take part, you will be contacted for an interview. The interview is expected to last for about 30-45 minutes and will be taped.

5. Are there risks or benefits involved?

The interview provides the opportunity to talk freely about the described topic. Parts of our conversation may be used verbatim in future publications or presentations but that such quotes will be anonymised.

Your confidentiality will be maintained in the study as potential references (as names, club name) will not be revealed.

Contact Details of Researcher

Lars Hauso, 93064048, MSc Student in Sports Management, Molde University College
E-mail: lars.hauso@hotmail.com
Phone: (+47) 93 06 40 48

Bright Antwi, 96888229, MSc Student in Sports Management, Molde University College
E-mail: bright.b.antwi@stud.himolde.no
Phone: (+47) 96 88 82 29

Kjell Marius Herskedal, PhD, School of Sport and Exercise Sciences
E-mail: kjell.m.herskedal@himolde.no
Phone: (+47) 41 44 13 98

APPENDIX 6: Participant information (Norwegian)



Tittel: PAY TO PLAY: Exploring parental motives to enroll children into commercial football academies in Norway

Studenter: Lars Ramberg Hauso og Bright Baffour Antwi

Veileder: Kjell Marius Herskedal

Deltakerinformasjon

Som forelder til en deltaker på et betalt-basert fotballakademi blir du herved invitert til å delta i denne undersøkelsen. Før du bestemmer deg, er det viktig at du forstår hvorfor forskningen gjøres og hva den innebærer. Vennligst ta deg tid til å lese gjennom følgende informasjon. Spør oss om det er noe som ikke er klart, eller hvis du vil ha mer informasjon. Ta deg tid til å avgjøre om du er villig til å delta.

1. Hva er formålet med undersøkelsen?

Vi er to studenter fra masterstudiet Sport Management ved Høgskolen i Molde (HiM) som skriver masteroppgave rundt bruken av norske fotballakademier. Prosjektet er en del av et større forskningsprosjekt som utvikles i samarbeid mellom HiM og Norges Fotballforbund. Vår del av prosjektet belyser foreldreperspektivet rundt beslutningen om å bruke tjenestene som tilbys og hvordan de synes akademiene fungerer.

I den sammenheng hadde vi satt stor pris på om du ønsker å bidra i denne spennende forskningen ved å delta i denne studien. Spørsmålene vil berøre ulike sider ved foreldrerollen som oppfølging, tidsbruk, økonomi, kommunikasjon og motivasjon. Å øke forståelsen av foreldreperspektivet kan være nyttig for aktører i og rundt akademiene blant annet knyttet til tilretteleggingen av fotballtilbud og for å bedre kommunikasjonen mellom trenere og utøvere.

Hvorfor har jeg blitt spurt om å delta i undersøkelsen?

Du har blitt spurt fordi du er involvert forelder til én eller flere deltakere på et fotballakademi i Norge. I den sammenheng hadde vi satt stor pris på om du ønsker å bidra til at vi får en bedre forståelse på foreldreperspektivet rundt beslutningen om å bruke tjenestene et privat fotballakademi tilbyr. Et intervju med deg som forelder vil gi oss viktig informasjon for å utvikle et omfattende informasjonsrikt grunnlag for prosjektet.

2. Må jeg delta?

Nei, det er opp til deg å avgjøre om du skal delta eller ikke. Hvis du gjør det, vil du bli bedt om å signere et samtykkeskjema. Du vil alltid ha muligheten til å trekke deg som deltager og du trenger ikke å oppgi grunn. En beslutning om å trekke tilbake vil ikke påvirke dine rettigheter / fremtidig behandling / tjeneste du mottar. All deltakelse vil bli anonymisert.

3. Hva skjer med meg om jeg deltar i undersøkelsen?

Dersom du deltar, vil du bli kontaktet for et intervju. Intervjuet vil ta form som et forskningsintervju med et tidsperspektiv på 20 - 45 minutter. Det vil bli tatt lydopptak av intervjuet med hensyn til senere databehandling.

4. Er det risiko eller fordeler ved deltagelse?

Intervjuet gir mulighet til å snakke fritt om det beskrevne temaet. Sitater fra samtalen kan brukes ordentlig i fremtidige publikasjoner eller presentasjoner, men de vil i så fall bli anonymisert.

Din konfidensialitet vil bli opprettholdt i studien ettersom navn og akademnavn ikke blir avslørt.

