‘I’m proud of what I achieved; I’m also ashamed of what I done’: a soccer coach’s tale of sport, status, and criminal behaviour

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‘I’m proud of what I achieved; I’m also ashamed of what I done’: A soccer coach’s tale of
sport, status, and criminal behaviour

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Abstract

The purpose of this study was to explore the life of John (a pseudonym), a soccer coach working with disadvantaged young people. Six open-ended life history interviews over a ten week period ranging between 45-75 minutes were conducted. John described how soccer was fully entwined with aspects of his former delinquent and criminal lifestyle, including missing school lessons to play soccer, the fusion of soccer and youth violence, and competing in teams with local criminals. On the other hand, a soccer programme for people with limited opportunities helped him leave behind a life of delinquency, gang fighting, and selling drugs. Moreover, he came to understand that soccer could help him satisfy his desire for social recognition and fit with a relational narrative in a more socially legitimate way. This study provides an insight into how soccer was used to thwart a soccer coach’s formal criminal lifestyle, and also warns against uncritical assumptions that sport can serve as a panacea for deviant behaviour.

Keywords: sport; disadvantaged individuals; crime; life history

Word count: 7830
Introduction

The problem of youth crime, delinquency and gang behaviour has been at the centre of public and policy makers’ attention for several decades (Halsey and White 2008). Moreover, with worryingly high unemployment levels of 16-24 year olds in the UK (13.8%; Office for National Statistics 2016) and the US (12.2%; Bureau of Labor Statistics 2015), there is widespread concern about the prospects for young people. A host of individual, social, and environmental factors that place youth at risk of antisocial and criminal behaviour have been identified. These factors include, but are not limited to, hyperactivity at school (Bernat et al. 2012), weak family support networks (Thornberry et al. 2003), and the availability of drugs and community disorganisation (Herrenkohl et al. 2000).

Attention has been directed towards how these challenges can be overcome, with participation in organised sport frequently cited as an option (Coalter 2012; Forneris et al. 2013, Hartmann and Kwauk 2011, Haudenhuyse et al. 2012). Despite the intuitive appeal of such a hypothesis, seldom has research explored how or why sport can help divert disadvantaged adults and young people from antisocial and criminal behaviours. The present study aims to explore these processes by adopting life history methods to detail the life of John (a pseudonym), a soccer coach who worked for a sports programme in the UK aimed at educating disadvantaged individuals and minimising their risk of delinquency and crime.

There is a general assumption within the literature that sport helps young people build character and develop moral values. For instance, sport is thought to provide opportunities to overcome obstacles, cooperate with teammates, develop self-control, display courage, and persist in the face of defeat (Côté 2002, Shields and Bredemeier 1995, Zarrett et al. 2009). Based on this supposition, a number of sports-based diversionary and education programmes have been introduced in an attempt to reduce crime, promote positive developmental experiences, and provide employment and vocational opportunities for disadvantaged young
people (Forneris et al. 2013). During the 1990s, for example, the Midnight Basketball
programmes used the popularity of basketball in poor inner-city areas across the United
States to reduce crime and prevent violence from being carried out by young males
(Hartmann 2001). Similarly, the popularity of soccer in disadvantaged areas of the UK has
led to an emergence of programmes grounded in the principle that involvement in soccer will
simply divert a young person’s attention away from crime at specific times when they would
most likely engage in such behaviours (Nichols 1997, Tacon 2007).

More recently, there is growing recognition that sport provides much more than a
diversion and positive developmental opportunities exist through involvement in sport
(Sandford et al. 2008). Although adolescence is a potentially challenging period for young
people, the positive youth development perspective asserts that young people are resources to
be developed, rather than problems to be solved (Roth et al. 1998). Young people possess
innate motivational systems that, with the appropriate support, mentoring and engagement in
prosocial behaviours, can lead to positive development (Ryan and Deci 2000, Larson 2006).
Organised sport activities may provide potentially favourable conditions for this process to
occur. For example, disadvantaged population groups have reported enhanced teamwork,
social skills, initiative, and physical skill development as a result of sport participation
(Gould et al. 2012). Indeed, sports contexts may be particularly important for young people
from disadvantaged populations because often the communities they reside in make positive
developmental experiences less likely (Gould et al. 2012).

An essential ingredient in sport participants’ development is thought to be the positive
relationships formed with caring adult mentors (i.e. coaches, support workers) within a
carefully structured programme (Camiré et al. 2012, Haudenhuyse et al. 2012; Petitpas et al.
2004, Smoll and Smith 1989). The role of the sports coach extends well beyond skill
development, for instance, caring and humorous coaches have been linked to disadvantaged
sport participants approaching practice sessions with increased enjoyment and enthusiasm, and holding positive future aspirations (Cowan et al. 2012). Caring coaching environments have also been associated with enjoyment, positive attitudes towards coaches and teammates, commitment, and prosocial behaviours (Fry and Gano-Overway 2010, Gano-Overway et al. 2009).

