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Assessing Social Integration of Immigrant Background Youth in Oslo Area Football Clubs

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Abstract

This paper aims to assess the social integration of immigrant background youth relative to native background youth in Oslo area football clubs. To answer research questions, a multi-indicator questionnaire was designed based on Hartmut Esser's four dimensions of social integration. This questionnaire was sent electronically by NFF Oslo to 16-19-year-old football players in Oslo and Viken counties. A total of 198 responses were analyzed. Findings from the study revealed that native background participants were slightly more socially integrated in Oslo area football clubs than immigrant background participants in the identification dimension only. Intergenerational differences in social integration were not found to be significant among immigrant background respondents. Results also suggest that age, self-perceived football skill level and being male were associated with higher social integration scores for both immigrant background and native background respondents, while religiosity, frequency of participation, duration of membership, socioeconomic status and some recruitment methods had very dissimilar associations with social integration scores for native background and immigrant background respondents. This study has contributed to improving techniques used to measure social integration. It has also shed light on potential barriers to social integration in sports clubs and best recruitment practices for immigrant background youth.

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Introduction

Global armed conflict has steadily increased over the last decade, reaching a post-Cold War high in 2016 (Dupuy & Rustad, 2018). Of the over 50 armed conflicts recorded that year, the vast majority took place in the Middle East and North Africa, Sub-Saharan Africa, Southeast Asia and Central and South America (United Nations High Commission for Refugees [UNHCR], 2019). As a result, the number of forcibly displaced people worldwide has now reached unprecedented levels (UNHCR, 2019), nearly doubling between 2009 and 2018. According to the Norwegian Refugee Council, roughly 70.8 million people were displaced as of January 2019, a figure that has steadily increased since 2012 (Skretteberg & Christophersen, 2019). Of those 70.8 million, most are internally displaced persons (IDPs), meaning they are still in their country of origin. The remainder, nearly 30 million, are refugees. The majority of refugees over the last ten years have fled from Syria, followed by Afghanistan, South Sudan, Myanmar and Somalia (The World Bank, n.d.-a).

The sheer number of refugees in need of asylum has brought this issue to the global stage. Since 2011, refugees have sought asylum on six continents with just over half landing in the East and Horn of Africa and in the Middle East (UNHCR, 2019). While Europe has received far fewer refugees in comparison, migration flows into Europe between 2015-16 still amounted to a record high since WWII (Apap et al., 2019). Germany has led the EU in receiving refugees, hosting over one million asylum seekers. France, Sweden, Italy, Austria, Switzerland, the Netherlands, Greece and Norway have followed (The World Bank, n.d.-b). Such high migration flows have posed significant challenges for the EU's asylum and border policies, becoming a highly politicised issue (Apap et al., 2019). Individual countries receiving refugees have also been challenged, largely because today's refugee emergency is one characterized by protracted displacement. Defined by UNHCR, protracted displacement is a situation, "in which 25,000 or more refugees from the same nationality have been in exile for five consecutive years

or more in a given host country" (UNHCR, 2019, p. 22). By the end of 2018, just over half of the world's refugees were in protracted displacement situations. For those 15.9 million, the average duration of their displacement was 26 years, a figure that is also on the rise (UNHCR, 2019). This reality has forced host countries to grapple with the fact that refugees, with decreasing chances of repatriation, need to be integrated into host societies. Integration has therefore become a key objective for host country governments.

One burgeoning field poised to contribute to integration efforts is the field of Sport for Development. Sport for Development is concerned with using sport to promote development goals from peacebuilding, intercultural exchange and economic growth on a state-level to inclusion and physical and psychological well-being outcomes on community- and individual-levels (Schulenkorf et al., 2016). The field of Sport for Development has gained tremendous momentum in the last two decades. The 2001 opening of the United Nations Office for Sport for Development and Peace (UNOSDP) and the 2003 Magglingen Declaration and Recommendations, which acknowledged sport's potential significance in building strong communities and overcoming potential barriers such as race, gender, religion, social background, trauma and conflict, each lent early legitimacy to the field ("The Magglingen Declaration and Recommendations," 2003; Schulenkorf et al., 2016). While UNOSDP has since closed, Sport for Development has continued to weave its way into the humanitarian and development sectors, cited as a tool for personal and community development, including academic performance, empowerment, child protection and social inclusion (United Nations International Children's Emergency Fund [UNICEF], 2019). An explosion of academic research and publications on Sport for Development topics has also taken place over the past decade, particularly among European researchers (Schulenkorf et al., 2016). The bulk of this literature tends to focus on initiatives targeted at "social development outcomes" for youth, such as social cohesion, for which football is the most commonly studied sport (Schulenkorf et al., 2016, p.17). The Council of Europe has in particular pushed sport as an arena for promoting cultural

blending and social integration (Gastaut, 2010). According to Stan Frossard, the Executive Secretary of the Council of Europe's Enlarged Partial Agreement on Sports (EPAS) (2010), " … [Sport] has an educational and socialising effect that makes it an ideal vehicle for intercultural dialogue and social integration. Indeed, when we speak about "integration through sport", there is wide acknowledgement of the positive contribution sport makes to social integration, for ethnic minorities and immigrant communities in particular" (p. 5). Universal language, democratic organization and an emphasis on equality of opportunity, rules and fair play are some of the reasons why European officials, NGOs and academics alike see participation in sports clubs as a valuable integration tool (Right to Play, 2017; Council of Europe, 2016; Walseth & Fasting, 2004; Elling et al., 2001; Makarova & Herzog, 2014; Ulseth, 2004; Elmose-Østerlund et al., 2019).

In Norway, immigrants, who are defined as those born outside of Norway with both non-Norwegian-born parents and grandparents, currently make up 14.7% of the Norwegian national population (Dzamarija, 2019). Of the more than 790,00 immigrants in the country ("Innvandrere og norskfødte med innvandrerforeldre," 2020), just over 30% are described to have a refugee background, which includes refugees and their family members ("Personer med flyktningbakgrunn," 2019). This does not include the more than two thousand asylum seekers who applied for asylum in Norway in 2019 ("Asylum decisions by citizenship and outcome," 2020). The 233,000 people with a refugee background in Norway account for 4.4% of the national population in 2019, and the majority of this group come from Africa, the Middle East and Eastern Europe ("Personer med flyktningbakgrunn," 2019). For the rest of Norway's immigrant population who are not refugees, over half have country backgrounds from Eastern Europe and Asia, with the majority coming from Poland. Most, nearly 15,000, came to Norway for work, followed by the nearly 13,000 who came through family immigration ("Fakta om innvandring," 2020). The Norwegian government has devised an integration policy directed toward immigrant populations, with its aim to "provide incentives and opportunities for

participation in the workforce and in community life" (Norwegian Ministries, 2019, p. 42). This policy largely focuses on ensuring equality of opportunity to access resources including quality education and opportunities for work. However, public opinion in Norway seems to be that immigrant integration is progressing poorly (Norwegian Ministries, 2019, p. 85).

Like other European countries, sport has been emphasized in Norway as one arena to promote integration. Nearly all organized physical activity in Norway is carried out through voluntary sport clubs (VSCs), which rely almost exclusively on volunteers and are closely connected with the state (Stefansen et al., 2016; Seippel, 2005; Ulseth, 2004). Membership in Norwegian VSCs is extremely popular, with estimates of over 90% of children at some point taking part (Farrey, 2019). Activities offered by these VSCs include individual sports such as skating and skiing, which are argued to carry Norwegian national traditions (Seippel, 2005), as well as internationally popular team sports such as handball, basketball and football. With 377,447 participants in 2018, football is by far the most popular sport offered (Norges Idrettsforbund og olympiske og paralympiske komite [NIF], 2019a, p. 75). In comparison, skiing, the second most popular sport, had 147,989 participants in the same year (NIF, 2019a, p. 20).

In general, minority populations are underrepresented in Norwegian sports (Bakken, 2019). In a nation-wide survey of 13-19-year-olds administered in middle schools and high schools in every Norwegian municipality, only 7% of respondents had never participated on sports teams (Bakken, 2019, p. 37). Among youth with immigrant parents, however, 25% had never taken part (Bakken, 2019, p. 41). Girls generally participate less than boys in Norwegian VSCs, with slightly more girls than boys reporting to never have tried sports and more girls quitting sports in elementary school than boys (Bakken, 2019, p. 38). Immigrant girls participate the least of all groups, with 32% of girls with immigrant parents having never participated on a sports team, compared to 6% of girls with Norwegian-born parents (Bakken, 2019, p. 41). While it is difficult to speculate on why this is, one theory is that failure to try sports may be due to

financial barriers as immigrant families are overrepresented among low-income groups (Strandbu et al., 2017a).

Many initiatives have been taken by the Norwegian Olympic and Paralympic Committee and Confederation of Sports (NIF) to counteract potential economic barriers to entry in sport. Between 2015-17, NIF offered a Refugee Fund that allowed sports teams to apply for funding from the Directorate of Integration and Diversity (IMDi) and the Directorate of Immigration (UDI) to help cover VSC membership fees, training fees, equipment, rentals costs and instructor fees, allowing more refugees to take part ("NIFs flyktningfond," n.d). In 2018, NIF received funding from several state bodies to increase inclusion of immigrant background children and youth in sport. Also in 2018, NIF received 350,000 NOK in connection to a letter of intent with IMDi and UDI to share experiences and strengthen their current work on countering economic and cultural barriers for youth with immigrant backgrounds and/or low-income households (NIF, 2019b, p. 30). Additionally, NIF receives an annual grant from the Norwegian Ministry of Culture for "inclusion in sports teams," which is also aimed at increasing participation in sports for immigrant background youth, with a particular focus on girls and low-income families. In 2018, this grant amounted to 15.5 million NOK (NIF, 2019b, p. 30).

The Norwegian Football Federation (NFF), which is one of 55 national sports federations under NIF, has also been proactive in promoting inclusion of minority and immigrant youth. Football is seen as a particularly promising sport for these measures because it is relatively accessible and has a global following. Football is also a team sport, making it likely more conducive to social integration (Østerlund & Seippel, 2013). Since no significant equipment is required to play, football has minimum costs of entry. In addition to the accessibility factor is the fact that football's fandom spans all socioeconomic classes and is truly international. Unlike most sports, on the global stage in the FIFA World Cup, less developed countries are as competitive as rich ones, further emphasizing the sport's cultural reach (Martinez, 2008). For these reasons, NFF is working on correcting the fact that refugee and minority youth are

underrepresented in Norwegian football (Norges Fotballforbund [NFF], 2019, p. 76). NFF receives support for efforts to promote inclusion of new residents in Norway, and in 2018, accepted 4.1 million NOK from UDI and IMDi to create football activities for both children and adults living in reception centers for asylum seekers and provide activities for newly settled refugees (NFF, 2019). In addition to focusing on countering economic barriers to entry, NFF has emphasized the value of partnerships with public, private and voluntary sectors in making inclusion a focus and basic value within football clubs. This means making social inclusion a systemic part of club decisions at every level. One aspect of this pertains to new players, particularly older youth, who may not have had experience with football before and may experience a skill gap between players their age. A focus on inclusion also includes immigrant background parents, who may have a difficult time understanding the club's organization and position in Norwegian communities due to language and/or cultural barriers (Straume et al., 2018).

Oslo, Norway's capital and largest city, is becoming increasingly diverse and multicultural. In 2019, Oslo's population included 171,868 immigrants and 227,228 Norwegian-born residents with foreign-born parents ("Innvandrere og norskfødte med innvandrerforeldre," 2019), and as of 2018, one in three Oslo teenagers had two foreign-born parents (Bakken, 2018, p. 6). There are documented differences between youth with a native background and youth with an immigrant background in Oslo when it comes to quality friendships, school experience and beliefs about future prospects. The report *Ung i Oslo*, which studies students ages roughly 13-19 years old, found that youth with immigrant backgrounds were less likely to report feeling satisfied with their local communities, their school and their lives than those with Norwegian-born parents (Bakken, 2018). In the study, 'immigrant background' referred to those with both parents born outside Norway. Respondents with an immigrant background were also found less likely to have a trusted friend, more likely to feel lonely, and more likely to report that it was difficult to make friends (Bakken, 2018, p. 20-23). Furthermore, youth with immigrant

backgrounds were less likely to believe that they will receive higher education and more likely to believe they will at some point be unemployed (Bakken, 2018, p. 31), despite spending more time on schoolwork than their native background counterparts (p. 28). These results suggest that youth with immigrant backgrounds are facing particular challenges in adjusting to life in Oslo communities that native background youth do not face. Differences also exist in football participation. In 2018, Oslo youth with immigrant backgrounds were 8% less likely to have participated in a VSC in the last month, 18% less likely to have exercised in the last week and 15% more likely to have never participated in an organization, club or team compared to native background youth (Bakken, 2018).

While significant effort and funding has gone toward eliminating financial barriers and getting minorities and immigrant background youth to participate in football and other sports, few research initiatives have attempted to actually evaluate how well VSCs work as socially integrative environments for these groups. Evaluating the social integration of immigrant background youth in Oslo area football clubs will be the task of this study. A better understanding of the experiences of immigrant background youth in these clubs will build the knowledge base, help orient future interventions and social inclusion policy and ultimately contribute to improved social integration outcomes for immigrant background youth in sports and beyond.

Statement of the Problem

This study aims to evaluate social integration in Oslo area football clubs. The challenges associated with this evaluation relate predominantly to a lack of consensus on a social integration definition and a resulting inconsistency in measurement techniques used for assessing social integration. Without this consistency, it is difficult to compare research findings, leaving little knowledge to ultimately be gained from social integration research.

Lack of consensus on an integration definition

Integration is a complex and multifaceted concept. In order to measure integration, it must be operationalized. This task has proven difficult throughout integration research as different conceptualizations, definitions and operationalizations of the concept imply different assumptions and goals. Additionally, conceptualizations of social integration do not always come in the form of a definition, and are instead often expressed as frameworks of processes, or by its negative – by pointing out what social integration is *not*. Even within the context of civil society organizations and VSCs, social integration is defined and measured in a variety of ways, as the next chapter will show. However, there appears to be a slow-forming consensus over the last decade towards adopting social integration frameworks with multiple independent processes. For example, the conceptualization proposed by Hartmut Esser, which is used in this thesis, involves separate processes termed *interaction*, *identification*, *culturation* and *placement* that each describe different aspects of social integration and, taken together, represent the process of social integration as a whole. This conceptualization will be further explained in the next chapter.

Lack of consistency in integration measurement

The many ways to conceptualize social integration have been reflected in the different methods researchers have used to measure social integration. Historically, this measurement has been approached qualitatively. More recently, however, a quantitative approach has gained traction in the field. This does not necessarily mean that studies have become more easily comparable or consistent in their measurement tools or operationalizations of the concept. The way integration is defined and operationalized informs the way it is measured and the results of those measurements. Unfortunately, the essential process of testing measurement tools for validity and reliability has been done in only some of the quantitative studies on this topic

(Zwahlen et al., 2018; Elmose-Østerlund et al., 2019). Without such testing, it is difficult to know which tools have been successful at measuring social integration and which have failed, and without this information, improving on past quantitative measurement tools is difficult. This study employs a quantitative approach that aims to use successful aspects of past measurement approaches while incorporating original questionnaire items in the hopes of contributing to the development of social integration measurement tools.

Purpose of the Study

The purpose of this study is to assess social integration to better understand how sports can contribute to integration efforts for immigrant background youth in Oslo area football clubs. The large and recent influx of refugees and other migrants in Norway has necessitated focusing on methods that can socially integrate these populations in Norwegian society. State funding has supported refugee, immigrant and minority populations to participate in sports, despite there being sparse empirical evidence of positive social integration outcomes through sports participation for these groups.

To assess social integration, the researcher administered an electronic questionnaire to football players ages 16-19 years old in the Oslo area. The questionnaire was distributed by Norges Fotballforbund (NFF) through NFF's own Football Information and Communication System (FIKS). The questionnaire measured respondents' agreement on statements pertaining to four categories of social integration (culturation, placement, interaction and identification) described by Esser (as cited in Heckmann, 2005; Zwahlen et al., 2018).

The purpose of the questionnaire was to explore how socially integrated immigrant youth football players feel in Oslo area football clubs. By learning about the social integration levels in football clubs in the greater Oslo area, this study aims to shed light on the assumption in the Sport for Development field that sport participation has positive social integration outcomes.

This study also has implications for how NFF and NIF should proceed and use funds in order to increase the frequency of participation and quality of experience in sports for youth with immigrant backgrounds.