Kontaktinformasjon:

Lars Hauso, 93064048, MSc Student in Sports Management, Molde University College
E-mail: lars.hauso@hotmail.com
Telefon: (+47) 93 06 40 48

Bright Antwi, 96888229, MSc Student in Sports Management, Molde University College
E-mail: bright.b.antwi@stud.himolde.no
Telefon: (+47) 96 88 82 29

Kjell Marius Herskedal, PhD, School of Sport and Exercise Sciences
E-mail: kjell.m.herskedal@himolde.no
Telefon: (+47) 41 44 13 98

APPENDIX 7: Interview Guide (English)

Background

1. *Age:*
2. *Your child's age and gender:*
3. *Have you ever played football or other sports, and if yes - at what level?*
4. *Education:*
5. *Relationship status:*

Relation to your child

6. Do you have more than one child?
7. When did your child start playing football?
8. Does your son focus only on football or other sports in addition?
9. What is the sporting goal of your child?
10. What's your realistic thought about how far they could get? Do you have a goal?
11. Why did your children start playing football and how much did you contribute to make them start?
12. Why did you decide that your child should start at a private football academy?
13. Why exact this academy?

Time, Resources and economy

14. How long have your children been on NFA?
15. Have you thought about how long you will have your son at the NFA or on a private academy?
16. How often is he at the NFA?
17. As you probably understand the theme, costs have become part of the discussion clearly. So, I wonder if you NFA are reasonable in price? Do you feel you're getting something in return for the money?
18. If NFA: Were you travelling with NFA to Barcelona this Easter?
19. If you count the cost of club football, tournaments and NFA in total, do you have an approximate number of what you pay in a year?
20. If the prices in your academy or to play football in the club should rise, can I ask what you would be willing to pay each year?
21. Do you see the difference or benefit they've got since they joined the NFA when they play with their club team?
22. How does the club react to this?
23. What could the NFF / football clubs do differently? What do NFF and Norwegian broad/amateur clubs have to do, to prevent parents from spending lots of money for private academies?
24. How did your son take the transition from going from "Everybody shall play" and mixed teams to going to NFA where the best play together?
25. Why do you spend so much time and resources, money on your child?

APPENDIX 8: Interview Guide (Norwegian)

Bakgrunn

1. Din alder
2. Ditt barns alder og kjønn
3. Har du selv spilt fotball eller dreven annen idrett, og hvis ja - hvilket nivå?
4. Utdanning
5. Sivilstatus

Relasjon til barnet ditt

6. Har du mer enn et barn?
7. Når begynte barnet ditt å spille fotball?
8. Fokuserer barnet ditt på kun fotball eller andre idretter i tillegg?
9. Hva er den sportslige målsetningen til barnet dit?
10. Har du satt deg et realistisk mål for hvilket nivå du ønsker å se barnet ditt spille fotball i fremtiden?
11. Hvorfor begynte barnet ditt å spille fotball, og hvor mye bidro du til at barnet ditt begynte å bedrive sporten?
12. Hvorfor besluttet du at barnet ditt skulle begynne på et privat fotballakademi?
13. Hvorfor akkurat dette akademiet?

Ressursbruk og økonomi

14. Hvor lenge har sønnen/datteren din vært på et privat akademi?
15. Har du tenkt på hvor lenge du skal ha barnet ditt på dette akademiet eller på andre private akademier?
16. Hvor mange treninger i uken har barnet ditt på akademiet?
17. Hva får dere som foreldre tilbake for pengene dere bruker betaler akademiene?
18. Er prisen dere betaler rimelig eller kunne det vært billigere?
19. Hvis NFA: Dro dere til turneringen i Barcelona denne påsken?
20. Hvis du skulle lagt sammen kostnadene du må bruke på at barnet ditt spiller fotball, hva vil det være?
21. Hvis prisen på dette akademiet eller hos klubben skulle stige, hva ville du vært villig å betale?
22. Hva får dere som foreldre tilbake for pengene dere bruker betaler akademiene?
23. Hvordan taklet barnet ditt overgangen fra at alle skal spille like mye og blandete lag, til akademiet hvor de beste spilte sammen og de beste spilte mest i kamp?
24. Ser du forskjeller eller fordeler barnet ditt har fått etter treninger hos sitt private fotballakademi?
25. Hvordan reagerer klubben om at han går på et privat akademi?
26. Hva kunne NFF eller breddeklubbene gjort annerledes for å unngå at foreldre må betale høye summer for private akademier?
27. Hva er ønsket resultat av å plassere ungen din på et privat fotballakademi?
28. Hvorfor bruker du som forelder så mye tid, ressurser og penger på barnet ditt?