In contrast, participation in sport may not always lead to positive youth development and involvement may even lead to negative consequences. For instance, in a study exploring the relationship between sport participation and male violence, those who participated in high school sport were more likely to demonstrate violent behaviours than their peers who did not play sport (Kreager 2007). In addition, despite the supposition that sport serves as a protective factor against alcohol and drug use, high school sport participation has also been associated with substance abuse among young adults (Eitle et al. 2003). Sport participants may also be subjected to discrimination (Oliver and Lusted 2014), physical, sexual, and emotional abuse (Fasting et al. 2011, Stafford et al. 2013, Stirling 2013), and experiences of coach intimidation and control (Bartholomew et al. 2009).

What is essential, therefore, is to explore the specific elements of sports that help facilitate positive experiences and prosocial development. Aside from the importance of caring coaches, there still remains little evidence concerning the effectiveness of sport and the potential mechanisms that may lead to positive change in disadvantaged young people (Coalter 2007, Draper and Coalter 2016, Sandford et al. 2006). Equally, there is a need to investigate how sports participation encourages poor lifestyle choices and negative consequences in certain circumstances, because the link between sport participation and prosocial development may be overly simplistic (Crabbe 2006).

An approach to qualitative inquiry gaining popularity in the extant sport, exercise and health literature is the life history method (e.g. Carless 2008, Carless and Douglas 2013,
The life history method involves the narrating of an individual’s experiences throughout their life course; usually involving several interviews between researcher and storyteller (Atkinson 1998). Its strengths include being able to gain a holistic perspective of an individual’s life to help understand complex, subjective experiences and provides opportunities to explore temporal patterns and threads that link the different stages of an individual’s life (Plummer 2001). Exploring narratives within a life history can help the participant develop and maintain a coherent identity by creating a story of their experiences (Crossley 2000). This approach may be particularly effective in empowering individuals typically marginalised by society by providing a platform for them to take control of their own stories (Bornat and Walmsley 2004, Stein and Mankowski 2004). It is no surprise then, that the life history approach has frequently been used to explore disadvantage and crime, including explorations of transitions in and out of crime (e.g. Oleson 2004; Simi et al. 2016), intermittent offending (Carlsson 2013), and masculinity narratives in Scotland (Holligan and Deuchar 2015). This method, therefore, seems particularly suited to explore the role of sport in a disadvantaged individual’s life. The current study answers calls to hear the life stories of those from underrepresented groups (Atkinson 2002) by presenting the life story of John; a soccer coach working for a sport and education programme for disadvantaged individuals. By doing so, this study aims to present an in-depth insight into the role of soccer in an individual’s life.

The life history method provides a platform for John to describe his unique perspective on the complexities that exist between sport and anti-/pro-social development, and his reasons how and why participation in sport led him to these different outcomes.

Method

The Participant
John is a 31-year-old soccer coach from the UK, who works full-time for a sports programme aimed at educating young people not currently in education, employment, or training. Through a combination of practical soccer activities, employability support and lifestyle guidance, the programme aims to provide participants with the necessary attributes to move into educational or employment opportunities following the programme. John’s role, therefore, extends well beyond developing the sport specific skills of the programme attendees. His practical coaching sessions are underpinned by a variety of ‘life skill themes’ (e.g. communication, teamwork, creativity) that can be transferred into other life domains following involvement in the programme.

This career was preceded by sporadic spells of antisocial behaviour, gang fighting, and selling illegal drugs. From a large working class family, John grew up in an urban area recognised as one of the most deprived zones in the UK. In his early teenage years, he was strongly affiliated with a local gang, regularly fighting against other groups of young people from neighbouring areas. After leaving school with no qualifications, John worked several labouring and retail jobs before becoming involved in selling illegal drugs in his mid 20s; a lifestyle he became immersed in for two years. The emergence of a sports-based diversionary programme in his local area gave him the opportunity to engage in a more legitimate activity. It is within this programme that John has spent much of his adult life as a participant, apprentice coach, and now full-time coach.