Research Questions

1. To what extent are youth with an immigrant background socially integrated in Oslo area football clubs compared to native background youth?
2. To what extent do intergenerational differences exist among Oslo area youth football players with an immigrant background with respect to social integration outcomes?
3. To what extent do other factors, including age, gender, religion, frequency of participation, challenges to participation, duration of membership, recruitment method, football skills, geographic location, socioeconomic status and participation in other organized sports influence social integration outcomes distinctively for native background and immigrant background youth football players in the Oslo area?

Definitions

Below is a list of definitions for key terms used throughout this thesis.

- *Immigrant* - one who has themselves immigrated to a new country of residence and was born outside of that country, and has both foreign-born parents and four foreign-born grandparents (Dzamarija, 2019).
- *Immigrant background* - refers to one who may or may not have been born in the country of current residence, but has two foreign-born parents (Bakken, 2018, p. 6).
- *Native background* - refers to all those who do not have an immigrant background, as defined above.

- *Oslo area* - for the purposes of this study, the geographic area including Oslo county and parts of the neighboring Viken country that fall under NFF Oslo's administration.
- *Refugee* - someone who "has been forced to flee his or her country because of persecution, war or violence" (UNHCR, n.d.).
- *Social integration* - (or bicultural integration) the process by which an individual forms a connection to their receiving country through two-way reciprocal change and acceptance while simultaneously maintaining original social and cultural references (Heckmann, 2005, p. 9).
- *Youth* - those between 15 and 24 years old ("Definition of Youth," n.d.).

Ethical considerations

This study's design and handling of personal data was assessed by the Norwegian Centre for Research Data (NSD) prior to data collection. The researcher complied with ethical guidelines set by NSD, the National Committee for Research Ethics in the Social Sciences and the Humanities (NESH) and in compliance with NFF. The researcher also had an ethical obligation to minimize risk for participants who are considered vulnerable.

According to the NSD and NESH, children are considered a vulnerable group and cannot by themselves give consent to participate in a study. However, common practice is to allow 16-18-year-olds to give consent when the research involves collecting sensitive personal data ("Frequently asked questions," n.d.). Sensitive personal data, as defined by NSD, was collected in this study. This data consisted of participants' race/ethnicity, religious beliefs and background data that could identify respondents, including gender, age at the time of participating, football club and where they and their parents were born. Since participants in this study were 16-19 years old, they were able to give consent to participate on their own.

Voluntary, explicit and informed consent was gained individually by all participants through an informed consent form, which is included in Appendix A. This consent form comprised the first pages of the electronic questionnaire and described the purpose of the study, why the respondent was selected to participate, what participation entailed, that participation was voluntary, how the respondent's personal data would be used, what would happen to their personal data after the study and what their rights were, including the ability to retract consent. At the end of the text, an online signature, date and check mark were required in order to continue on to the questionnaire.

NESH and NSD also consider refugees a vulnerable group. However, the researcher determined that this study's research question could not have been solved without potentially studying refugees. Care was taken in writing the consent form and questionnaire to minimize stress and strain on this group, limiting questions that could be experienced as intrusive ("Research on Vulnerable Groups," n.d.).

Review of the Literature

The challenges associated with evaluating social integration in football clubs relate predominantly to the lack of consensus on a social integration definition and the lack of consistency in techniques used for measuring social integration. This literature review will address these two key themes related to the study of social integration first by outlining literature that define and conceptualize social integration. The second section will address the various methods chosen in relevant studies to operationalize and measure social integration in VSC contexts. This literature review will focus specifically on studies taking place in western Europe because immigration dynamics and policies as well as the role and nature of youth sport are unique to this region compared with other developed areas, such as the United States.

Conceptualizing Integration

The term *integration* does not have an agreed upon definition. Therefore, the first step in any study of integration outcomes is to operationalize the concept. How integration, and more specifically social integration, is defined and/or operationalized in turn determines its related goals and relevant interventions. A multitude of different frameworks and theories have been developed and used in studies to clarify what social integration is (and is not) and which forms of social integration are most desirable. In general, these frameworks have taken an approach less concerned with defining the term and more interested in labeling and organizing the processes of social integration that are observed.

An early pioneer of integration theory was British sociologist David Lockwood. Lockwood's work proposed that society and its systemic factors could operate essentially as their own separate entities (as cited by Archer, 1996). This collectivist thought was evident in Lockwood's conception of integration as consisting of two subcategories: system integration, which relates to systemic factors, and social integration, which relates to individual actors (Lockwood, 1964). System integration refers to the integration of social systems such as the labor market, education systems, legal systems, the state and the private sector (Heckmann, 2005). Not only does system integration operate independent of individuals, but often actually in opposition to individuals' actions and desires. Social integration, on the other hand, addresses individuals' interactions, connections and relationships to one another and the social system itself. Unlike systemic integration, social integration is driven by individuals' actions and desires. Lockwood stressed this distinction, emphasizing that a society with economic affluence driven by strong structural integration did not necessarily have strong social integration outcomes, and vice versa (as cited Savage, 2005). Properties of Lockwood's social integration conceptualization, including its focus on interactions, relationships and the intentions and actions of individuals, have endured in sociology and migration literature.

Since Lockwood's conception, social integration has also been analyzed and conceptualized specifically within the context of sport. This context makes analysis doubly complex because sport, like social integration, is an 'umbrella' term for a multidimensional concept. In their critical analysis of sport policy and practice in the Netherlands, Elling et al. (2001) built on existing theory to devise a framework to conceptualize social integration through sport. Their framework, which consists of three dimensions of social integration, has endured the test of time and still appears in social integration research, particularly in the contexts of VSCs (Walseth & Fasting, 2004; Elmose-Østerlund et al., 2019).

In their paper, Elling et al. (2001) assess and challenge the functionalist perspective taken by Dutch and European politicians of the time, which assumes that sport is an instrument to achieve social and societal goals, including social integration. The authors argue that this functionalist perspective is oversimplified and fails to take into account the multidimensionality and nuance inherent in both social integration and sport concepts. Ultimately, Elling et al. (2001) ask, "What is actually meant by "social integration" and how can (different types of) sport enhance or inhibit processes of social integration for social (minority) groups who are positioned differently in sport and society?" (p. 415). Three dimensions of social integration are used to answer this question: structural integration, socio-cultural integration and socio-affective integration.

Structural integration refers to the extent to which target minority populations, for example immigrants, the elderly and the disabled, participate in required and voluntary societal activities in relation to the majority population (Elling et al., 2001, p. 417). Structural integration is the dimension that receives the lion's share of political intervention and policy attention with respect to the labor market, educational institutions and VSCs. In Norway, NIF's initiatives to decrease financial barriers to entry are also aimed at promoting structural integration. The other two dimensions of social integration outlined in this paper are socio-cultural integration and socio-affective integration. As opposed to structural integration, these two dimensions occur

within the VSC and pertain more to individuals' experiences and acceptance within these contexts. Socio-cultural integration is a process characterized by "the existence and continuous confirmation and challenging of dominant and marginal norms and values" (Elling et al., 2001, p. 418). This means there is a process of exchange for both the dominant and marginal populations, where marginal groups must learn the existing norms and values of dominant culture, all while challenging and influencing these norms. Ideally, this process results in a diverse and accepting multicultural environment. Socio-affective integration, on the other hand, deals more with interpersonal exchange. This process reflects marginal groups' ability to make friends with VSC members and volunteers from their own and other social groups, thus building friend networks outside of VSC-organized activities. These relationships can also help members of different social groups bond and establish joint pride in the sense of identity affiliated with being a member of the VSC (Elling et al., 2001, p. 418).

The authors also point out, however, that VSC participation does not automatically result in socio-affective integration, especially in contexts outside of the VSC. Furthermore, Elling et al. (2001) challenge the prominent notion, which still guides sport integration policy today, that a "fully integrated" sporting environment should be the goal (p. 428). In support of this, the authors claim that while fully integrated VSCs are seen as desirable and separate VSCs formed by marginal groups (e.g. an all-Somali immigrant football club) are largely seen as undesirable for social integration, neither can be assumed to promote or hinder social integration. Instead, an assortment of other factors are relevant, such as social group, sport, competition level, and the dimension of social integration assessed.

While the Elling et al. (2001) three-dimensional structure for conceptualizing social integration in sport environments is useful, it also has some limitations. Though the framework makes great strides in capturing the multidimensionality of social integration and identifies dimensions believed by the authors to be important, these three dimensions are almost certainly still an oversimplification of social integration processes. They should thus be viewed as a

springboard for further, more fleshed out conceptualizations of social integration in VSCs and not as a final product. Additionally, Elling et al. (2001) refer throughout the framework to various (marginalized) social groups as the 'targets' for social integration, making special reference to immigrants, homosexuals, the elderly and the physically disabled. While the authors concede that the most these groups have in common is their marginalization (Elling et al., 2001, p. 420), (the dynamics of which have likely changed in the nearly 20 years since this publication), it cannot be understated that the nature, challenges and opportunities afforded to each marginalized group with respect to social integration prospects in VSCs are completely different and need to be assessed individually. A valuable expansion on this theory would be to assess social integration in VSCs specifically for immigrant groups.

Hartmut Esser, a German sociologist and pioneer in the field of migration sociology, has looked specifically at immigrant populations and their social integration processes. Esser's theoretical framework for conceptualizing social integration has, like Elling et al. (2001), been used extensively in subsequent research on social integration of immigrant background populations (Heckmann, 2005) and specifically those in VSCs (Zwahlen et al., 2018; Elmose-Østerlund et al., 2019).

Esser's conceptualization of integration involves four distinct variations of the term: marginalization, segmentation, assimilation and bicultural integration. Marginalization occurs when an individual in a new society loses his/her connection to social and cultural references from his/her original society and fails to pick up those of the receiving society, resulting in social and cultural isolation (as cited in Zwahlen et al., 2018). Segmentation and assimilation, on the other hand, occur when only one society's social and cultural connections exist. With segmentation, an individual in a new society only maintains social and cultural references to their origin society, without picking up those of the receiving society, while in assimilation, the opposite occurs and the individual loses all social and cultural connections to their original society and relies only on those from the new one. Bicultural integration is essentially the happy

medium and is characterized by an individual simultaneously maintaining original social and cultural references while developing new ones pertaining to their current community. Bicultural integration is understood to be synonymous with social integration as it is defined in other terminologies (Elling et al., 2001) and research (Zwahlen et al., 2018; Heckmann, 2005), as well as in Esser's later work (Esser, 2004). Therefore, bicultural integration and social integration will be discussed synonymously in this paper.

Esser conceptualizes social integration as a process that takes place in four distinct processes, or dimensions, which are termed culturation, placement, interaction and identification (as cited in Heckmann, 2005, p. 9). While the framework does not attempt to evaluate social integration in the context of sports or VSCs specifically, it does translate relatively easily to these contexts and other forms of civil society. Esser defines culturation as the process of familiarizing oneself with and gaining knowledge about the host society's culture, including the norms, values and acceptable behavior that allows the newcomer to participate easily in that society. In the context of a VSC, this would likely entail language acquisition and acquisition of the sport's rules, knowledge about the political structure of the club, acceptable player behavior, etc. Placement describes the extent to which one is able to gain status in the receiving society and exercise accessory rights, for example by accessing resources like education, employment, money, voting rights, etc. Succinctly put by Heckmann (2005), who based research for the European Forum for Migration Studies on Esser's framework, "Placement is connected with the acquisition of certain rights that belong to particular positions and with the opportunity to establish relevant social relations and to win cultural, social and economic capital" (p. 9). Esser's placement dimension translates less obviously to the context of VSCs, but can be imagined to involve access to resources typically associated with club membership and relevant team- or club-specific social positions, for example a team captain or practice responsible. Esser's interaction dimension refers to friendships, social networks and relationships established within and between social groups, while the identification dimension

relates to the extent to which an individual sees him/herself as a part of the larger social system, or VSC in the case of this paper. According to Heckmann (2005), “Identification has cognitive and emotional sides and results in a “we - feeling” towards a group or collective” (p. 9). Taken together, these four dimensions, which each represent an independent process, are meant to capture the multidimensionality of social integration.

In essence, Esser is trying to accomplish the same goals as Elling et al. (2001) with respect to identifying the specific processes of social integration to better tackle its multidimensional nature. This framework expands on the Elling et al. (2001) socio-cultural and socio-affective conception, improving on oversimplifications. However, it is reasonable to assume that *any* concise theoretical framework, including Esser’s, would be an oversimplification of a process as complex as social integration. Furthermore, it is not specified in Esser’s work how these dimensions relate to each other in terms of weight. For example, should it be assumed that placement and identification are equally important to an individual’s social integration? Or do the weight and order of processes vary from individual to individual? The lack of clarity around these aspects limit the framework’s descriptive ability.

Measuring Integration

The way social integration is conceptualized and defined instructs how it is measured. A significant share of social integration research has been carried out qualitatively. However, the studies discussed here are quantitative studies from European contexts, which are most comparable to and insightful for this thesis. The four studies discussed below illustrate some of the different indicators used to measure social integration, the varying reliance of social integration measurement on theory, the varying attention given to validating measurement tools and the various target groups studied. The following studies also show that the complex, multidimensional nature of integration is not currently well expressed in measurement tools.

Validation of measurement tools that operationalize the concept of social integration will allow researchers to better assess and understand social integration and its contributing factors. Building this knowledge base will in turn better inform future research, interventions and policy related to promoting social integration in VSC contexts and beyond.

VSCs are one example of organizations in civil society, which is the collective term for activity outside of government and business that links people in communities through common interests and activities (United Nations, n.d.; Lexico, n.d.). Understanding what type of organizational and individual factors contribute to social integration in VSCs can therefore help inform researchers' understandings of social integration as applied to other civil society organizations.

With this goal in mind, Østerlund and Seippel (2013) present a theoretical framework to evaluate social integration in VSCs through quantitative empirical research. The specific aim of the study was to gain a stronger understanding of the nature and level of social integration within VSCs by evaluating the influence of both individual- and organizational-level factors. In this study, social integration refers to the relations between individual actors in a group, rather than the relations between parts in a system (Østerlund & Seippel, 2013, p. 393).

The study took place in Denmark, where data was collected through a survey distributed to individual adult members and volunteers (over 16 years old) from 30 Danish VSCs. Participants and VSCs were selected within five sports: football, handball, cycling, tennis and keep-fit exercise (Østerlund & Seippel, 2013, p. 398). Authors argued that this variety of activities would ensure enough diverse data to make meaningful comparisons between clubs.

Østerlund and Seippel (2013) employed a theoretical framework that builds on social capital and community theory. The authors defined communities as groups of people brought together through common interests and subsequently bound through "relations of affect, loyalty, common values and/or personal concern" (Brint, 2001, as cited in Østerlund & Seippel, 2013, p. 395). This definition was used to develop four distinct typologies of communities according to

frequency of social interaction and level of emotional bonding. The four typologies included ‘strong communities’ characterized by high levels of both emotional bonding and social interaction frequency, ‘weak communities’ characterized by low levels of both emotional bonding and social interaction frequency, ‘pragmatic communities’ where level of emotional bonding is low, but social interaction frequency is high, and ‘mediated communities’ were level of emotional bonding is high, but frequency of social interaction is low. These community types comprise the study’s dependent variables. To assess frequency of social interaction, respondents were asked how often they participate in their sporting activity, including practices and competitions. To operationalize levels of social bonding, respondents were asked two questions: one focused on social reciprocity (whether respondents thought they could get “help, support or care” from other members in the club if they experienced personal problems), and whether or not members have made new friends through their VSC participation (Østerlund & Seippel, 2013, p. 400).

In addition to the three questions from which communities could be typified, respondents were asked eight questions related to individual characteristics, including gender, age, education level, recruitment method, duration of membership, and training group size as well as organizational characteristics related to activity type (team vs. individual sport) and size of the VSC (Østerlund & Seippel, 2013, p. 402). These variables constituted the study’s independent variables. Multilevel logistic regression analyses were used to assess the individual- and organizational-level variables’ effect on community types.

Results found that 93% of respondents reported to participate regularly in their sport activity, which was defined by the authors as at least once per week (Østerlund & Seippel, 2013, p. 400). This high frequency of participation translated to a high frequency of social interaction for nearly all respondents. Therefore, 93% of respondents were typified as belonging to either strong or pragmatic communities. Based on respondents’ reported levels of emotional bonding, social reciprocity and new friends made through participation, 51% of respondents belonged to strong communities while 42% belonged to pragmatic communities. With respect to

independent variables, women and men were equally likely to be in strong and pragmatic communities, and thus equally likely to be socially integrated in their VSCs. Age was found to have a correlation with social integration, with respondents aged 16-30 years old significantly more likely to report high levels of social bonding than middle aged adults and people over 60 years old. Duration of membership and training group size were both significantly positively correlated with high levels of emotional bonding. Finally, the recruitment method also yielded statistically significant findings as members who knew someone in the club before joining were more likely to belong to strong communities (Østerlund & Seippel, 2013, p. 405-7). These individual-level findings are summarized in Table 1. With respect to organization-level independent variables, respondents participating in team sports were significantly more likely to belong to strong communities than those participating in individual sports, suggesting that team sports are more conducive to social integration. A negative correlation between club size and strong communities was found only for clubs exceeding 400 members (Østerlund & Seippel, 2013, p. 407).