**Procedure**

Following approval from a university ethics committee, data were collected through a series of life history interviews between John and the first author. Prior to the first interview, John provided full written consent and was informed that he could withdraw from the research at any time and that all data would be stored and presented anonymously. The study was embedded within an interpretivist paradigm that assumes a relativist ontology and a
subjectivist epistemology (Denzin and Lincoln 2000). Interpretivism views that everyone sees the world from a different perspective, thus multiple realities exist so it is impossible to establish universal truth. Moreover, the researcher is thought to play an active role in the research process by working together with the participant to create meaning collaboratively (Denzin and Lincoln 2000). Within the current study, the first author was not a neutral participant with a detached view, but an involved participant who helped compose an in-depth account of John’s life story. Moreover, the first author was an ‘insider’ (Carless and Douglas 2013) who had previously worked as a sport coach in a similar programme to the one John now works. This may have shaped interpretations of John’s story through shared experiences and helped to build initial rapport (‘…I trust you as a person, so I’ve got absolutely no problems opening up and telling you’).

Interviews were held in a private room located at the venue in which John worked as a coach. This ensured John was at ease and gave the first author an insight into John’s natural social environment (Werner and Schoepfle 1987). In total, six interviews ranging between 45-75 minutes in length were conducted over a ten week period. Although we accept that multiple versions of John’s stories exist, six interviews was deemed a sufficient critical data mass to tell this particular version of the story. The first interview provided John with an overview of the research processes and encouraged him to reflect upon his early childhood memories. This initial interview also provided an opportunity to build rapport and familiarise John with the interview setting. Subsequent interviews discussed the various stages of John’s life in a non-linear manner. Conducting the interviews in this way was not discouraged and adhered to the open, flexible and interactive nature of a life history interview (Plummer 2001). This led to some topics being discussed in more detail than others, hence the varying lengths of interviews. During each interview, the first author attempted to act as a ‘witness’ of John’s experience by actively listening and affirming John’s narration of his story (Stein...
and Mankowski 2004). This was achieved by encouraging John to describe events and issues (e.g. ‘tell me about your early experiences as a participant in the programme’), but also to express his feelings and emotions during such times (e.g. ‘how did you feel during this time?’). At the beginning of each interview, John was provided with an opportunity to add or clarify anything that had been discussed in the previous interview. This was also a useful ‘ice-breaker’ that settled John back into the interview environment. Directly following each interview, the digital recordings were listened to in full and a written summary was produced by the first author to allow immediate reflection of the data and key points. These written summaries were then shared with the co-author who offered and encouraged further reflection on the data. Each interview was transcribed by the first author before the subsequent interview and shared with the co-author who acted as a ‘critical friend’ (Smith and Sparkes 2006). Their role was not to ‘agree’ or achieve consensus but rather to encourage reflexivity by challenging each others’ construction of knowledge (Patton 2002).

**Analysis of Narrative**

Adopting the position of *story analysts*, the authors employed analytical procedures, strategies, and techniques to explore John’s story in terms of content and structure (Smith and Sparkes 2009). This approach has been used previously in life history research in sport (e.g., Carless and Douglas 2008, Carless and Douglas 2009), and enabled us to link John’s stories to relevant theoretical concepts (Smith and Sparkes, 2009). Moreover, the authors were concerned with the *whats* of the story (i.e. what happened during John’s life), rather than the *hows* (i.e. how he told the story; Holstein and Gubrium 2000). Specifically, the authors were interested in the organisation of John’s story and how key themes identified in the structure of his story changed or developed throughout various stages of his life (Smith and Sparkes 2009). We were also conscious of embracing John’s stories as complex, flexible, and multidimensional by embracing contradictions and conflicts in the stories. The first author
conducted several close readings of the written transcripts and summaries to become immersed within the data. Annotations were placed in the margins of the transcripts which were grouped together to identify emerging themes. Meaningful quotations representing the key themes were then placed on a timeline of the key stages of his life (i.e. early school years, teenage years, young adult life, present day) to allow us to see how these key themes changed or developed throughout John’s life. Where quotes have been used in the manuscript to illustrate these key themes, minor amendments have been made to the wording of some to protect the anonymity of the participant. There is a risk within the story analyst approach of disengaging the participant from the analytical process (McMahon and McGannon 2016). We attempted to prevent this and ensure the meaning of John’s narrative was not lost in these amendments by providing him with the opportunity to comment on our interpretations of his life story. John believed the interpretations of his life story reflected his experiences and feelings; therefore, no further amendments were made to the manuscript following this process. He concluded that ‘the stories are great, they’re detailed, and they are stories I still tell the young participants I work with today’.

Results and Discussion

Early Childhood Memories

John recalls fond early childhood memories in which he spoke of a relatively harmonious upbringing living with his mother, father, and five siblings.

Home life has always been alright with my Mum and Dad, we had quite a lot done for us, Mum and Dad have always looked after us…We always had to work for things; we had a good moral upbringing. If we ever wanted money or anything like that we were always told ‘you've got duties round about the house’. Taking the bins out was my job.
Strong family support networks have been consistently underscored as a protective factor against gang involvement and delinquent behaviour (Thornberry et al. 2003), yet John’s story provides an anomaly as, around the age of seven or eight, John began to engage in a variety of mischievous behaviours, often citing boredom and thrill seeking as the cause. John reflected upon these early childhood memories.

I’d probably say I was mischievous in a way because I was hanging about with people who got up to no good. We would light fires and stuff like that when we were younger. I don't know if I told you but when I was younger I used to love the sound of windows smashing and we would go smash windows or glass bottles. But I’d imagine we weren't the only ones who done all that kind of stuff, I think that was just ‘run of the mill’ for kids our age. We'd play football, we would light fires, we would catch bees and wasps and try to get them to fight each other in beetroot jars.

John’s narrative suggests that he misbehaved as a child because of the enjoyment he felt from doing so; a popular motive for young people engaging in illegitimate activities (Sharkey et al. 2011). John also discusses how engaging in such behaviour was ‘run of the mill for kids our age’, perhaps conforming to social norms within his community. John continued to describe himself as a child and highlighted his love for soccer.

But I think as a kid I was definitely outgoing, and very active. If you asked me how to describe myself that would be it. Still sporty, I loved football, I loved the local football team and I was always really into that. I used to go to the games with my uncle.

At this stage in John’s life, he revealed little tension between his story and the broader ‘tough masculinity’ cultural narrative of young boys in urban Scotland (Lawson, 2013). Alongside the mischief, soccer represented a hobby to partake in with his peers, and as a
means of entertainment to enjoy with his family; perhaps unsurprising as soccer is a popular activity within disadvantaged areas of the UK (Tacon 2007).

The Slide into Truancy and Youth Violence

At the age of 15 (a year before his statutory school leaving date), John left school with no formal qualifications. He expressed his dislike for secondary school in the few years preceding this.

I never enjoyed school. I wasn’t a daft boy by any stretch, but I just didn’t like school. When I was about 14 I could see myself not going to school…I only used to go in on a Monday and Tuesday for football, we got a football period on a Monday and a Tuesday.

Truancy from school is a risk factor associated with gang involvement (Hawkins et al. 2000), and at a stage of compulsory education where John was losing interest, only the appeal of soccer would tempt him to attend school. John reflected upon his reasons for truanting.

It’s a hard one, even now I hate classroom-based stuff, even at 31 years of age I hate it. Hate is a strong word, I dislike it. I've got a low attention span, even now I love practical work, always have done. Whether that’s been on the field, at secondary school I didn't enjoy that kind of work. Being in a classroom all day was difficult to deal with.

When discussing this stage of his life, a strong theme emerged concerning his desire to play soccer at school. John recalls the lengths he went to just to attend a soccer class not on his timetable, emphasising a potentially disruptive consequence of being in love with soccer.

So I'm in there on a Tuesday morning and this teacher is talking about theory and I'm like ‘oh my god!’ I'm looking out and seeing this football and I'm like ‘I'm not going back to electronics’. The following week I hid in the changing room when the register was being taken and I went out to join the other class
Then I got caught, and I got banned from the school football team, banned for the trials, everything, I was raging!

It was at this same time that John became involved in a local gang; a path John described as ‘inevitable’ for youngsters growing up in his area, suggesting a helplessness to counter broad social norms. This also concurs with evidence suggesting that young people of low socioeconomic status are most at risk from joining a gang (Rizzo 2003). John described this period in his life.

I started running about with some silly boys from my area, colourful people, people from well-known families, and I remember there was the soft drink factory and when we were 15 we had wire clippers, clipped the back of the fence and went into the back of the truck and stole crates of soft drink. We took it to the local shops and sold it, that was us getting money. There was a shop with an old shop keeper and we used to jump in and steal crisps and stuff.

This antisocial behaviour is juxtaposed by John continuing to recall a ‘supportive upbringing’ whereby his parents continually made attempts to instil moral values in him and his siblings.

Over the course of the next couple of weeks my dad was saying ‘you’re going back to school’, I said ‘no’, he says ‘if you’re not going to school you’re going to work to make money’. So he managed to get me out, get me a job and I was making some money. It was casual work but I was getting money. So my dad was still drilling the right things into me, making sure I got work.

In addition to his parents’ role in making them ‘good people’ with ‘strong values’, John described how his parents ensured they were always well looked after.