The main conclusion of this study was the debunking of the assumption that VSCs in general foster social integration. With over 40% of those participating regularly in VSC activities reporting low levels of emotional bonding within their club, it becomes clear that not everyone is experiencing social integration outcomes as a result of participation. Other important findings related to the correlation of age, duration of membership and recruitment method with being in strong communities. Implications of these findings could be for VSCs to recruit in settings where participants may sign up with friends. Activity type also had implications for how organizations may make themselves more conducive to social integration by promoting team sports over individual sports in social integration campaigns.

This study also had significant limitations. While team sports were found to be more conducive to strong communities, results do not differentiate between the team sports studied. It is therefore unknown whether football or handball are equally conducive to social integration.

The theoretical framework used in this study also largely failed to capture the nature of social integration in VSCs as 93% of participants fell into only two of the four devised community typologies. Notable is the fact that there was no description by the authors of any attempt to validate the survey as a measurement tool prior to data collection. The fact that the dependent variables, i.e. the community typologies, were measured only by responses to a total of three questions also limited their descriptive capabilities. The validity of the social reciprocity question must also be challenged as it is seemingly as likely to indicate that respondents think there is a good or trustworthy person in the club as opposed to an actual *friend*. A more robust approach to measuring social reciprocity should be explored. It also seems an oversight that socioeconomic status was not considered an independent variable as financial barriers to participation could be a hindrance in frequency of social interaction. Future research should aim to take socioeconomic status into account. Finally, this study did not specify any target group for social integration. It may well be that women, the LGBTQ community and those with immigrant backgrounds, for example, have different community typologies and therefore social integration outcomes. Future research focusing on one target group could therefore be more useful in devising effective, targeted interventions.

Immigrant background youth is this thesis' relevant target group. The role of sports in the integration process of immigrant background youth has been studied with the understanding that the universal rules and common language of sport, and frequent interaction between ethnically diverse groups, promotes social integration under certain conditions and can lead to decreased ethnocentrism among ethnic majority groups. In their study of immigrant youths' participation in sports, Makarova and Herzog (2013) aimed to investigate whether participation in VSCs facilitates social integration of immigrant youth into their societies of settlement.

To do this, Makarova and Herzog (2013) conducted a quantitative study of 15-23-year-old immigrant students in the German-speaking region of Switzerland. The authors define this sample as a "first immigrant generation," meaning all participants were born outside of

Switzerland (Makarova & Herzog, 2013, p. 4). Data was collected through a voluntary questionnaire administered in classes during the school day and supervised by a research assistant. The study thus had a cross-sectional design. The questionnaire aimed to measure four main categories of data: immigrant youths' sociodemographic characteristics, sporting activities, intercultural relations, and feeling of being integrated into Swiss society. Sociodemographic characteristics, sporting activities and intercultural relations constituted the independent variables in this study, while the feeling of being integrated into Swiss society was the dependent variable. Sociodemographic characteristics included participants' age, gender, school type, country of origin, length of residence in Switzerland and family social status as measured by parents' occupational skill level and highest education level. To assess participants' sporting activities, respondents were asked whether they did sports in their free time (apart from school- and VSC-organized sports) and if they were VSC members. This question recognizes the fact that sport participation does happen outside of VSCs, and added validity to the study in its aim to study how participation in VSCs facilitates integration, rather than participation in sports more generally. Based on these two questions, respondents were grouped as "nonathletes," "athletes without [VSC] membership," and "athletes in sports clubs" (Makarova & Herzog, 2013, p. 4). To assess intercultural relations, three questions were posed. The first two questions asked respondents how often they have personal contact with Swiss peers in general and among their close friends, and the third question asked if respondents see other young people in their free time, and if *Yes*, what percentage of those young people are of Swiss origin. Finally, participants' feeling of being integrated into Swiss society was measured by the single question: "Do you feel that you are integrated in Switzerland?" (Makarova & Herzog, 2013, p. 4). Responses ranged on a four-point scale from 1=not at all to 4=fully.

Findings showed that the majority (86.4%) of the immigrant youth studied participated in either organized or unorganized sport, with only 13.6% falling into the 'nonathlete' category. Both girls and boys who participated in sports clubs were more likely to have frequent personal

contact with Swiss peers during sport activities than boys and girls who were nonathletes and athletes without VSC membership (Makarova & Herzog, 2013, p. 5). Additionally, those who reported having frequent contact with Swiss peers during sporting activities were significantly more likely to count Swiss-born youth among their close friends and significantly more likely to report feeling integrated into Swiss society (Makarova & Herzog, 2013, p. 7). Of the sociodemographic characteristics, age and length of residence in Switzerland correlated significantly negatively with reported proportion of Swiss-born youth among close friends, while social status correlated significantly positively (see Table 1 for detailed statistical results). Worth noting is that the reported proportion of Swiss-born youth among close friends was not a significant predictor of feeling integrated into Swiss society.

The findings of the Makarova and Herzog (2013) study confirm findings from other studies that girls participate less than boys in both unorganized and organized sport (Bakken, 2017; Bakken 2018). However, for those that did participate in VSCs in the study, gender differences were not significant when it came to frequency of contact with Swiss-born peers or reported proportion of Swiss-born youth among close friends (outside of sports activities). The implication of this is that, theoretically, if immigrant youth females were to participate more in organized sports, they would enjoy the same benefits of participation as boys with respect to integration, namely more frequent contact with Swiss-born peers and more Swiss-born peers in their close friends. By this conclusion, the authors claim that initiatives to increase female participation in VSCs could be beneficial to increase frequency of contact with Swiss-born peers, thereby increasing feelings of being integrated into Swiss society. However, because this study follows a cross-sectional design, no causal relationship can be asserted. It is equally plausible that immigrant youth who already feel more integrated into Swiss society and already have frequent contact with Swiss-born peers, for example during school, are more likely to join sports clubs. The fact that attendance at a secondary school was a stronger predictor of feeling

integrating into Swiss society than frequent contact with Swiss-born youth during sporting activities may actually support this reverse causation.

Future research may build on this study by comparing participation in VSCs with other organized spaces that feature face-to-face interaction and intercultural exchange, such as youth political party groups, religious (or humanistic) organization membership or extracurricular groups. Using these other contexts where personal contact with Swiss-born peers would likely be frequent would clarify whether participation in organized sport has any specific integrative influence for immigrant youth.

Shifting the research focus from viewing participation in VSCs as a path towards more general, societal integration to evaluating the social integration within VSCs has been the undertaking of several more recent studies (Zwahlen et al., 2018; Elmose-Østerlund et al., 2019). This more narrowly focused research is aimed at understanding how members of VSCs are currently experiencing social integration within the organization, and how VSCs can improve these experiences. This research is predicated on the assertion that only through adequate measurement and understanding of social integration in VSCs can VSCs develop to accommodate and reflect more diverse societies. This thesis contributes to this line of research and was greatly influenced by a study conducted by Zwahlen et al. (2018) on youth immigrants in Swiss VSCs.

The aim of the Zwahlen et al. (2018) study was two-fold: first, to measure social integration in Swiss VSCs, and second, to develop a valid analysis tool to carry out this measurement. Zwahlen et al. (2018) devised a cross-sectional study of 785 VSC members, of which 298 were described to have a migrant background. Data was collected through a questionnaire given to participants either before or after a training session. Esser's bicultural integration definition, whereby immigrants participate in both the receiving society and the society of origin, with the immigrant and receiving society both adapting and converging (Zwahlen et al., 2018, p. 27), was taken as the operationalized social integration definition in the

study. The questionnaire aimed to measure social integration with 25 questions corresponding to Esser's four dimensions of social integration, namely interaction, identification, culturation and placement, adapted to a Swiss VSC context. Each social integration dimension was assessed by at least five statements, or indicators answered on a five-point Likert scale from *1=does not apply* to *5=applies completely*. Data analysis to assess the quality of the questionnaire as a measurement tool with respect to validity and reliability was carried out. Another preliminary step that authors took to increase validity was pretesting the questionnaire and sending it for review to two experts in social integration research. Validating the questionnaire as a measurement tool was a critical step and contributed toward validating the study as a whole since findings were based on questionnaire responses.

Results of the questionnaire in terms of measured social integration showed that native background youth were better integrated than immigrant background youth in placement, interaction and culturation dimensions, but not identification (Zwahlen et al., 2018, p. 36). Social integration differences were also found between first, second and third generation immigrants with each added generation scoring higher in interaction, culturation and placement dimensions, but again, not identification (see Table 1). Findings related to the identification dimension were notable in that native background and immigrant background youth, regardless of generation, scored similarly. Implications of this result could be that Swiss VSCs are succeeding in presenting themselves as diverse and multicultural environments, encouraging members to feel belonging in the club. Conversely, the most significant differences between immigrant background generations and between immigrant background and native background participants were seen in the interaction dimension. This result suggests that despite these groups similarly emphasizing club membership as part of their identity, there is still a divide between immigrant background and Swiss background members when it comes to forging strong social connections. Since this study does not make any mention of demographic characteristics of participants, it is unknown whether these differences could be attributed to

other factors. For example, it may be that immigrants have not been club members for as long as Swiss-born members, and therefore have trouble penetrating long-standing social circles. It was also not noted in the study whether age had any correspondence with social integration, which seemed an oversight when looking at other studies that have found social integration to be better among younger respondents (Makarova & Herzog, 2013).

The Zwahlen et al. (2018) analytical tool provided a strong starting point for future research. The theory used to construct the questionnaire was elaborated on in a multi-country study of social integration in European VSCs conducted by Elmose-Østerlund et al. (2019). Similar to Østerlund and Seippel (2013), the study focused on social integration within VSCs, specifically by identifying the individual- and organizational-level characteristics that promote social integration among members and volunteers in these contexts. The study was impressive in terms of scale and breadth. Comparative data was taken from VSC members and volunteers in ten European countries (Denmark, England, Germany, Hungary, the Netherlands, Norway, Poland, Spain, Switzerland and the Flanders region of Belgium) (Elmose-Østerlund et al., 2019). These countries were selected in order to ensure a diverse picture of European sports clubs by involving countries with differing sport policy, cultural valuing of sports, levels of participation and volunteerism (Elmose-Østerlund et al., 2019, p. 274). From each of the 10 countries, at least 30 VSCs and 2,000 individuals were asked to participate. Data was collected through an online survey in which VSC representatives were responsible for distributing the survey to their members and volunteers.

The survey focused on measuring respondents' social integration loosely following Esser's social (bicultural) integration definition characterized by exchange and convergence on behalf of both immigrants and the receiving society (Elmose-Østerlund et al., 2019, p. 270). Unlike Zwahlen et al. (2018), however, Elmose-Østerlund et al. (2019) operationalized social integration using socio-cultural and socio-affective integration based on Elling et al. (2001). Socio-affective and socio-cultural integration were each further broken down into sub-

dimensions of social integration. Socio-affective integration was broken down into *interaction* and *identification* dimensions, which are essentially synonymous with Esser's interaction and identification dimensions used by Zwahlen et al. (2018). Socio-cultural integration was broken down into an understanding and acceptance. Understanding encompasses the Zwahlen et al. (2018) culturation dimension of social integration in reference to understanding and mastering a VSC's existing rules, norms and values, while acceptance evaluates the VSC's own ability to embrace diversity and multicultural members. The questionnaire consisted of 14 items, where respondents indicated their agreement on a five-point Likert scale. These questions measured the dependent variables in the study, ie. social integration dimensions. A set of additional questions focused on individual-level factors including frequency of participation, engagement in VSC social events, volunteering, politics, and social background including gender, age, education level, disability, length of membership, immigrant background and socioeconomic status. (Elmose-Østerlund et al., 2019, p. 274). These questions, as well as club-specific information including club size, paid management, sports offered, size of community and structural characteristics, made up the independent variables.

The validity and reliability of the survey as a measurement tool was assessed thoroughly. Findings showed that, in general, VSC characteristics play a lesser role in members' and volunteers' social integration outcomes than individual-level variables (Elmose-Østerlund et al., 2019, p. 280). There was also a slight pattern of different outcomes for the interaction and identification dimensions of social integration and the socio-cultural dimension, comprising understanding and acceptance. For the interaction and identification dimensions, frequency of participation, participation in competitive sport and team/group size were positively correlated, while understanding/acceptance had no correlation with these variables. Understanding/acceptance was, however, positively correlated with high education levels, non-migrant status and age. Having a migrant background had no significant correlation with interaction or identification, which runs contrary to findings from Zwahlen et al. (2018). The

number of years respondents were connected to the club had a positive correlation with all three forms of social integration. Consistent with findings from Makarova and Herzog (2013), gender was not found to have a significant correlation with social integration, with the caveat that men did slightly better on understanding/acceptance (see Table 1).

In regards to VSC-level variables, clubs size was slightly negatively correlated with both understanding/acceptance and identification. Interestingly, single-sport and multisport clubs showed no significant differences in any of the three forms of social integration. Whether or not the VSC had paid staff, which was meant to indicate its level of professionalization, also had no significant correlation with social integration of members or volunteers. Team sports, in general, were not found to be more conducive to social integration than individual sports. For the identification dimension, football was found to be significantly negatively correlated while badminton and cycling were found to be modestly positively correlated.

The main conclusion of this study was the general finding that impacts of VSC-level variables are limited for member and volunteer social integration. This implies that VSC-driven initiatives aimed at increasing social integration of members may be misplaced. This study does, however, address social integration in the broadest sense and not with specific attention to, for example, migrant background members. It could still be that certain VSC-driven initiatives, for instance offering smaller group sizes or multicultural training of trainers, would increase social integration outcomes for specific groups. It was notable that this study found that social background variables, including having a migrant background, were more relevant for the understanding/acceptance dimension than interaction or identification. It is conceivable that migrant background respondents could have a weaker grasp on club norms, structures and political processes, resulting in lower understanding/acceptance scores than non-migrants, or that migrants and non-migrants have equal identification with their club, which was also found by Zwahlen et al. (2018). However, the fact that the interaction dimension was equally high for migrant background respondents and non-migrants was surprising given that this finding runs

counter to results from Zwahlen et al. (2018). Promising results from validity testing of the questionnaire, and the fact that the largest share of survey questions (six) corresponded to the interaction dimension, with most of these questions being similar to those posed in the Zwahlen et al. (2018) questionnaire, further mystify this discrepancy in results. Additional research, including this thesis, will be useful to shed more light on this divergence in the literature.

Another noteworthy result of the Elmose-Østerlund et al. (2019) study was that VSCs described as more 'professionalized' by having paid staff and emphasizing excellence over socialization, were no less conducive to social integration of members and volunteers. Furthermore, members participating in competitive sports scored higher on interaction and identification than those not involved competitively. Given that frequency of participation was found to be significantly positively correlated with social integration in this study and others (Østerlund & Seippel, 2013), it may simply be that members involved in competitive sports, or clubs with higher competitive aspirations, also practice more and therefore have more frequent participation, which may alone explain their social integration scores. Similarly, based on the finding that the number of years involved with the VSC was significantly positively correlated with social integration, Elmose-Østerlund et al. (2019) reflect on the uncertainty about whether, " … social integration fosters retention or that years of affiliation fosters integration – or that both explanations are relevant" (p. 285). There may, however, also be a connection between the number of years involved in a VSC and participation in competitive sports. Investigating the relationships between these variables, namely the number of years involved in a VSC, frequency of VSC participation, participation in competitive sports and VSC professionalization, would be a fruitful task for future research in the field.

Finally, the finding that team sports are not correlated with social integration, which is a finding that runs counter to Østerlund and Seippel (2013), was unexpected. Football specifically, which is the sport focused on in this thesis, was negatively correlated with the identification dimension and positively correlated with interaction. The negative correlation with the

identification could be related to the fact that football is the most widely-offered sport, potentially including a wider range of player responses, particularly from marginalized groups, than those participating in more niche sport activities such as badminton, gymnastics or cycling, which correlated positively with identification. The differences in social integration outcomes between sports are a final area in need of further research. However, if other studies substantiate the findings from Elmose-Østerlund et al. (2019) that team sports are not more conducive to social integration, the fact that this thesis focuses on football will not be any less valuable, as football is the most popular and widely offered sport in Norway.