They’ve always been there. They could see the competition in the street, who was wearing the best clothes and stuff like that… I wouldn't say we always
had the most expensive stuff, but we were always somewhere in the middle, making sure we would always fit in, we were never the outcast. Despite empirical evidence to the contrary (e.g. Howell and Egley 2005, Thornberry et al. 2003), this continual family support was not enough to prevent John from swapping soccer for more antisocial activities. All of a sudden playing football and scoring a goal wasn't enough anymore. So we started bringing boys down from our school and we'd go down straight after school to fight The Nasties which gave us a bigger team. Before we knew it there was hundreds of us, we'd fight this group and that group. Basically the fighting would consist of, there's a massive field about 500 yards long and we would be running back and forward fighting, throwing bricks, in and out of bushes. It became apparent from John’s narrative that his emerging lifestyle had benefits. We had Katy, Louise, Emma, and Claire who were all good looking girls and they used to go about with us and then we had Ronnie who was like the alpha male of the group… When you were with him when you were younger the girls were always there so you always went with that and the girls hung about. We built dens and we used to play dares and stuff like that. In addition to this advantage, the importance of social identity and being recognised by his peers as being ‘part of the gang’ began to emerge. Sometimes as younger people you kind of need something to identify yourself with. In the summer we played football all the time but in the winter when we couldn’t play football we would stand about in spare bits of ground and you could see other people from other areas standing and then we just go start throwing bricks at each other, chasing each other up and down. It was never in
my nature to be that type of person but I went with my pals, I just kind of got involved.

In addition to satisfying a need for discipline, protection, and excitement, gang involvement has also been related to a sense of belongingness and identification with peers (Sharkey et al. 2011). In John’s case, peer influence and attention from the opposite sex overrode his natural disposition and familial support. Being a member of the gang represented an opportunity to be recognised within his social networks as one of the ‘in crowd’ or ‘cool kids’. John also recalls the powerfully motivating potential consequences had he chosen not to join the gang.

But my pals were there, and I had to do it… Otherwise I'd be called names. ‘You're a shitbag’, sorry for the language. But that’s what we would have been called. Everyone would know you, saying ‘he's rubbish’, ‘he doesn't run down’, ‘what’s the point in you being here?’ You would get slagged.

These relationships with peers are an influential component of adolescent development and one that can lead to both positive and negative outcomes (Kelly and Anderson 2012). John’s narrative suggests that peer pressure along with the opportunity to gain a valued identity were contributory factors to joining the gang. This need for social recognition appeared in his other major pastime.

…with the people I played football with I was always the best player, and I didn't want to go and not be the best player. I didn't want to go and hear somebody telling me I wasn't good enough. I was quite scared of rejection. John was content with being recognised as the best soccer player in a weak team, despite a plethora of opportunities.

…when we were in Spain the second time, Craig Blair (pseudonym) was there and he asked me to go for a trial with FC United (pseudonym) and I said
‘yeah’, but I didn't go… He said ‘I'll get you a trial with FC United because you were magnificent out there’. And I said ‘yeah yeah that sounds good’. I was then telling everybody I'm getting a trial, then I didn't go.

John appeared to value the praise and acknowledgements received from his coaches and teammates, which seemed to prevent him from taking a chance with a better team and not being recognised as being the best player. Instead of pursuing more challenging opportunities with a better team, John chose to continue to play soccer alongside his close friends for his local team. The relationships he had with his peers were influential in John joining the gang, and it also appears that these relationships with peers and teammates appeared to influence the decisions he made about where he would play soccer. This may reflect a relational narrative which prioritises relationships and connectedness and whereby on-going engagement in sport is determined by relationships with others, rather than performance itself (Douglas and Carless 2015). Indeed, the role of social relationships and a sense of community whereby sport participants depend on one another is a particularly influencing motivating factor among disadvantaged communities (Draper and Coalter 2016, Sandford et al. 2006).

Despite enjoying the ‘buzz’ he got from being part of the gang for three years, and the recognition he received from his peers, John recalls an incident whereby a fight against a rival gang led to him being held in police custody; an incident he believes brought an end to his gang involvement and a step-change in his story to align with social norms.

I was still a minor at the time. I remember the policeman coming in and saying ‘your dad’s here’… I remember the morning quite vividly, I was sitting in the living room, my dad was facing across me sitting having his cereal reading the paper… He walks by me and I just remember the sound of the spoon hitting the bowl as he drops it then he just punched me an absolute cracker. He was
like ‘if you ever embarrass me like that again, I've not brought you up to be like that’. Since that time I was like right, I need to put a stop to this.

John recalls how his parents were influential in his decision to leave the gang. In particular, his father had a central role in his eventual retreat from gang life: ‘I wasn’t a troublesome teenager but I could have been, but I think my parents made sure that I didn't.’ A framework that can be used to help understand the processes involved in disengagement from gangs is Ebaugh’s (1988) role exit theory. This theory outlines the various stages of role transitions an individual goes through to establish a new identity. In the previous scenario, John described how being held in police custody and his father’s reaction was important in his initial disengagement from the gang. These ‘turning points’ are an important stage of role transition, and John’s account of the influence of his father is consistent with previous gang research emphasising role families play in disengagement from gangs (Decker et al. 2014, Giordano et al. 2002). Subsequently, John ‘stopped hanging about with the people I used to hang about with’ and started working nightshifts with his father in various factories until the age of 19. This period lasted until the age of 24. Unfortunately, the links John had made with the gang in his teens proved difficult to break.

Drugs, Soccer, and an Organised Sport Programme

At the age of 24, those who he had formed relationships with during his teenage years were influential in introducing him to selling drugs:

Well my job was coming to an end and we got an opportunity from my pal’s older brother who was into that for a long time. We went to a party one night and my pal said ‘look we've got a chance of taking a quarter of cocaine’ and then we'd split it into grams, it was never full grams, we'd weigh it in at 0.7, rip people off because people don't carry scales about with them. Then we'd sell it and you'd make money off it. As I said, at that party we made a bit of money,
then before you know it we started selling it to other people. Then through
circles of playing football and stuff like that you meet other people and you
start getting into the business a bit and you know a bit about it. You start
becoming quite comfortable in it, knowing the prices, what kind of stuff is
good, and before you know it you're so caught up in it it's unbelievable.
John began eulogising over his drug selling days.
I could go and buy the best of gear, be the top level of society. Wearing
Armani, having no thought for value. Just going into shops and spending my
money, ‘I'll buy that, it's £400, I'll just buy that.’
As well as the materialistic rewards associated with his lifestyle, other advantages
were revealed:
For me it was just about having this standing amongst all my peers. Years ago
I use to go about with James and fight the East Street gang so I was in amongst
that crowd. But now I was firmly one of the crowd, I wasn't somebody that
had to hang on, I had people coming up to me, the feeling of people coming to
me and asking if they could borrow money from me.
At this stage of his life John continued to play soccer for local amateur teams, often
using this as an opportunity to sell drugs.
I'm going to the football at the weekend, playing football with the guy that I
get it from, weighing him in, and I'm walking away with unbelievable amounts
of money, crazy amounts, probably more than I am making now.
Soccer was also an opportunity to meet known criminals; individuals he might never
have met had it not been for soccer.
I mean I'm not just talking about notorious characters from an area, I'm talking
about notorious crime clans. Going out with them at the weekends, thinking
nothing is gonna happen with me, feeling untouchable, thinking you were with
gangsters. Simply because I played football with them, and then I done that
with them as well, I thought this is brilliant man.

Despite the adage that sport builds character and is an effective diversionary activity
from criminal and anti-social behaviours (Crabbe 2000, Nichols 1997, Skinner et al. 2008),
John’s story reveals that participation in sport does not automatically lead to positive
outcomes. As a child, John skipped classes at school so that he could play soccer with his
friends. In later years, going to the same place that he played soccer led John to begin
throwing bricks at other gangs of boys, and playing soccer in his mid-twenties gave him an
opportunity to sell drugs to teammates and meet likeminded individuals. As such, John’s
story appears to support the belief that the relationship between sport and anti-social
behaviour is complex and contains many paradoxes (Ekholm 2013).

John now loved being recognised by his peers for the ‘standing in the community’ he
now had as a drug dealer. John reinforces the notion that street level drug dealing is
associated with enhanced social status (Collison 1996). Moreover, he corroborates the idea
that the status, power, and recognition associated with selling drugs were rewards that could
not be obtained within legitimate employment (VanNostrand and Tewksbury 1999).

…me and him were going to football, all the other boys were turning up in
work vans, working hard for their living and I'm like ‘pfff working is for losers
man’. I used to say things like that, ‘working is the loser’s game’, then you
think, why did I think that because the whole period of my life apart from that
two year period I always worked. I done nightshift and all sorts of different
jobs. But there came a period when I was driven by money, I wanted all the
best clothes. I could go out, I was in amongst it, going to the nightclubs at the
weekends. Having all the best of gear, talking to all the nicest of girls thinking ‘I’ll get you a drink’.

John had described clearly enjoying aspects of the criminal lifestyle, so when asked what made him change his life, he responded: ‘Cheesy…Soccer Crew’. Soccer Crew (a pseudonym) was the name of the educational programme where John participated in weekly sessions at a venue in his local area and competed in monthly tournaments against teams from other areas. John reflected on the early days as a participant in the programme.

It was brilliant, Andy taking the sessions. We used to get loads of numbers…there used to be 25/30 people at one session and it used to be carnage, but brilliant. There used to be people coming from loads of different areas. It was just a new concept so loads of people were buying into it… It was brilliant to meet all these different people.

John went on to discuss his reasons for joining the programme.