There were also several limitations to this study. In terms of validity, it is the opinion of this researcher that indicators for understanding/acceptance were oversimplified as they reflected responses to only three questions. The fact that results of the understanding/acceptance dimension measured in this study was often at odds with the interaction and identification dimensions may substantiate this point. Additionally, since the online survey was distributed by VSCs, the response rates for the study are incalculable, and may be low. It therefore cannot be ruled out that the most engaged members of VSCs are overrepresented in the data, potentially resulting in an overestimation of social integration scores (Elmose-Østerlund et al., 2019, p. 286). This would have adverse effects on both the validity and reliability of the study. The reliability of the study is also in question as clubs were not chosen to resemble representativeness, but rather to emphasize diversity (Elmose-Østerlund et al., 2019, p. 176). Therefore, despite the fact that this survey includes data from ten European countries with varying organized sport structures and cultures, the results are largely not generalizable to ‘European sport’. This point is further emphasized by the fact that participation in the study was not balanced across all ten participating countries as the sample included 3,200 respondents from Denmark and only 450 from Spain (Elmose-Østerlund et al., 2019, p. 175).

As this section shows, the literature surrounding social integration, and particularly social integration in the context of European sports, is diverse and constantly refining its approach. The challenges of defining, operationalizing and measuring social integration in these contexts have been tackled in a variety of ways over time and by different researchers. The approach taken in this master's thesis was greatly informed by studies previously discussed. As the next chapter demonstrates, this study has benefited from being able to hand-pick the most successful aspects of previous work in the field, and build on this work where gaps are identified. This thesis aims to test methods used in these studies, confirm/refute their findings and improve on their measurement tools.

Methods

The significant influx of refugees and other immigrants in Norway over the last decade has necessitated solutions for socially integrating these populations into Norwegian society. The Norwegian government has recognized sport as an arena with the potential to contribute to this effort and has funded programs aimed at increasing minority participation in sport. This is despite sparse robust evidence that VSCs are spaces that promote social integration for immigrant background members. Evidence that immigrant background participants feel socially integrated in Norwegian VSCs has not been established because social integration has not been sufficiently measured within Norwegian VSCs. This study focuses on football because it is the most widely offered sport in Norway and is internationally practiced, which emphasizes the sport's universal language and rules (Martinez, 2008). Since Norwegian VSCs are quite diverse, with many offering just one sport and others offering multiple sports, focusing on football is also conducive to carrying out a meaningful analysis and comparison, thereby not assessing immigrant background youth's social integration in downhill skiing together with immigrant background youth's social integration into football, for example. This study aims to assess social

integration outcomes of immigrant background youth players in Oslo area football clubs relative to native background players to build knowledge on how sports can contribute to social integration.

This study addressed the following research questions:

1. To what extent are youth with an immigrant background socially integrated in Oslo area football clubs compared to native background youth?
2. To what extent do intergenerational differences exist among Oslo area youth football players with an immigrant background with respect to social integration outcomes?
3. To what extent do other factors, including age, gender, religion, frequency of participation, challenges to participation, duration of membership, recruitment method, football skills, geographic location, socioeconomic status and participation in other organized sports influence social integration outcomes distinctively for native background and immigrant background youth football players in the Oslo area?

A quantitative research design was selected to answer these research questions because attitudinal questions, such as those employing a Likert scale, are valuable for measuring meaning and can be more effective than qualitative methods when based on previous research (Bryman, 2012, p. 617). Furthermore, this study intended to produce findings generalizable to the entire NFF Oslo district, which would not have been possible with a qualitative approach. Finally, because the topic of this study is the concept of social integration, which needs to be operationalized in order to be studied, indicators designed by the researcher and adapted from similar studies were most conducive to scale-based questions readily analyzable through quantitative measures. Since the researcher was interested in measuring current levels of social integration rather than social integration levels over time, a cross-sectional design was used.

This study employed a web-based self-completion questionnaire to collect data from 16-19-year-old football players on teams under NFF Oslo. The questionnaire was distributed by NFF Oslo via their Football Information and Communication System (FIKS). Social integration was measured in the questionnaire through self-assessment on a five-point Likert scale for items corresponding to Esser's four dimensions of social integration, namely interaction, identification, culturation and placement. Data collected from the questionnaire were processed and analyzed using the statistical software R.

Setting

While the study was conducted as an online survey and therefore does not have a setting per se, information about the Norwegian VSC context, including its organization, cultural meaning and brief history are relevant to discuss here.

In Norway, essentially all organized sport is carried out through VSCs. Participation in VSCs is extremely popular, with over 90% of children at some point taking part (Farrey, 2019). VSC participation also represents nearly all organized activity for adults (Ulseth, 2004), and according to NIF, there are currently about 2,100,000 memberships ("Organisering," n.d.). Members pay a membership fee, and clubs are generally run by volunteers (Strandbu et al., 2017a). Volunteerism, therefore, as well as democratic organization (Ulseth, 2004), are significant club values. Membership in VSCs is also often seen as a family endeavour, with parent involvement being relatively commonplace (Stefansen et al., 2018). Individual VSCs are situated within most local communities, so members of a club are generally from the same geographic area (Strandbu et al., 2017a).

All 10,787 VSCs in Norway fall under the NIF. Within the NIF are 55 national federations (*særforbund*) that manage different sports and 17 regional confederations (*idrettskrets*) that are divided according to the country's different counties. The regional confederations cooperate with

the national confederations and the individual VSCs in their counties (“Organisering,” n.d.). Within this structure, NFF is a national federation and NFF Oslo is its presence within the Oslo regional confederation. As of December 31, 2018, there were 33,754 football players within the Oslo regional confederation (Eikeland, 2017).

Sample

The population for this study came naturally from the study’s research questions. The aim of the study, to assess social integration outcomes for Oslo area youth football players, necessitated that the population be youth players on teams within NFF Oslo. Based on the UN’s definition of youth, this population comprised NFF Oslo players aged 15-24 years old (“Definition of Youth,” n.d.). In sampling theory, the population can be further reduced to the accessible portion of the population, also called the sampling frame (Bryman, 2012, p. 187; Asiamah et al., 2017). Ethical guidelines in social science research limit the study of vulnerable groups in research because they may be unable to voluntarily give informed consent or understand the implications of being research subjects (Solbakk, 2015). Children are considered a vulnerable population, and by NSD guidelines, those under 16 years old are not able to give consent on their own to participate in studies gathering sensitive personal data (Backe-Hansen, 2016; “Frequently asked questions,” n.d.). Due to these ethical restrictions, in combination with the researcher’s own time and cost restrictions, access to youth under 16 years old was not feasible for this study. The researcher also limited the sampling frame to players under 20 years old for two reasons. First, many Norwegians go on to university, military or “folkehøgskole” at the age of 19 when their high school years are over. Since this study aims to focus on recreational organized football, players 20 years old and older are likely on more professionalized teams, so their inclusion may have skewed results. Second, national youth surveys have found that drop out rates in Norwegian football increase each year between age

14 and 19 (Bakken, 2017), particularly among girls with low socioeconomic status (Lagestad, 2019). Setting the cut-off age at 19 was thus considered a way to optimize responses from the target group.

The nature of this study design, which collected data through a web-based self-completion questionnaire, meant that there was no additional time and cost demands for the researcher to include as many accessible participants as possible. Therefore, the researcher aimed to elicit data from every individual in the sampling frame. This means the sample and sampling frame in this study were the same: all 16-19 year old football players under NFF Oslo.

The sampling technique used in this study is not straightforward and depends on interpretation and technical definitions of sampling categories. Asiamah et al. (2017) explain that a sample is drawn from the sampling frame (p. 1613). By this interpretation, total population sampling (TPS) was used as the sample is the entire sampling frame. TPS is a form of purposive sampling, which is more commonly associated with qualitative research (Bryman, 2012, p. 418), but can be used in quantitative research when the variables in the study are not numerical in nature (Etikan et al., 2015, p. 4), as is the case in this study where variables are attitudes measured on a Likert scale.

Other social scientists, including Bryman (2012) define the sample relative to the target population (p. 187). This would imply that the sampling technique used was convenience sampling, which according to Etikan et al. (2015) is "… where members of the target population that meet certain practical criteria, such as easy accessibility, geographic proximity, availability at a given time, or the willingness to participate are included for the purpose of the study" (p. 2). While either technique can be argued, the researcher defines the sample in accordance with Bryman (2012) since convenience sampling is more closely associated in literature with quantitative research.

In either case, the sampling used in this study was nonprobabilistic, or nonrandom, sampling, which means that some people in the population (i.e. those between ages 16-19

years old) were more likely to participate than others (i.e. 15-year-olds and 20-24-year-olds). Nonprobability sampling also means that results of the study cannot be generalized to the target population. While probability sampling is the ideal in quantitative research designs, nonprobability sampling was used in this study both because of the time and cost limitations and because probability sampling requires access to the list of people in the sampling frame from which to randomly select participants, which the researcher was not given access to due to NFF Oslo privacy protocol.

The sampling procedure used in this study had implications for sampling bias, sampling error, non-sampling error and data collection error. Sampling bias is defined by Bryman (2012) as “a distortion in the representativeness of the sample that arises when some members of the population (or more precisely the sampling frame) stand little or no chance of being selected for inclusion in the sample” (p. 187). Since this study theoretically sent the questionnaire to everyone in the sampling frame, there should not have been sampling bias. However, data collection error, which refers to defects with the administration of the questionnaire, is likely to have in practice affected sampling bias. This is because it is likely that some players in the sampling frame were not in fact contacted to answer the questionnaire due to out-of-date contact information from NFF Oslo’s FIKS. This is presumed the case due to the fact that the questionnaire was found to have been sent to people who do not currently play football in an NFF Oslo team, which also introduced the possibility that such a person answered the survey, meaning responses may have come from outside the population. Although the researcher believes that this was likely avoided if participants read the informed consent pages, if it did happen, sampling error would exist. Finally, nonsampling error was present in the study due to a likely high level of nonresponse. Though it is unknown what the response rate was (see Data Collection below), a high level of nonresponse is assumed given that the survey was theoretically sent to all players on 156 NFF teams, and only players representing 56 teams responded.

Participants

A total of 198 responses were used in the data analysis of this study. This total included 104 males and 92 females. The average age of respondents was 17 years old. Almost a quarter (24%) of respondents had an immigrant background, and an additional 13% had one parent born outside of Norway. Of those with an immigrant background, the majority (83%) were born in Norway, while 17% were born abroad. Eight of the 13 participants with an immigrant background who were born abroad have been living in Norway for more than 10 years. A quarter (25%) of the respondents described themselves as religious, with Christianity, Islam and Hinduism the three religions cited. Participants also showed a range of responses to the six indicator questions for socioeconomic status, with combined scores ranging from 7 to 18. Respondents were fairly split over both sides of the Akerselva river, with 56% of respondents playing on teams on the West side and 44% playing on teams on the East side. Additional demographic data can be found in Table 2.

Measurement Instruments

The measurement instrument used in this study was a web-based self-completion questionnaire. The questionnaire was adapted from an analytical tool designed by Zwahlen et al. (2018) with questions added for and tailored to the Norwegian context, expanding on findings from Elmose-Østerlund et al. (2019), Makarova and Herzog (2013), Seippel (2005), Massao and Fasing (2016), Walseth and Fasting (2004), Walseth (2006) and Ulseth (2004). The questionnaire was written in Norwegian Bokmål and was estimated by SurveyMonkey to take 12 minutes to complete.

The questionnaire, which can be found in Appendix B, consisted of two sections: 25 background questions and 25 items assessing social integration. The 25 background questions addressed respondents' age, gender, football club, frequency of participation, potential

hindrances to participation, duration of club membership, football skill level, participation in other organized sports, religion, importance of religion in daily life (if applicable), birthplace, parents' birthplace, years lived in Norway, method of recruitment into the football club and socioeconomic background (as measured by a combination of parents' education level, number of books at home, number of vacations abroad over the last year, number of bathrooms at home, regular house help, and number of cars at home). These questions assessed independent variables. Most of these questions were multiple choice, with three questions requiring a written answer (the name of the football club and country of participants' and parents' births if not Norway).

The social integration items were organized according to the four categories of social integration defined by Esser: interaction, identification, culturation and placement. These 25 items were each answered on a five-point Likert scale, by which respondents were prompted to indicate their agreement with each item, or statement, with answers ranging from *disagree* to *agree*. The items used were a combination of original items developed by the researcher and items adapted from similar studies in the literature (see Appendix C for item sources). A Likert scale was used because it is designed to explore attitudes related to specific concepts (Bryman, 2012, p. 166). A battery of items was used to measure each social integration dimension to increase measurement validity (Bryman, 2012, p. 164). Seven items corresponded to the interaction dimension of social integration, five items to the identification dimension, seven items to the culturation dimension and six items to the placement dimension. By aggregating scores from each dimension's items, the researcher aimed to assess acquisition of cultural knowledge and norms within the VSC (culturation), social connections (interaction), access to status, resources and privileges of club membership (placement) and feelings of belonging and pride in their association with the club (identification). Taken together, the 25 items composed an indirect measure of the concept of social integration.

Reliability and validity of the questionnaire were considered in its design. Reliability refers to the consistency of the measure while validity refers to how well the measure's indicators assess what they are meant to. A measure cannot be valid if it is not reliable. Three main types of reliability were considered. Internal reliability is the extent to which items meant to measure similar things yield similar results, which is especially relevant to consider for this study's questionnaire since it is a multiple-indicator measure. For high internal reliability, the researcher would expect high correlation between indicators measuring the same social integration dimensions. Internal reliability was measured using Cronbach's Alpha testing. The researcher considers the inter-observer consistency in this study to have been quite high as scoring and interpretation of the questionnaire was objective and carried out by a single researcher, limiting subjective biases in interpretation of responses. The lack of open-ended questions means that scoring responses was straightforward and uniform. Finally, stability, which indicates the degree to which results of a measure fluctuate with retesting, is typically measured using a test-retest method on the same sample (Bryman, 2012, p. 168-9). Since this was a cross-dimensional study design, the stability of results over time was not measured. It should be noted, however, that respondents' attitudes towards social integration in their clubs may differ depending on the point in the football season or if they are in or out of season, which could negatively affect the study's reliability.

To some extent, the questionnaire's validity has been established by previous studies using similar questionnaire items (see Appendix C). Validity testing of these and similar items, has been conducted by Zwahlen et al. (2018) and Elmose-Østerlund et al. (2019). However, items related to the placement dimension of social integration are mostly original to this study (see Appendix C), and have thus not been validated.

The questionnaire used in this study was originally written in English and later translated to Norwegian. Since the researcher is not a native Norwegian speaker, the questionnaire was read by three native Norwegian speakers from Oslo who each had childhood experience as

members of Oslo VSCs. These readers checked the questionnaire for clarity and to ensure that all questions were relevant to the Norwegian context. This led to discussions in which wording was changed in several questions to better reflect Oslo dialect and one background question was eliminated. This step increased the questionnaire's validity. To promote construct validity, the informed consent pages stressed that responses would be anonymous and that research was being carried out independent of NFF. This was meant to decrease overestimation of responses due to social desirability. However, the fact that NFF distributed the questionnaire may have had adverse effects in this regard.

The questionnaire was designed to have some positive and some negative oriented questions on the Likert scale items (i.e. inter02, ident03, cult02 and cult03 were phrased negatively from agree=1, …, disagree=5). This variation was meant to enable the researcher to identify response sets, which are patterns of responses on rating scale questionnaires (Bryman, 2012, p. 166), thus improving concurrent validity.

In hindsight, the fact that the Likert scale items included a neutral "unsure" response option, in addition to directions that told respondents to skip the question if they were unsure of the answer, meant that respondents may have skipped the question instead of answering "unsure". This lack of clarity likely increased the amount of missing data, having a potentially detrimental effect on the validity of the measure. The instructions should not have advised respondents to skip Likert scale items if they were unsure. External validity, or generalizability, was low in this study because a nonprobability sampling technique was used. Convergent validity, which refers to validating results by comparing them to results from another measurement technique, was not assessed in this study.

Variables and Hypotheses

The dependent variables in this study came from responses to the Likert scale items and were thus ordinal in nature, meaning they were categorical and could be ranked (Bryman, 2012,

p. 336). The study's independent variables included dichotomous (of only two categories), nominal (categorical variables that cannot be ranked), and ordinal variables. Rationale for the inclusion of each independent variable is outlined below with the researcher's hypotheses about their role in social integration for immigrant background and native background study participants. For simplicity, hypotheses refer to social integration in general rather than each individual social integration dimension.

Assessing participants' **immigrant background** was required to answer this study's research question and compare social integration outcomes for those with and without immigrant backgrounds. This was done by asking respondents' about their and their parents' country of birth. This information also allowed the researcher to investigate possible differences between **immigrant generations** with respect to social integration in VSCs. *Ung i Oslo* has shown that youth with parents born outside of Norway face unique challenges compared to youth with Norwegian-born parents (Bakken, 2018). Based on this and previous findings from Zwahlen et al. (2018) and Elmose-Østerlund et al. (2019) (see Table 1), the first two hypotheses in this study are that (H_1) respondents with immigrant backgrounds will be less socially integrated than those with native backgrounds, and (H_2) immigrant background respondents born abroad will be less socially integrated than immigrant background respondents born in Norway.

Age was included in the questionnaire in order to ensure that participants were in fact between 16 and 19 years old, and to investigate age-related differences in social integration outcomes. Past research on social integration has found age to be a predicting factor when a wide range of ages are studied, finding that younger people are more likely to be socially integrated in VSCs (Østerlund & Seippel, 2013; Elmose-Østerlund et al., 2019). This study will explore whether differences exist within a more narrow age bracket. Since the age bracket in this study is so small, only four years, it is hypothesized (H_3) that, for both immigrant

background and native background respondents, no differences in social integration outcomes will be found according to age.

Gender differences are pronounced when it comes to participation in Norwegian VSCs, especially for players with an immigrant background (Bakken, 2019). Within VSCs, however, gender differences in social integration outcomes have been less marked (Makarova & Herzog, 2013; Elmose-Østerlund et al., 2019). Based on these past findings, and claims in the literature that minority background girls are especially at odds with mainstream sports culture due to religious and cultural incongruities specific for females, such as modesty considerations and conflicting responsibilities at home (Walseth & Fasting, 2004; Standby et al., 2017a), it is hypothesized (H_4) that for those with native backgrounds, gender will not play a role in social integration, but for those with an immigrant background, males will be more socially integrated than females.

Religion has been included as a variable in this study because previous academic work has cited religion as a hindrance to social integration and participation in Norwegian VSCs. Walseth and Fasting (2004) found religious barriers, for example some Muslim women preferring gender-segregated sports facilities, to be potentially prohibiting for religious minorities to participate (and integrate) in Norwegian VSCs. Additionally, Walseth (2006) explains that ethnic minority organizations have been established to accommodate minority religious values where mainstream Norwegian VSCs do not (p. 448). Therefore, similar to the gender variable, the researcher hypothesizes (H_5) that religion will not affect native background social integration outcomes, but that for immigrant background respondents, being religious will be associated with lower social integration scores. Differences in social integration between minority religions and Christianity, the dominant religion in Norway, will also be explored.

Additionally, the **importance of religion in daily life** was included as an independent variable in an attempt to distinguish between religion-related and culture-related factors. This distinction was measured in a similar way by Strandbu et al. (2017a) to differentiate religiosity

and cultural norms related to religion. This variable is particularly important to consider for minority groups as previous research on those with immigrant backgrounds have shown a tendency to conflate religious and cultural barriers to participation and social integration in VSCs (Walseth, 2006; Elling et al., 2001). It is hypothesized (H_6) that for both native background and immigrant background respondents who are religious, social integration scores will be higher for those who report religion to be less important in their daily lives.

Frequency of participation was included in the questionnaire because it acts as an indicator for dedication and commitment to the team, which the researcher intuits could be correlated to feeling more socially integrated. Findings in the literature have supported this conjecture (see Table 1). It is therefore hypothesized (H_7) that for both immigrant background and native background respondents, frequency of participation will be positively correlated with social integration.

Duration of club membership was chosen as an independent variable because it has been found to significantly positively correlate with social integration and high levels of emotional bonding (see Table 1). This makes intuitive sense as more experience in VSCs would likely mean more exposure to club values and norms, more responsibility, and longer-standing relationships with teammates. Thus, it is hypothesized (H_8) that for both those with immigrant backgrounds and native backgrounds, the longer respondents have been members of their football clubs, the more socially integrated they will be.

Football skill level has generally not been included in similar past research, but was recognized by the researcher as a potential factor in social integration outcomes. The logic here is that if one is a key player on the team, he/she may receive more attention, privileges and/or responsibility from teammates and coaches, resulting in more confidence, stronger friendships and/or feelings of belonging. Such skill-based treatment has been supported by qualitative research on black Norwegian athletes (Massao & Fasting, 2016). Therefore, it is hypothesized

(H_9) that perceived football skill level will be positively correlated with social integration for both immigrant background and native background respondents.

Socioeconomic standing was included as an independent variable because those with immigrant backgrounds are overrepresented in lower socioeconomic groups (Strandbu et al., 2017a, p. 5), so controlling for this variable enabled the researcher to assess the effects of immigrant backgrounds independent of economic standing. The six questions that served as indicators for socioeconomic status were selected based on previous studies that use a combination of questions, mostly from the Family Affluence Scale (FAS), to estimate respondents' access to certain resources. Respondents were asked to report the approximate number of books at home, their parents' education level, number of vacations abroad in the last year and the number of cars in their family, which have been used in Norwegian context studies to indicate socioeconomic status (Strandbu et al., 2017a; Bakken, 2018). Since Norway is a relatively rich county, it was important to use FAS indicators that are valid and discriminatory in this context. Asking respondents whether they have paid house help and how many bathrooms they have at home was based on the Hartley et al. (2016) report derived from qualitative findings in eight European countries, which deemed these indicators appropriate in rich country contexts (p. 243). Based on the fact that upper and middle class youth tend to participate more in sport and the theorization that sport participation may be more valued in these class cultures (Strandbu et al., 2017a, p. 5), it is hypothesized (H_{10}) that, for both immigrant background and native background respondents, higher socioeconomic status will be associated with higher social integration scores.

Participation in other organized sports has also not generally been studied as an independent variable in similar research, but was speculated by the researcher to be a possible factor in social integration. It is plausible that those who are involved in VSCs for multiple seasons and in a variety of capacities have developed stronger understandings of expected behavior and cultural norms within VSC environments, which relate directly to the culturation

and placement dimensions of social integration measured in this study. The researcher thus hypothesizes (H_{11}) that, for both immigrant background and native background respondents, those who participate in another organized sport besides football will be better socially integrated in their football clubs.

Participants were asked to indicate their football club on the questionnaire as a way to check that they are indeed currently affiliated with a club under NFF Oslo, and to act as a pseudo indicator for **geographic location** since players generally participate in clubs in their local communities (Strandbu et al., 2017a). This information allowed the researcher to evaluate geographic differences in social integration outcomes based on living on the east or west side of Oslo's Akerselva river, which may influence geography-based differences in affluence and/or diversity levels. Since the west side of Oslo is generally understood as more affluent than the east side, and higher classes have been associated with more sports participation and cultural valuing (Strandbu et al., 2017a), the researcher hypothesizes (H_{12}) that, for both immigrant background and native background respondents, those living on the west side of Oslo will score higher in social integration dimensions than those on the east side. VSC-level factors, such as size, level of professionalization and number of sports offered were not included as independent variables in this study due to limited time and resources, and the fact that organization-level variables have been found to be less predictive of social integration than individual-level factors (Østerlund & Seippel, 2013).

Potential challenges to participation were investigated because, assuming frequency of participation is positively correlated with social integration, it would be useful to know what is holding players back from participating more. It is hypothesized (H_{13}) that, for players of all backgrounds, those who face challenges to participating will be less socially integrated than those who do not, and (H_{14}) that those whose challenges are more chronic, such as living too far from training and lacking finances to participate, will score lower in social integration than those with potentially fleeting challenges, such as lacking transport or being too busy.

Finally, the **method of recruitment to the VSC/team** was included in the questionnaire as this variable was found to have implications for participation and social integration in sports. For example, Strandbu et al. (2017a) cite recruitment channels into sport as a possible explanation for immigrant-nonimmigrant differences in sport participation, positing that those with Norwegian-born parents are more likely to be recruited through parents and family than those with immigrant backgrounds (p. 14). Based on the Østerlund and Seippel (2013) finding that knowing someone before joining was positively correlated with high emotional bonding, it is hypothesized (H_{15}) that for immigrant background and native background respondents, those who were recruited through friends, school and siblings will be more socially integrated than those who either took contact with the team themselves, were contacted by the team or were introduced through parents.

These variables have been theorized to affect social integration outcomes. However, it should be noted that because this is a cross-sectional study and not an experiment, no causality can be established. It is therefore possible that some of the variables categorized in this section as independent variables are in fact dependent on social integration.

Data Collection

Once questions were complete, they were compiled into a survey using SurveyMonkey. The informed consent page constituted the first two pages of the survey and required respondents to check a box and provide the date and signature indicating that they understood the information provided about the project, had been given the opportunity to ask questions and were agreeing to participate. Filling out the checkbox, date and signature prompts was required in order to move on to the survey questions, which ensured that all participants had filled out the informed consent page (see Appendix A).

A shareable link to the survey was sent by the director of development at NFF Oslo via email to all addresses associated with players age 16-19 years old registered in NFF's FIKS. The researcher was included in these invitation emails as a blind copy because NFF does not give out contact information for their players. While the researcher therefore cannot know exactly how many recipients received the questionnaire invitation email, NFF Oslo indicated that it was sent to approximately 6,500 email addresses in total. However, because NFF Oslo's email contacts in FIKS were outdated, many (though it is not known exactly how many) of those who received the email were not in the sampling frame. This was anticipated by NFF Oslo and confirmed as feedback from recipients of the email explained that they no longer played football or were parents of players who no longer played football. Roughly 200 such feedback emails were received in response to the questionnaire invitation email, and it is assumed that many more recipients were in the same position, but chose not to respond. Additionally, it is unknown how many email addresses in FIKS were out-of-date addresses for current players. These factors make it impossible to calculate a proper response rate for this study. The text from the invitation email is attached in Appendix D.

Using an incentive, such as a cash reward or entry into a sweepstakes, was initially considered to promote a higher response rate, but was ultimately decided against for two reasons. First, research, including the leverage-saliency theory (Groves et al., 2000), claims that monetary incentives can replace other incentives such as altruistic or intrinsic incentives for participants who do not have their own reasons for responding to a survey (Singer & Ye, 2012). This suggests that for very specific samples for which the research topic is likely to be of interest, monetary and prize incentives are not as effective because internal incentives already exist. The researcher judged that football players in the Oslo area between 16 and 19 years old was a sufficiently specific sample and guessed that this sample would be interested in participating in a study about social integration outcomes within their VSCs. The second reason why incentives were not included was because, as the researcher was not allowed access to

participants' contact information and the questionnaire was anonymous for ethics considerations, the logistics of following up with participants to deliver rewards/prizes would have been difficult. It was also speculated that respondents would likely feel more pressure to respond to the voluntary questionnaire if it came directly from the organization, meaning that NFF Oslo would act as a gatekeeper to the sample and potentially improve the response rate.

The questionnaire was distributed via email on March 10, 2020 and stayed open for two weeks until March 24, 2020. This followed recommendations for online questionnaires distributed via SurveyMonkey and similar services (Zheng, n.d.; Ethington, 2018). This time frame proved to be appropriate as only two responses came in over the last five days of the survey being open.

Data Analysis

There were a total of 247 registered responses to the questionnaire. However, 49 responses were removed from the dataset due to too many missing values (over 50% missing data) and/or responses where the participant indicated that they were an age "*other*" than 16, 17, 18 or 19, disqualifying them for the study. This left a total of 198 individual responses to analyze.

Non-numeric data were coded to be analyzed quantitatively (see Appendix E). Additionally, four variables were computed from the raw data. The variable *socecon_tot*, which was used to gauge the respondent's overall socioeconomic status, was computed by summing the six socioeconomic indicators for each respondent. Eleven respondents were excluded from this calculation because they had blank answers to at least one of the six socioeconomic indicator questions. A variable for immigrant background, called *imm_back*, was also computed to include all respondents who have two foreign-born parents, which is consistent with Bakken's (2018) definition of immigrant background. Based on immigrant background, a variable for

immigrant generation was commuted which differentiated respondents with an immigrant background based on being born in Norway and abroad. To understand the influence of geographic location, a variable called *location* was created by dividing the data manually into two groups representing those living on the east and west sides of the Akerselva river in Oslo. This was based on which football club respondents reported playing for and therefore assumed that respondents live in the same town as their football clubs. Refer to Appendix E for further information on variable coding.

For the 25 items measuring social integration, internal reliability was tested within each social integration dimension using Cronbach's Alpha, which is the most commonly used measure of internal reliability (Field et al., 2012, p. 789). This method essentially evaluates the correlation between two halves of the indicators in every possible variation (Bryman, 2012, p. 170). Cronbach's Alpha scores range from 0 to +1, where +1 indicates perfect correlation and 0 indicates no correlation. Acceptable scores for internal reliability are generally above 0.7 (Field et al., 2012, p. 801; Bryman, 2012, p. 170). Testing for Cronbach's Alpha revealed that placement was the only social integration dimension that met acceptable internal reliability standards, with α = .75 (see Appendix F7). Output for interaction, identification and culturation items resulted in α = .44, α = .61 and α = .63, respectively. In order to increase internal reliability for these dimensions, items inter01, inter02, inter04, cult02, cult03, cult07, ident02 and ident03 were removed. A detailed explanation for why these items were chosen for deletion is provided in Appendix F with the Cronbach's Alpha outputs. As displayed in Table 1, this left 17 of the original 25 items for social integration and improved internal reliability for the culturation dimension to α = .73 (see Appendix F4), α = .68 for identification (see Appendix F6) and α = .62 for interaction (see Appendix F2). While the identification and interaction dimensions still did not meet the traditional .7 standard after low-correlation items were deleted, the researcher accepted them because α is generally lower when measuring fewer items (Field et al., 2012, p. 799), so the interaction and identification dimensions, which were left with only three and four

items each, could be exaggeratedly low. Additionally, some researchers have claimed that α scores of .6 are acceptable (Berthoud, 2000).

With the remaining 17 social integration items, an overall score for each dimension was computed by averaging scores for the individual items within each dimension. Various bivariate and multivariate analyses were then conducted to investigate research questions. The four social integration dimensions were analyzed separately as, according to Esser (2004), they each represent separate, independent processes of social integration.

Results and Discussion

The key aim of this study was to shed light on the potential differences in social integration outcomes between immigrant background and native background youth in Oslo area football clubs. This was approached through answering three research questions, which looked specifically at (i) social integration outcomes for those with and without immigrant backgrounds, (ii) social integration outcomes for those with immigrant background representing different immigrant generations and (iii) the intersection of other factors, such as age, gender and socioeconomic status, and immigrant background with respect to social integration outcomes. This chapter will outline the statistical procedures used to analyze data and shed light on these questions. It will also situate findings in the context of the literature, drawing conclusions and offering suggestions for future research.

Research Question 1

Data analysis techniques depend on the data and types of variables to be analyzed because statistical tests for correlation are built to handle particular types of variables and variances (Bryman, 2012, p. 330). The dependent variables in this study are the four

dimensions of social integration, which are ordinal variables. Levene's Test, which tests for equal variance of samples, was conducted for each social integration dimension variable against immigrant background. Results for three of the four variables were significant enough to reject the null hypothesis, which is that the variances are equal ("Levene Test for Equality of Variances," n.d.) (see Table 3). This confirmed that statistical tests that assume non-parametric (unequal variances) should be used to analyze this study's dependent variable(s).

The first such test was Spearman's Rho, or Spearman's rank-order correlation, which was used to explore this study's first research question about the relationship between social integration and immigrant background, a dichotomous variable. This test measured the strength of correlation between each of the four social integration dimensions and having an immigrant background, which is expressed by R_s, a coefficient between -1 and +1 where 0 indicates no correlation and +/- 1 indicates perfect positive/negative correlation. The p-value indicates the statistical significance of R_s, which can be thought of as the amount of evidence against the null hypothesis that no relationship exists (Barcelona Field Studies Centre, n.d.).

No correlation was found between social integration dimensions interaction, culturation or placement and having an immigrant background according to Spearman's Rho results. For the identification dimension, however, a weak negative correlation (R_s= -0.128) was found, indicating that immigrant background respondents score lower than native background respondents in this dimension. This correlation met $p < 0.1$ statistical significance, which is enough to cautiously reject the null hypothesis for the identification dimension. Figure 1 illustrates this relationship in a plot of means, which shows the tendency for those with immigrant backgrounds to score lower on the identification dimension than native background respondents.