Football has always been my number one passion throughout my whole life, I've loved it. Whether it's been playing out on the street, playing in school teams, or playing Football Manager. Everything that I've done, there's always been a football element. There's never really been a part of my life where football hasn't been there.

After spending six months attending the programme on a weekly basis and growing relationships with programme staff, John was offered the position of apprentice coach. He was subsequently invited to travel with the programme organisers and 16 other young people to Spain. Here he would spend three weeks participating in coaching sessions and gaining his first ever qualification. It was during this time that John decided to stop selling drugs.

If there was one thing that was going to take me away from the life I was leading at that time it would have been a football organisation. Luckily for me
the programme did pop up at that time. I was in the youth projects and Dan came in and he just asked me to get involved in football, I just thought ‘aye’, I thought I was a good football player and thought yes, here's a chance to showcase my talents and be again held in a good standing within another community.

Providing opportunities for youth to be involved in leadership roles has been found to be associated with increased developmental experiences (Hanson and Larson 2007). Moreover, the promotion of autonomy and peer leadership is thought to be a particular effective coaching strategy when working with disadvantaged individuals (Flett et al. 2013). This should, however, only be provided when participants have the necessary confidence and self-esteem to seize the leadership opportunity (Cowan et al. 2012). As an apprentice coach, John was given more responsibilities during the soccer sessions, which made him realise that his need for social recognition could be satisfied in a more legitimate way.

When we spoke about the whole drugs thing it was about having a standing in the community, whereas now I actually had a standing in something that meant something. Alan was letting me take warm-ups, when I think about that now I'm like ‘warm-ups?’ That's so basic but at the time I was getting this responsibility. It was brilliant, we were looked upon as leaders in the group.

John’s desire for social status and recognition led him into a gang lifestyle in his early years, drug dealing in his adult life, and now into soccer coaching. John also highlighted another important reason for his lifestyle change.

It was the people in the programme that changed me, it wasn't football.

Football was the tool to get myself involved, it was the people who helped me.

Definitely, without a doubt. I would always say that.
Organised sport programmes for disadvantaged populations have been recognised for their impact on the behaviour and engagement of their participants. However, this positive impact is more likely to sustain if positive relationships with adult mentors are formed (Sandford et al. 2008). John reflected on the influence of his boss and others in the programme.

He (the head coach) made so much difference to what I've done and where I am. I'll never forget it, he’s been a massive part of my development and where I am. No matter who I meet, I would never have a bad word to say about him. Simply because he’s had such a massive impact on my life. Not just my career, my life… They invested time in me, they invested money…Even to this day I could probably pick the phone up if I ever needed to talk to him.

John suggests that the appeal of playing soccer was the ‘hook’ to get him involved in the programme, however, participating in the programme and becoming an apprentice coach was not enough to lure him away from his previous lifestyle. Instead, the genuine care and attention shown by the head coach towards him, often investing personal resources in him was vital in John’s personal transition during the programme. John described the effect the coaches of the organisation had on him.

I was looking at what Brad and Andrew were doing every single day, they're out coaching, they're loving it, getting paid well and getting to do these kind of things. That was when it really clicked that I wanted to be a football coach.

Present Day

For the last 4 years, John has been working full-time for the organisation as a sports coach delivering sport and education programmes for disadvantaged adults and young people. John discussed the impact this job has had on him.
That's the sort of stuff I strive for now, to help people. Whereas I think before I was striving after the wrong type of recognition, certainly the wrong type of standing in the community. I want people to see me being successful at something good, worthwhile, something I can make a difference from.

John still indicates that his desire for recognition remains, but now his role is to care for and support the young people he works with; in a similar way to how he was supported through the programme and away from his illegitimate lifestyle. John continued on this theme.

For me, it's my duty, I feel it's my duty to make sure I get all these guys to move on. See in ten weeks time I want to meet these guys walking through town or walking through a shopping centre and I say ‘alright Neil how you doing?’ ‘I'm good yeah, I've just got a day off today, the kids are fine, I'm going on holiday, I've got money. Thanks’. It's not about getting the thanks but it's just that he's done it. I managed to push another one there, because somebody done it for me and I just feel that now I'm in a position where I can help. I want to help, it's not just about being here and turning up every day and getting paid because I don't get any financial incentives for getting people jobs or college places but it makes me feel good when somebody comes in with a college letter saying I've got an unconditional place, I'm like ‘yes there you go!’