To substantiate these results, two additional non-parametric tests were run to investigate the correlation between immigrant background and each of the four social integration dimensions. The Kruskal-Wallis test assesses correlation between continuous and ordinal

dependent variables and categorical independent variables. For this test, the null hypothesis was that the samples come from the same population ("Kruskal-Wallis Test," n.d.). Results from the Kruskal-Wallis test confirmed those from Spearman's Rho, yielding a weakly significant ($p < 0.1$) difference in identification dimension values between native background and immigrant background respondents. For the other three social integration dimensions, findings gave insufficient grounds to reject the null hypothesis.

Similar to the Kruskal-Wallis test, the Mann-Whitney U test is designed for non-parametric variables and compares median values to check the probability that two samples came from the same population ("Mann Whitney U Test (Wilcoxon Rank Sum Test)," n.d.). Once again, the identification dimension was the only variable to give sufficient evidence ($p < 0.1$) to reject the null hypothesis, further supporting that native background and immigrant background participants scored differently on this social integration dimension (refer to Table 4 for results from the Spearman's Rho, Kruskal-Wallis and Mann-Whitney U tests). (Note: the Kruskal-Wallis and Mann-Whitney U tests also produce χ^2 and U statistics, respectively, but it is the p-value that is useful to analyze for the purposes of this thesis).

The findings of this study therefore confirmed H_1, (though with weak significance and for only one social integration dimension), which speculated that immigrant background respondents would be less socially integrated than native background respondents. Speculation on why those with native backgrounds tended to have higher identification scores than those with immigrant backgrounds could come from a range of theories. One worth discussing comes from qualitative findings from a study of black Norwegian athletes and suggests that Norwegian sports are still tailored to white/Norwegian dominant culture (Massao & Fasting, 2016, p. 17). According to Massao and Fasting (2016), "Despite the mass appeal of sport as an integrative tool, in Norway sports continue to be perceived as the pursuit of white men and women" (p. 11). If this is indeed the case, it is unsurprising that immigrant background youth would not express the same sense of belonging, self-association and collective "we-feeling" with their football

clubs, which are measured by the identification dimension of social integration, as native background youth do.

Interestingly, this finding for the identification dimension runs counter to findings from Zwahlen et al. (2018) and Elmose-Østerlund et al. (2019), both studies that operationalized and measured social integration based on similar 4- and 3-dimension theories, respectively. Zwahlen et al. (2018) found that native background respondents scored higher than immigrant background respondents in interaction, culturation and placement dimensions, but not identification, while Elmose-Østerlund et al. (2019) found that native background respondents scored significantly higher on the understanding/acceptance dimension, and found no discernable differences in the interaction or identification dimensions.

One factor to consider when trying to make sense of these contradicting results is whether there were differences in the way the identification dimension was operationalized and measured in each study. All of the three items used to operationalize the identification dimension in this thesis (ident01, ident04 and ident05) were adapted from Elmose-Østerlund et al. (2019) and/or Zwahlen et al. (2018) (see Appendix C). It is unlikely, therefore, that the discrepancies in results are rooted in the measurement technique. However, five items were used in both the Elmose-Østerlund et al. (2019) and Zwahlen et al. (2018) studies to operationalize the identification dimension, whereas only three were used in this study's analysis after deleting two based on Cronbach's Alpha testing. While these three items showed sufficient Cronbach's Alpha scores, supporting their reliability, and are well-matched to items used in other studies, conferring their validity, using only three items to operationalize identification was likely too few to fully grasp the dimension. For example, none of the three items analyzed in this thesis addressed the aspect of identification related directly to respondents' sense of belonging in their clubs[1]. Thus, an

[1] The ident03 item did assess sense of belonging, but was removed after Cronbach's Alpha testing. The researcher speculates that, since this item was phrased negatively (agree=1, …, disagree=5), some respondents displayed response sets, which weakened the item's internal reliability score.

improvement on this study would be to reformulate the identification items that did not pass internal reliability testing (ident02 and ident03) and include additional identification items to ensure that enough remain after Cronbach's Alpha testing to validly represent the identification dimension.

Another relevant difference was that, in the Zwahlen et al. (2018) and Elmose-Østerlund et al. (2019) studies, respondents were VSC members and volunteers affiliated with various sports, whereas in this thesis, only football players were considered. It is possible, then, that if players of different sports score differently on the identification dimension, the significance of correlation would be affected when a combination of sports were considered simultaneously as opposed to considering one sport alone. This is actually supported by the Elmose-Østerlund et al. (2019) study, which reported football to be significantly negatively correlated with the identification dimension, while other sports such as badminton and cycling were modestly positively correlated. Since football is the most popular organized sport across Europe, studies of social integration in sports contexts would benefit from focusing on football players in particular. Such studies would also function to confirm or refute findings in this thesis.

The lack of significant correlation found in this study between immigrant background and the interaction, culturation and placement dimensions of social integration are also findings worth discussing. A lack of significance means there was not enough evidence to reject the null hypothesis, which states that there are no differences between those with and without an immigrant background with respect to the social integration dimension in focus. While it is possible that the null hypothesis is true for the interaction, culturation and placement dimensions of social integration, a lack of significance does not actually prove that, either. There are several reasons why this study may have failed to produce significant results. First is the size of the sample. Only 24 respondents had an immigrant background, while 172 respondents fell into the native background category. Having so few data points for the immigrant background group limited the power and types of data analysis that could be used. For the tests that were run

successfully, the 24 responses corresponding to immigrant background yielded a high level of error compared with the 172 responses corresponding to native background youth. This amount of error, which is displayed by the error bars indicating a 0.95 confidence level on plots of means in Figure 2, obfuscate any possible correlation between scores on interaction, culturation and placement dimensions and having an immigrant background. Therefore, one possibility is that, in line with findings from Zwahlen et al. (2018) and Elmose-Østerlund et al. (2019), significant differences may exist between those with and without immigrant backgrounds when it comes to interaction, culturation and placement dimensions of social integration, but the data used in this study was not comprehensive enough to provide evidence of this.

While the alternative interpretation is to take the results at face value and conclude that immigrant background and native background youth are equally socially integrated in Oslo area football clubs with respect to interaction, culturation and placement dimensions, this is not the interpretation of the researcher. Given the small sample size and resulting amount of error, it should be tentatively inferred that native background youth ages 16-19 report higher identification scores than those with immigrant backgrounds in Oslo area football clubs. Results from this study with regards to the interaction, culturation and placement dimensions of social integration according to immigrant background status should be rendered inconclusive. Further research can illuminate these inconclusions by using a more developed measurement tool, which should include more identification dimension items, on a larger, more representative sample of immigrant background youth.

Research Question 2

Next, to assess whether intergenerational differences in social integration outcomes exist for those with an immigrant background, immigrant generation was tested for correlation with each of the four social integration dimensions in the same way the immigrant background

variable was tested. Spearman's Rho, Kruskal-Wallis and Mann-Whitney U tests were conducted in R, revealing weak positive correlations between immigrant generation and interaction (R_s= 0.266), culturation (R_s= 0.249) and placement (R_s= 0.235) (see Table 5). However, none of the three tests showed these correlations to be statistically significant.

Without statistical significance, the null hypothesis, i.e. that there is no relationship between immigrant generation and social integration outcomes, cannot be rejected. However, again, a lack of statistical significance does not prove that the null hypothesis is true, either. The only conclusions that can be made from these results are that for respondents with an immigrant background, there is no evidence that social integration outcomes in Oslo area football clubs differ for those born in Norway and those born outside of Norway. Thus, H_2, which posited that immigrant background respondents born abroad would be less socially integrated than immigrant background respondents born in Norway, was rejected.

Possible explanations for why results did not meet statistical significance are relevant to discuss here. Once again, the first explanation is the sample size. The immigrant generation variable consisted of two groups: four respondents representing those born abroad with two foreign-born parents, and 20 respondents representing those born in Norway to two foreign-born parents. Comparison of the two groups therefore invited a high level of error as one of the groups had only four data points. With only four data points, it is nearly impossible to observe any patterns in that group's responses. Moreover, with such a small sample size, equal weight was given to points that, in a larger sample, may in fact have turned out to be outliers. Figure 3 shows this error visually in plots of means for immigrant generation versus the four social integration dimensions, with error bars set to a 0.95 confidence level. In each plot, the error for the '0' group is too large to make any sort of conclusion about its relationship with the '1' group with respect to any social integration dimension.

Elements of the study design in combination with resource constraints influenced the number of responses. In hindsight, employing an incentive for answering the questionnaire, for

example entering respondents into a raffle, may have increased response rates. With more time, follow-up invitations could also have been sent to remind players to participate in the study. To verify the results found in this study, these adjustments should be incorporated in any repeat study to engage a larger sample.

Another clue that the results of this study with respect to immigrant generation were affected by design and sample size factors come from comparison with previous findings in the literature. Zwahlen et al. (2018) reported statistically significant higher social integration scores in the interaction, culturation and placement dimensions for each added immigrant generation in Swiss VSCs. These same three dimensions were found to be correlated in this thesis, though not significantly. While social integration dimensions were defined and assessed similarly using Esser's theory in this thesis and the Zwahlen et al. (2018) study, Zwahlen et al. took into account three immigrant generations. Thus, a possible limitation of the findings in this thesis is that only two generations were assessed and compared (there was no data on where respondents' grandparents were born). Adding a third generation of immigrant background to this thesis would not have changed the fact that no statistically significant relationship was found between foreign-born respondents and respondents with two foreign-born parents, but it might have provided more context to the entire intergenerational picture. For example, a third group could reveal trends that cannot be seen by comparing only two groups because it is unknown whether the line connecting two points is linear, quadratic, etc.

The reason this study did not ask where respondents' grandparents were born is because the researcher operated under the assumption that if a respondent was born in Norway to two Norwegian-born parents, social integration outcomes would not differ depending on where grandparents were born. In other words, the birthplace of grandparents was thought too far removed to have an effect on respondents' social integration outcomes. This assumption is based on the fact that research on immigrant background differences, including in sports contexts (Strandbu et al., 2017a), and studies like *Ung i Oslo* and *Ungdata* do not consider

those with one native-born parent to have an immigrant background (Bakken, 2017; Bakken, 2018), let alone two native-born parents. Grandparents' birth places, therefore, do not factor into their analyses. Similarly, Statistics Norway does not consider those with at least one Norwegian-born parent to have any sort of immigrant designation, and does not recognize "third generation" (i.e. foreign-born grandparents) as part of official statistics (Dzamarija, 2019). By defining immigrant background in this way, researchers in the field are asserting that as long as a child has at least one native-born parent, he/she does not qualify as having an immigrant background and is therefore, for all analytical intents and purposes, equivalent to a native child.

Theoretical speculations on intergenerational immigration are well documented, but do not converge enough to offer much guidance for this debate in terms of what kinds of generational trends are expected for social integration of immigrants. For example, some theories speculate that successive immigrant generations will increasingly assimilate towards a receiving society's "institutional and cultural core" (Alba & Nee, 1999, as cited in Esser, 2004, p. 1128), while others, including Esser (2004), claim that the globalized nature of modern societies means that these cores no longer exist and that modern, multicultural societies do not necessarily require immigrants to assimilate. If this later theorization is the case, third-generation immigrants would certainly be worth studying. If research found that differences in social integration outcomes existed between third-generation immigrants or those with one native-born parent and one foreign-born parent and those with no (recent) immigrant family history, for instance, then the way 'immigrant background' is defined and studied, and the policy that results from such studies, would likely change.

Research Question 3

The third research question in this study focuses on the effects of additional factors, including age, gender, socioeconomic status and recruitment method, on social integration

outcomes. It also sought to shed light on how these factors relate to and affect the study's sample of immigrant background and native background youth differently with respect to social integration. To investigate the third research question, a variety of statistical tests were run on each variable to assess its relationship with social integration dimensions.

Age

The relationships between age and the four social integration dimensions were measured using the Spearman's Rho technique. Weak correlations with no statistical significance were found between age and the interaction, identification and placement dimensions (see Table 6). Additionally, a weak positive correlation (R_s= +0.159) with statistical significance ($p < 0.05$) was found between age and culturation. This relationship was confirmed by R's bivariate regression analysis, which employs the method of ordinary least squares (OLS) to estimate a linear regression model. Similar to Spearman's Rho, a regression coefficient is produced by the regression analysis ranging from -1 to +1, with 0 indicating no relationship and +/-1 indicating perfect positive/negative correlation. This method found a slightly stronger correlation between age and the culturation dimension than the Spearman's Rho measure, producing a coefficient of +0.245 with moderate statistical significance ($p < 0.05$) (see Table 6). Figure 4 illustrates this relationship in a scatter plot. Since age was thus found to bear a positive correlation with the culturation dimension of social integration, H_3, which predicted that age would not affect social integration outcomes, was rejected.

There have been mixed findings in the literature about the relationship between age and social integration. Østerlund & Seippel (2013) found that age did not correlate with social integration while the Elmose-Østerlund et al. (2019) study reported positive correlations between age and respondents' scores on the understanding/acceptance dimension when a large spectrum of ages were considered. While the results in this thesis contradict H_3, it is not necessarily surprising considering older players may naturally become more familiar with the

club/club norms with experience. However, this interpretation assumes older players have also been playing longer, and if true, the duration of membership variable should also positively correlate with culturation, which it does not. An alternative interpretation, then, is that abiding by club rules, respecting club authority and the democratic values of VSCs, which are all connected to the culturation dimension, may improve as players mature.

To investigate how the immigrant background variable may intersect and influence this relationship, ordinal logistic regression (OLR) analysis was run in R. OLR is used when the dependent variable is ordinal, as is the case for the social integration dimensions. With OLR, multiple independent variables can be analyzed together to create models that predict the dependent variable. The effects of interactions of independent variables on the dependent variable can also be analyzed. This type of analysis shows whether immigrant background acts as a moderating variable in the relationships between other independent variables and the social integration dimensions. In other words, OLR analysis exposes how the correlation of independent variables and social integration dimensions changes according to immigrant background.

In this study, interaction effects were first assessed visually in plots of each social integration dimension versus the independent variable, where two least-squares lines of best-fit compared findings for those with native backgrounds and immigrant backgrounds. These plots function to check for any obvious interaction effect because parallel lines indicate no interaction, (i.e. the immigrant background variable is not moderating the relationship between the y-axis independent variable and the x-axis social integration dimension), while non-parallel lines suggest social integration outcomes vary according to the immigrant background variable (“Interaction Effects in Regression,” n.d.). Near parallel lines in Figure 5.3 show that the relationship between age and culturation appears not to be influenced by immigrant background, while Figure 5.2 suggests that native background youth score lower in identification as they age compared with immigrant background youth, who appear to score slightly higher

with age. Since the graph in Figure 5.2 indicates a possible interaction effect, interaction effects were checked for statistical significance through OLR analysis. Results from OLR analysis did not, however, reveal a significant interaction between age and immigrant background with respect to scores on identification, interaction or placement dimensions, despite non-parallel interaction plots for these dimensions (see Table 7). The fact that interaction plots for these dimensions showed non-parallel lines, yet did not prove to have significant interaction effects in OLR analysis serves as a reminder that the lines in the interaction plots are lines of best-fit, but do not necessarily fit the data *well*. Due to the limited amount of data points, interaction plots can suggest possible interaction effects and indicate the direction of relationships that OLR analysis shows are significant, but conclusions should not be drawn from interaction plots on their own.

Thus, no differences were found to exist between immigrant background respondents and native background respondents when age was compared to social integration outcomes. This result shows that both groups are 'learning' club values and norms at the same pace. This finding is noteworthy as it points against what has been put forth in integration and inclusion narratives, namely that immigrant background groups have more to 'overcome' in acclimating to dominant cultural environments, and are thus slower than native groups in doing so.

Gender

As a dichotomous variable, Spearman's Rho, Kruskal-Wallis and Mann-Whitney U tests were used to evaluate gender's relationship with the four social integration dimensions. Results from the three tests were consistent. All tests found no correlation ($R_s < 0.1$) between gender and the identification, culturation or placement dimensions, and a modest correlation of $R_s = +0.3$ with strong statistical significance ($p < 0.0001$) between gender and interaction. This latter result indicated that males report higher interaction scores than females (see Table 8). Figure 6 shows a side-by-side boxplot illustrating this relationship.

The finding that males outscore females in the interaction dimension runs counter to findings in the literature from Østerlund and Seippel (2013), Makarova and Herzog (2013) and Elmose-Østerlund et al. (2019), which all found no gender differences in social integration outcomes (though Elmose-Østerlund et al. did find that males scored slightly higher in understanding/acceptance than females). It is also noteworthy that, of all dimensions, males outscore females in this study in the interaction dimension, which measures social bonds, frequency of interaction and feelings of acceptance, as this potentially runs counter to theorizations that males are more competitively engaged in sports while females engage more for social reasons (Ulseth, 2004). This finding, which suggests the opposite gendered relationship to sport, may function to help debunk gender-based stereotypes about women's interest in sports.