The use of past life experiences to help new generations of young people resembles generativity (Erikson, 1968), in which John can pass on care, empathy, and support to the young people he works with in a similar way to how the head coach of the organisation supported him. Such caring, empathic coaching behaviours have been found to be particularly important for disadvantaged populations (Cowan et al. 2012, Gould et al. 2012).
Disengaging from criminal behaviour is complex, and often there are various residual consequences as a result of detachment from these roles (Decker et al. 2014). For instance, former gang members often still hold social ties and emotional attachments to their former gangs and associated individuals (Pyrooz et al. 2010). The transition from career criminal to football coach is not absolute and John admits to still receiving invitations to reunite with friends from his past, but he prefers to distance himself entirely from that environment.

There's some of my old pals I don't hang about with anymore. They'll say ‘let’s get a night out’. During the bank holiday they were all like ‘do you want to go out on Sunday?’ I was like I'm not going out and they were like ‘why not man? It'll be brilliant’. And do you know what? I bet you it was brilliant but I know when they go they're going to be taking drugs, and I can't be going into that environment because it might remind me of who I was. All it takes is for something very unlucky to happen, like holding someone’s stuff. Jailed, criminal record, everything I've done, everything I stand for is out the window. I wouldn’t be a role model anymore.

John appreciates that his life has been difficult, but he is now satisfied with how he is now looked upon by his family.

So now my family can be proud of me and I know they are. That's probably where I get that now, I've got that standing in the house now, I'm making my own money, I'm looking to get my own house, I've got my own motor. I don’t rely on anybody. And now my mum probably looks at me and can go ‘my boy's a good one’.

Summary

The aim of this study was to produce an account of the life of John; a soccer coach who works for a sport and education programme in the UK. Overall, John’s
story provides insight into the role sport and status played in his personal
development. John’s story revealed that the sport context presented a legitimate
alternative for satisfying his need for social recognition, and this may be generalisable
to others in areas with high levels of social deprivation. Throughout the interviews,
John’s narrative favoured descriptive accounts of life events over the emotional
experience associated with these experiences. It is not uncommon for males from
disadvantaged backgrounds to reveal a ‘detached emotionality’ which is consistent
with the ‘macho identity’ that emerges from working class culture in the UK
(Holligan and Deuchar 2015). All narratives are considered performances rather than
windows to experiential truth (Reisman 2008, Smith and Sparkes 2009) and John can
be seen to perform a version of himself that upholds these masculinities. Future
research, could explore innovative qualitative methods that seek to penetrate this
narrative performance in order to tell an alternative, more embodied, side to the same
story.

Adopting life history methods provided an opportunity to explore complex
factors that may have not been captured by other forms of qualitative research (i.e.
structured interviews). By presenting an in-depth account of John’s life we were able
to reveal various tensions, misalignments of narrative and moral dilemmas that he has
faced across his life course (McLeod 1997; Smith and Sparkes 2009). At times he
enjoyed aspects of his criminal past. At other times, he was ashamed of what he had
done. Consistent throughout John’s story, however, was the relational narrative and
John placed a significant value on the importance of relationships across his life
course (Douglas and Carless 2015). For instance, he valued his relations with peers as
an adolescent gang member, and spoke of how these relationships prevented him from
pursuing more challenging opportunities as a young soccer player. His story also
revealed that it was his relationships with coaches and mentors that helped divert him from delinquency and criminal behaviour. Therefore, John’s story supports research highlighting the importance of social relationships within sport as a mechanism toward personal development among disadvantaged individuals (Draper and Coalter 2016, Gould et al. 2012, Sandford et al. 2006), and also the importance of relationships and stable employment in the positive ‘career’ changes of former criminals (Sampson and Laub 2005). From a broad perspective, John’s words support the potential significance of these programmes in the personal development of disadvantaged individuals. It is important, therefore, to educate coaches and mentors within these programmes about the importance of developing caring, supportive coaching environments with programme participants. Policy makers, programme organisers and researchers must therefore work closer together to help develop a more evidence-based approach to the design and delivery of such programmes.

Nonetheless, John’s story also challenges the simplistic assumption often held about the developmental potential of sports. Despite the belief that sport is a potential panacea for several social issues, in John’s case it was also synonymous with his times of gang membership and criminal activity. Hence, this life story not only sheds light on the role soccer can play in positive personal development and reducing criminal activity, but also aspects of sport that can be fully integrated into a criminal lifestyle. John’s story provides substance to the argument that mere involvement in sport does not automatically lead to prosocial behaviours and character building, and a more critical approach is required (Coalter 2007; Giulianotti 2004). It appears that the sport-antisocial behaviour and crime relationship is complex (Ekholm 2013), and involves interactions between various personal, social, cultural and contextual factors. It would be beneficial for future researchers and crime prevention practitioners to
adopt a holistic perspective, rather than an individual risk factor approach, and explore the sport-antisocial behaviour and crime discourse by hearing more life stories from sport participants from underrepresented groups (Atkinson 2002).
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