Interaction plots in Figure 7 exhibit non-parallel lines suggesting a possible interaction effect between gender and immigrant background for all four social integration dimensions. OLR analysis checked these relationships, but found no statistically significant interaction effects between gender and immigrant background (see Table 9). Thus, H_4, which had predicted different outcomes for native background and immigrant background respondents, specifically that gender would not affect social integration outcomes for those with native backgrounds, but that immigrant background males would be more socially integrated than immigrant background females, is (partially) rejected since immigrant background and native background participants did not significantly differ. Instead, it can be concluded that male respondents *in general* are more socially integrated than female respondents, though only in one dimension.

This finding is important because it implies that, though it may be harder to recruit immigrant background youth, and especially immigrant background females, into sports (Bakken, 2019), for those who do participate, immigrant background does not seem to matter. In other words, once immigrant background females join VSCs, they stand to gain just as much as native background females in terms of social integration. However, it is possible that some self-

selection bias is at play, meaning immigrant background youth who would be scoring low on social integration dimensions are choosing not to participate in football. Further research following design methods from Makarova and Herzog (2013), which sampled athletes and non-athletes in schools rather than only VSC affiliates, would shed light on how social integration differs for VSC members and non-members, and what non-members may stand to gain from membership.

Religion

Religion is a factor that makes its way into a good deal of discussion around social integration in Norway, with some speculating that religiosity and religion-related cultural differences may act as barriers to social integration (Strandbu et al., 2017a; Makarova & Herzog, 2013; Walseth & Fasting, 2004). However, studies of social integration in VSCs have not shed much light on this claim. In this thesis, Spearman's Rho testing found no correlations between respondents who identified as being religious versus not for any social integration dimension (see Table 10). These findings show that being religious had no effect on social integration outcomes for the study's sample. For respondents who were religious, Spearman's Rho and bivariate regression analysis explored how important respondents reported religion to be in their daily lives with the four social integration dimensions. No significant correlations were found from Spearman's Rho testing, but a weak negative (coef. = -0.193) correlation was shown in bivariate regression results between religious importance and the identification dimension that was weakly significant ($p < 0.1$) (see Table 10). Therefore, those who considered religion more important in their daily lives (differentiating between those who are deeply religious and those who are more culturally religious) showed no convincing differences in social integration outcomes, save a weakly significant negative correlation between religious importance and the identification dimension. This finding therefore largely rejects H_6, which had predicted that for both native background and immigrant background respondents who are religious, social

integration scores would be higher for those who report religion to be less important in their daily lives.

With respect to the different religions that respondents reported to follow, Christianity was the most popular, with 37 respondents identifying as Christian, followed by nine identifying as Muslim, two as Hindu and one as “other religion” (see Table 2). Data points for non-Christian religions were too few to conduct statistical analysis, but box plots comparing the four religions with each social integration dimension are included in Figure 8 and show fairly similar outcomes for Christians and Muslims. Figure 8 therefore suggests that Christian respondents do not in general outscore Muslims (or Hindus, though that box only consists of two data points) in social integration. This is a finding worth highlighting as it again functions to debunk beliefs that minority religions and related cultural practices may be at odds with mainstream sport culture (Makarova & Herzog, 2013; Walseth & Fasting, 2004).

Interaction plots shown in Figure 9 for the dichotomous religious variable and immigrant background versus all four social integration dimensions showed non-parallel relationships, with intersecting lines on placement and culturation plots. This prompted OLR analysis to check statistically significant interaction effects. OLR revealed a statistically significant interaction effect between being religious and immigrant background variables for the culturation ($p < 0.1$) and identification ($p < 0.05$) dimensions (see Table 11). Interpretation of Figure 9 and Table 11 show that immigrant background respondents who are religious actually tend to score higher in identification and culturation dimensions of social integration than nonreligious immigrant background respondents, whereas religiosity had a negligible effect for native background respondents (see Figure 9). For those with immigrant backgrounds, this result is the exact opposite of what was predicted in H_5, which stated that for immigrant background respondents, being religious would be associated with lower social integration scores. However, for those with native backgrounds, H_5, which theorized that religion would not affect native background social integration outcomes, was confirmed. These findings further challenge the notion that

Norwegian VSC environments are more catered to dominant (Christian) religious and cultural etiquettes (Massao & Fasting, 2016).

Frequency of Participation

Respondents of this study's questionnaire generally showed very frequent participation in their clubs, with the vast majority (92%) of respondents participating in training, competitions or organized social activities at least twice per week during the season, and 48% participating four or more times per week (see Table 2). As an ordinal variable, frequency of participation was tested for correlation with each social integration dimension using Spearman's Rho and bivariate regression analysis. Both techniques resulted in a significant positive correlation (R_s=0.368, coef.=0.360) between frequency of participation and the identification dimension, which met $p < 0.001$ significance in both tests. No correlation was found between participation frequency and the other three social integration dimensions (see Table 12).

The correlation between frequency of participation and the identification dimension of social integration found in this thesis partially confirms findings from Elmose-Østerlund et al. (2019), which found frequency of participation to positively correlate with both interaction and identification dimensions, and Makarova and Herzog (2013), which found frequency of participation to be a significant predictor of feeling integrated in Swiss society. The interpretation of the relationship between identification and participation frequency taken by this researcher is that, because players have a finite amount of time, the time they spend with their football club is time they are not spending anywhere else. It seems natural, then, for players to identify themselves more with the activities and communities that they choose to participate in most. This may also work the other way: those who find belonging and pride in being a member of a football club will choose to participate in it more. While it is somewhat surprising that the other three dimensions were not found to be significantly correlated with frequency of participation in this study, it should be noted that, as displayed in Table 2, nearly 90% of respondents

participated in football activities at least 2-3 times per week. This means all respondents participated quite frequently, hindering the study's ability to shed light on differences between players who participate across a larger spectrum.

Interaction plots for frequency of participation and immigrant background versus social integration dimensions shown in Figure 10 display nearly identical slopes for the interaction dimension, and non-parallel lines for placement, identification and culturation dimensions of social integration. Interaction effects for these latter three dimensions were thus tested in OLR analysis, which revealed significant interactions effects between frequency of participation and immigrant background for culturation ($p < 0.05$) and placement ($p < 0.01$), but not identification dimension (see Table 13).

This means that, for culturation and placement, the effects of the frequency of participation variable are experienced differently by those with native backgrounds and with immigrant backgrounds, or that the immigrant background variable moderates the relationship between frequency of participation for these two dimensions. Specifically, respondents with immigrant backgrounds showed a steep increase in placement and culturation scores as participation frequency increased, while those with native backgrounds actually appeared to score lower in these dimensions with increased participation frequency. Therefore, H_7, which posited that for both immigrant background and native background respondents, frequency of participation would be positively correlated with social integration, can only be confirmed for those with immigrant backgrounds. For native background respondents, H_7 is confirmed with respect to the identification dimension, but must be rejected for placement and culturation dimensions.

This finding for native background respondents is noteworthy, surprising and difficult to explain. A caveat to this result, however, is that for immigrant background respondents, there were more data points for lower participation frequencies than for native background respondents. Therefore, it may be that the native background group also score higher in

placement and culturation when frequency of participation increases, but there was simply not enough low-participation frequency data to show this. Further research is required to verify the results for native background respondents.

Duration of Membership

As an older age group, the sample was experienced in playing football, with 66% of respondents having played for at least four years (see Table 2). Spearman's Rho and bivariate regression analyses were used to investigate the relationship between duration of membership and each social integration dimension. Spearman's Rho showed a weak but significant correlation between duration of membership and the interaction dimension (R_s= +0.209, $p < 0.05$) and a slightly stronger but less significant correlation with the placement dimension (R_s= +0.327, $p < 0.1$). The bivariate regression analysis yielded similar results, but with only the interaction dimension bearing statistical significance (coef. = 0.296, $p < 0.05$) (see Table 14).

This finding, that duration of membership and the interaction dimension are significantly positively correlated, is consistent with results from Østerlund and Seippel (2013), which found a significant positive correlation between membership duration and high levels of emotional bonding, and Elmose-Østerlund et al. (2019), which found significant positive correlations between membership duration and interaction, identification and understanding/acceptance dimensions of social integration. Provided the assumption that emotional bonding and friendships take time to develop, it is expected that duration of membership and interaction would be positively correlated. The fact that duration of membership was not correlated in a significant way to any other dimensions of social integration was somewhat surprising. It would make sense that those who have been members over a longer period of time would have a stronger grasp of club values and norms (culturation), would have experienced more opportunities for leadership roles and privileges (placement) and might even hold their affiliation with the club as a more central aspect of their identity (identification). However, none of these

theories were supported by the data. A possible reason for this is that 75% of the respondents in this study had been members in their football clubs for at least three years, which limited the data's ability to track social integration patterns across a spectrum of membership durations. Studying a wider spectrum of membership durations among respondents might have shed more light on differences in the culturation, placement and identification dimensions.

Interaction plots were especially interesting for the duration of membership variable as plots against all four social integration dimensions showed intersecting lines (see Figure 11). This suggested the existence of interaction effects between membership duration and immigrant background, which was checked using OLR and resulted in statistically significant interaction effects for all four dimensions. Significance was stronger ($p < 0.05$) for culturation and interaction dimensions and weaker ($p < 0.1$) for identification and placement dimensions (see Table 15).

Based on this finding, immigrant background is believed to be a moderating variable for the relationship between duration of membership and each social integration dimension. The interaction plots in Figure 11 show that, for immigrant background respondents, the positive correlations that were expected in H_8 between duration of membership and social integration dimensions can be seen by positive sloped lines of best fit. However, for those with native backgrounds, the relationship between duration of membership and social integration is more varied. For culturation and identification dimensions, it appears that native background respondents actually become *less* socially integrated as membership duration increases, while for the placement dimension, social integration appears stagnant with increased membership duration (See Figure 11). In terms of H_8, which predicted that the longer respondents have been members of their football clubs, the more socially integrated they would be, the hypothesis again can be confirmed only for those with immigrant backgrounds. For native background respondents, H_8 is confirmed for the interaction dimension of social integration, but rejected for identification, culturation and placement dimensions.

The negative correlation found between duration of membership and identification, culturation and placement dimensions for the native background group is similar to the puzzling finding related to native background respondents and frequency of participation. These unexpected findings suggest a possible fatigue effect for native background respondents, where high participation frequency and membership duration have negative social integration outcomes. Native background youth should be restudied to better understand these results. There is also the possibility that placement and culturation items in this study have been interpreted by immigrant background and native background participants differently, despite their satisfactory Cronbach's Alpha scores. The placement dimension, specifically, was made up mostly of original items in this study (see Appendix C), so confirming these results in future research will be helpful to confirm the validity and reliability of those items.

Football Skill Level

Only 4% of respondents described their football skills to be below average on their teams, while 26% described themselves to have a roughly average skill level, 33% to have above average skill level and 36% to be one of the best players on their team (see Table 2). As an ordinal variable, football skill level was analyzed using Spearman's Rho and bivariate regression analysis. For both tests, placement was the only social integration dimension to show a strong correlation with football skill level (R_s= 0.285, $p < 0.001$, coef.=0.440, $p < 0.001$). The bivariate regression analysis also found a weak positive correlation with culturation (coef.= 0.183, $p < 0.1$) (see Table 16).

The finding that football skill level is positively correlated with the placement dimension of social integration was expected. In the experience of the researcher, it is often the case that the best players on a team are also captains or by default placed in leadership roles, so this result was not necessarily surprising. The fact that players seem to identify, acclimate and socialize within the club uniformly, regardless of self-perceived skill level (as indicated by non-

significant differences in identification, interaction and culturation dimensions) can be interpreted as a testament to the football clubs' inclusive environments.

Interaction plots in Figure 12 displayed non-parallel immigrant background lines for football skill level versus placement, identification and interaction, which prompted OLR testing for these three dimensions. However, no significant interaction effects were found as a result of OLR testing (see Table 17). Therefore, the researcher concludes that football skills vary with social integration scores in approximately the same way for immigrant background and native background respondents. Therefore, H_9, which predicted that football skill level would be positively correlated with social integration for both immigrant background and native background respondents, was confirmed, though only in one dimension. This finding further supports the interpretation that Oslo area football clubs are succeeding at fostering inclusive environments for all skill levels and backgrounds. This was a pleasing result in light of recent qualitative findings from black Norwegian athletes who cited that their treatment and acceptance felt dependent on being a good player (Massao & Fasting, 2016).

Socioeconomic Status

The relationships between socioeconomic status and the four social integration dimensions were investigated using both Spearman's Rho technique and regression analysis using the OLS method (see Table 18). Spearman's Rho indicated that no correlation existed between socioeconomic status and any of the social integration dimensions, with no R_s values exceeding |0.09| or demonstrating statistical significance. The regression model showed similar results, except for the identification dimension, for which socioeconomic status had a coefficient 0.235. This result was not statistically significant, however. The finding of no significant correlations between socioeconomic status and any of the four social integration dimensions was at odds with findings from the Makarova and Herzog (2013) study, which reported

socioeconomic standing to be positively correlated with having strong friendships with native background youth.

Interaction plots in Figure 13 comparing socioeconomic status and immigrant background for the four social integration dimensions were created. For the identification and culturation plots, near parallel lines were displayed, suggesting no moderating effect of the immigrant background variable. Non-parallel lines were, however, apparent on the placement and interaction plots, leading to OLR analyses for these two dimensions. A statistically significant interaction effect was found between socioeconomic status and immigrant background for the placement dimension ($p < 0.01$), but not for the interaction dimension (see Table 19).

This finding indicated that, for immigrant background respondents, placement dimension scores tended to increase with socioeconomic status, while for respondents with native backgrounds, placement scores tended to *decrease* with increased socioeconomic status. In summary, socioeconomic status was only found to correlate with the placement dimension, which revealed positive correlations for immigrant background respondents and negative correlations for native background respondents. Therefore, H_{10}, which predicted that for both immigrant background and native background groups, higher socioeconomic status would be associated with higher social integration scores, was rejected for native background participants. For those with immigrant backgrounds, H_{10} was confirmed, though only for the placement dimension.

Given that the placement dimension is meant to refer to access, privileges and leadership roles associated with the club community, the researcher would have expected that higher socioeconomic status would be associated with higher placement scores since higher class is generally associated with more VSC participation, particularly in football, and parent involvement (Strandbu et al., 2017b). The result that native background participants in this study showed the opposite trend is mysterious.

The validity of the socioeconomic status variable can be questioned as a possible explanation. While asking respondents about the resources available to their family based on Family Affluence Scale (FAS) indicators, such as number of cars, bathrooms and house help, was thought to be subjective and therefore more valid than, for example, asking respondents to self-assess their socioeconomic status, the fact that respondents were spread out over Oslo and more rural areas in Viken may have detracted from the measure's validity. For example, in the metropolitan area of downtown Oslo where property is expensive, a family may have a smaller property (fewer bathrooms) and rely more on public transportation (fewer cars) than someone in a more rural area, resulting in the more rural respondent to potentially score higher in FAS indicators without necessarily coming from a more affluent family. The indicators used to represent socioeconomic status in this thesis may therefore have overestimated rural respondents' socioeconomic status, affecting the trustworthiness of results. Future research that either focuses on rural or metropolitan respondents only, or uses more versatile FAS indicators, should be considered to confirm and/or clarify these results related to native background youth.

In addition to this significant placement result, the interaction plots from Figure 13 show that respondents with an immigrant background tend to self-report lower socioeconomic statuses than those with native backgrounds, which is expected based on Bakken (2019). This result also confirms that youth from different socioeconomic backgrounds are able to participate in Oslo football clubs, meaning financial barriers to entry are not insurmountable. What these results do not tell us, however, is whether players of different socioeconomic statuses are playing together on the same team. For example, it is possible that, maybe because players play together with those from their same geographic regions, each team is relatively socioeconomically homogeneous, potentially encouraging higher social integration outcomes. A competing explanation is rather that class — if we assume socioeconomic status is a large part of class status — does not play a significant role in social integration outcomes within Oslo football clubs. This interpretation very much supports the idealized view of sports, and

particularly youth sports, as fair, democratic environments ideal for fostering social integration. In such environments, all players are on equal footing in terms of class differences that may influence their relations in other societal spaces. However, the researcher leans towards an interpretation that VSCs are not classless oases, but rather “contested terrain” where social inequalities can be reproduced, but also challenged (Donnelly, 1996, as cited in Strandbu et al., 2017b, p. 4). Further research assessing how socioeconomic status and class intersect with social integration in football clubs can function to confirm or deny conflicting theorizations about the role of class and social inequalities in VSCs.

Playing Another Organized Sport

Respondents of this study’s questionnaire tended to specialize in football, with only 17% of respondents playing another organized sport besides football (see Table 2). Spearman’s Rho was used to check if participating in another organized sport in addition to football had any effect on social integration outcomes for the study’s participants. However, no correlation was found between playing another organized sport besides football and any social integration dimension (see Table 20). Since this study’s sample consisted of older players (aged 16-19 years), sport specialization had clearly already occurred, as indicated by the small portion of respondents who participated in other sports. It would be interesting to see how results might differ in a study of younger players who may still be experimenting with playing multiple sports to see how that participation affects social integration into each sport’s domain.

Interaction plots in Figure 14 comparing social integration outcomes for immigrant background and native background respondents showed non-parallel, intersecting lines in plots for placement, interaction and identification dimensions. These three dimensions of social integration were therefore tested for significance of interaction effects using OLR. For the identification dimension only, a weakly significant ($p < 0.1$) interaction effect between immigrant background and playing another sport was demonstrated (see Table 21). This interaction effect

implied that immigrant background acts as a moderating variable for playing another sport and the identification dimension of social integration, though again, with only weak significance (see Table 21). Specifically, as illustrated in Figure 14.2, respondents with immigrant backgrounds scored higher in identification as specialization in football increased, which was initially expected. For those without immigrant backgrounds, the same correlation held, but was weaker. However, Spearman's Rho still did not find identification to be significantly correlated with playing another sport in general. Therefore, H_{11}, which predicted that both immigrant background and native background respondents who participate in another organized sport besides football will be better socially integrated in their football clubs, was rejected.

Geographic Location

Geographic location was included as an independent variable to assess its possible correlation with social integration. Spearman's Rho testing revealed only a weak positive (R_s = +0.137) correlation between the interaction dimension of social integration and geographic location, which was weakly statistically significant ($p < 0.1$) (see Table 22). This positive correlation indicated that respondents living on the east side of the Akerselva have slightly higher interaction dimension scores than those on the west side.

Interaction plots in Figure 15 showed non-parallel lines for identification, culturation and placement dimensions of social integration, suggesting an interaction effect between geographic location and immigrant background for these dimensions. Following OLR analysis, immigrant background and geographic location were indeed found to have statistically significant interaction effects for culturation ($p < 0.01$) and identification ($p < 0.05$) dimensions (see Table 23). Thus, immigrant background was found to be a moderating variable for the relationships between city side and identification and culturation dimensions. For native background respondents, culturation scores increased steeply with living on the east side of Akerselva, while for immigrant background respondents, culturation scores decreased with living on the east

side. For the identification dimension, living on the east side of Akerselva seemed to increase scores for both respondents with native and immigrant backgrounds, but the effect was stronger for the native background group. These results, including those from Spearman's Rho, served to reject H_{12}, which had predicted that both immigrant background and native background youth living on the west side of Oslo would score higher in social integration than those on the east side.

Historically, Oslo has been a divided city in terms of class and socioeconomic status (Myhre, 2017), with the west side being "better off". It is therefore surprising that west side social integration outcomes would be found to in general be worse than east side outcomes since higher income and class have been theorized to be connected to more family involvement in VSCs and more sports participation in general (Strandbu et al., 2017b; Strandbu et al., 2017a). One relevant point to acknowledge is that the east/west divide is of course not perfect — there are more affluent and less affluent areas on both sides of the Akerselva. Furthermore, while the east/west class divide may be relevant to a study of Oslo, it does not necessarily pertain to areas outside of Oslo. In hindsight, since many of the respondents in this study reported participating on teams that were in the Viken county, the east/west Oslo divide was probably not that meaningful for the whole sample. Even though analysis did turn out weakly significant results from Spearman's Rho, the two regions are so big that it is not known which parts of each region have higher scores or what the "map" of outcomes really looks like because dividing the sample of 198 responses into only two groups limited the descriptive power of the findings. A more meaningful way to assess the geographic location variable for the sample in this study would have been to ask for respondents' postal codes and split respondents into more regions based on those.

Challenges to Participation

Investigating players' reported challenges to participation was a practical aspect of football club participation to consider, despite it not often being included in VSC integration studies. Challenges to participation were assessed by six questions that asked respondents if they had faced challenges participating in their football clubs over the past year due to (1) living too far away from training, (2) lacking transportation, (3) being too busy, (4) not being able to afford to participate, (5) another reason, or (6) if they have not experienced challenges to participation. Less than 10% of respondents reported having problems participating due to living too far (9%), lacking transportation (5%) or not being able to afford to participate (4%) (see Table 24). The fact that only 4% of respondents reported having faced financial challenges to participation in the past year was noteworthy considering the fact that the lion's share of NIF and state-funded initiatives to encourage youth participation in sports in Norway focus on decreasing financial barriers to entry (NIF, 2019b). It is therefore assumed that money plays a large role in a family's decision to partake in sports, yet money is hardly ever a barrier for those who participate. One explanation of this seeming incongruity is that those who cannot afford to participate simply do not participate. However, it is the interpretation of the researcher that the situation is likely more complex. Some sports are naturally more expensive to partake in, due both to equipment costs and transportation to/use of the sport setting (e.g. alpine skiing, snowboarding, ice hockey, etc.). Other sports, such as football, running and strength training, require less equipment and are less associated with upper classes (Martinez, 2008; Strandbu et al., 2017b). Even for VSC members, financial barriers to participation may be greater for players of other sports. Assessing this would be a valuable endeavor for future research.

Since so few respondents experienced a lack of transportation, living too far or not having enough money as potential challenges to participation, these three options were not included in further analyses. Therefore, H_{14}, which predicted that players whose challenges

were living too far from training and lacking finances would score lower in social integration than those whose challenges were lacking transport or being too busy, was not evaluated. For the remaining three challenges to participation, Spearman's Rho testing revealed a negative correlation (R_s = -0.318) between experiencing being too busy and the identification dimension of social integration, with strong statistical significance ($p < 0.001$). Interpretation of this result runs along the same line of reasoning as the interpretation of the positive correlation between frequency of participation and identification: players who are spending time on other activities, which is assumed for respondents who say they are sometimes too busy to participate in football, are also identifying with the communities of those activities and in a sense are "spreading out" their allegiance across different communities, resulting in lower identification scores with their football club. Having no challenges to participation was significantly, positively correlated with identification ($R_s = 0.284$, $p < 0.001$), and placement ($R_s = 0.044$, $p<0.05$) dimensions. Finally, negative correlations that were statistically significant were found between having another (unspecified) challenge to participation and the culturation ($R_s = -0.263$, $p<0.0002$) and placement ($R_s = -0.204$, $p<0.004$) dimensions (see Table 25). Since it is unknown what these 'other challenges' are, very little can be deduced from this result. A better design of this study would have provided an open answer option for those who cited "other reason" as a challenge to participation to better understand what these challenges are. Additionally, information about the extent to which these challenges affected respondents' ability to participate would have been valuable as this study did not differentiate between respondents who had, for example, missed just one practice in the last year due to a scheduling conflict and those whose participation was chronically affected by challenges.

Interaction plots were created to investigate how participants with an immigrant background were affected by challenges to participation compared to those with native backgrounds in terms of social integration (see Figure 16, Figure 17 and Figure 18). Plots with clear non-parallel lines were tested using OLR analysis for statistically significant interaction

effects between challenges to participation and having an immigrant background. The only statistically significant interaction effect found was between having an immigrant background and having no challenges to participation with the placement dimension of social integration, which met $p < 0.05$ significance (see Table 26, Table 27 and Table 28). This interaction effect, together with Figure 16.4, indicated that placement scores for those with an immigrant background increased only modestly as challenges to participation decreased, while for respondents with a native background, placement scores increased much steeper as challenges to participation decreased. This finding, combined with the Spearman's Rho results, which found identification and placement scores to be higher for players who did not face challenges to participation, confirmed H_{13}, which had predicted that players of all backgrounds who did not face challenges to participation would score higher in social integration than those who did face challenges to participation.

Since little was discovered in this study about what sorts of challenges to participation respondents faced and how these challenges affected their participation, speculation on these results should be saved for future research that can take a more qualitative approach to challenges to participation and their effect on social integration in VSCs.

Recruitment Method

Recruitment method is a fruitful topic to study within VSC social integration research, particularly in light of Norway's current emphasis on recruitment of minorities and girls. Understanding what types of circumstances players are recruited or introduced to VSCs and what effect they have on social integration outcomes can inform VSCs on best recruitment practices.

Similar to challenges to participation, recruitment method was measured by eight questions asking respondents how they had been introduced to the football club. Possible answers were through parents, through siblings, through friends, through school, taking contact

with the team themselves, being contacted by the team, some other way, or not sure/do not remember. Less than 10% of respondents were introduced to the team through siblings (9.6%), through another method (4%) or were not sure (9%) (see Table 29). These options were thus left out of further analysis. The remaining recruitment methods were analyzed using Spearman's Rho to investigate how different recruitment methods relate to social integration outcomes. This testing resulted in only two correlations with statistical significance. Being introduced to the football club through school was positively correlated with the interaction dimension of social integration ($R_s = 0.167$, $p < 0.020$) while having taken contact with the club him/herself was positively correlated with the identification dimension ($R_s = 0.167$, $p < 0.020$) (see Table 30). Based on these results, H_{15}, which had predicted that those recruited through friends, school and siblings would be more socially integrated than those who either took contact with the team themselves, were contacted by the team or were introduced through parents, was rejected.

According to Østerlund and Seippel (2013), players who knew someone in the club before joining were more likely to belong to strong communities characterized by frequent participation and strong emotional bonds. Based on that finding, it is unsurprising that this study found recruitment through school, where players are likely to already know each other as classmates, led to higher interaction scores. However, higher interaction scores for those who were recruited by friends would also have been expected, but was not supported by the data.

Interaction plots were generated for the five recruitment methods to further investigate how respondents with immigrant backgrounds have been recruited compared to native background respondents, and what effect this may have on social integration outcomes for each group individually. Interaction plots for those introduced through parents, through friends, through school and those who took contact with the club themselves appear in Figure 19, Figure 20, Figure 21 and Figure 22, respectively. Subsequent OLR analyses were conducted for each non-parallel plot (see Table 31, Table 32, Table 33 and Table 34). Of these, the only significant interaction effect found was between being introduced to the club through school and having an

immigrant background on the interaction dimension of social integration, which was only weakly significant ($p < 0.1$) (see Table 33). This effect indicates that being recruited through school was positively correlated with the interaction dimension for both immigrant background and native background respondents, but the correlation was stronger for the immigrant background group. Finally, interaction plots in Figure 23 comparing immigrant background and social integration outcomes for those who were contacted by the football club/team showed non-parallel lines for interaction, culturation and placement dimensions. OLR analysis for these three dimensions revealed strong statistically significant ($p < 0.001$) interaction effects between having an immigrant background and having been contacted by the team for the interaction and culturation dimensions of social integration (see Table 35). For both of these dimensions, immigrant background respondents who were contacted by the club had higher social integration scores than those who were recruited some other way, while for native background respondents, there was essentially no difference in social integration scores between those who had been contacted by the team and those who had not. This finding is noteworthy because it indicates that being recruited by the football club has an especially positive social integrative effect on immigrant background respondents. Based on this finding, the researcher recommends that VSCs looking to increase their recruitment of immigrant background youth focus efforts on reaching out to these youth and their families directly.

Conclusion

The aim of this study was to assess the social integration of immigrant background youth relative to native background youth in Oslo area football clubs. Such research can help VSCs, policy makers and families better understand how sports can contribute to integration efforts for Norwegians with immigrant backgrounds. Evaluating the social integrative powers of Oslo area football clubs also adds weight to state funded initiatives in Norway and across Europe that

have supported refugee and minority populations to participate in sports in response to Europe's relatively recent influx of refugees and other migrants.

This study specifically set out to answer three research questions related to understanding (i) the extent to which youth with an immigrant background are socially integrated in Oslo area football clubs compared to native background youth, (ii) the extent to which intergenerational differences in social integration outcomes exist among Oslo area football players with an immigrant background, and (iii) the extent to which other factors, including age, gender, religion, frequency of participation, challenges to participation, duration of membership, recruitment method, football skills, geographic location, socioeconomic status and participation in other organized sports influence social integration outcomes and uniquely affect those with immigrant backgrounds. Since social integration lacks both a widely agreed upon definition and an accepted measurement technique, the key challenges associated with approaching these research questions were defining and operationalizing social integration, and devising a tool to assess and quantify social integration. Ultimately, this was achieved using Hartmut Esser's bicultural integration definition, which led to the design of a multi-indicator questionnaire that evaluated respondents' social integration according to Esser's four dimensions: culturation, placement, interaction and identification. This questionnaire was sent electronically by NFF Oslo to football players ages 16-19 years old in Oslo and Viken counties.

Findings from the study revealed that native background respondents were more socially integrated in Oslo area football clubs than immigrant background respondents, but not in the expected dimensions. Contrary to findings from similar studies (see Table 1), immigrant background respondents in this study were found to score slightly lower than native background respondents in the identification dimension, which involves feelings of pride and collective identities with their club or team. However, in terms of strength of social relationships (interaction), privileges and leadership roles (placement) and knowledge of club values and

norms (culturation), immigrant background respondents were just as socially integrated as native background respondents.

This study offered some evidence of intergenerational differences in social integration outcomes between those with immigrant backgrounds who were born in Norway and who were born abroad, with the Norwegian-born cohort scoring moderately higher in interaction, culturation and placement dimensions of social integration. However, since these results were not significant, no conclusion can be made based on the results of this study about intergenerational differences in social integration outcomes for immigrant background youth in Oslo area football clubs.

Analysis of the interaction between immigrant background and other independent variables related to research question 3 resulted in both expected and surprising results. This study showed that age, self-perceived football skill level and being male were associated with higher social integration scores, (though only for one dimension each), for both immigrant background and native background respondents. Experiencing being too busy and/or experiencing other unspecified challenges to participation were also detrimental to social integration for both groups, while reporting having experienced no challenges to participation in football over the past year was associated with higher social integration scores for all respondents. Both respondents with immigrant backgrounds and native backgrounds who were recruited to their football club through school or by taking up contact with the club directly also scored higher in social integration, though only in one dimension each. Additionally, neither playing another organized sport besides football nor the importance of religion in daily life had any significant effects on social integration scores for either group.

For several other variables, however, immigrant background and native background participants responded quite differently. Identifying as religious, for example, was consistently associated with higher social integration scores for immigrant background respondents than native background respondents. With respect to frequency of participation, participating more

often was associated with higher identification dimension scores for all respondents, and with higher placement and culturation scores for immigrant background respondents. For native background respondents, however, more frequent participation was associated with lower placement and culturation scores. A similar pattern was found for the duration of membership variable. For all respondents, more years of membership were associated with higher interaction dimension scores, but for identification, placement and culturation dimensions, immigrant background respondents tended to score higher with more membership experience while native background respondents tended to score lower with more membership experience. Native background respondents also scored lower in the placement dimension of social integration as socioeconomic status increased, while immigrant background respondents scored higher. Finally, having been recruited directly by the football club resulted in higher social integration scores for immigrant background respondents and lower social integration scores for native background respondents.

Significance to the Field

The findings of this study have contributed insights and identified knowledge gaps in the fields of Sport for Development and broader social integration studies in Europe. Specifically, novel and surprising findings pertaining to native background youth in this study suggest that participation frequency, membership duration and certain recruitment methods may have adverse effects on social integration outcomes. For immigrant background youth in the study, two findings were especially noteworthy and have potential to be adapted to future integration and inclusion policy in VSCs. First, religiosity was found to have a positive effect on immigrant background youth's social integration outcomes, suggesting either that football clubs have done an outstanding job in accommodating potential religious needs for this group, or that religion, and particularly minority religion, is simply not the integration barrier that it is made out to be.

Immigrant background respondents in this study also showed a unique and positive response to being recruited directly by football clubs in regard to social integration, which could inform VSC recruitment styles and practices.

A less obvious contribution of this study involves elements of the measurement tool. Employing a multi-indicator questionnaire according to Esser's four social integration dimensions measured quantitatively on a Likert scale has been done before (Zwahlen et al., 2018). However, the specific items and combinations of items used to measure each social integration dimension are still being developed and modified by researchers. This study built on previous work by adapting items from other studies while introducing ten original items to be tested (inter04, inter06, cult03, cult05, cult06, cult07, place02, place03, place04 ad place05) (see Appendix C). Of these ten new items, seven passed reliability testing and were among the 17 items retained for data analysis. In fact, the placement dimension of social integration, which yielded the highest Cronbach's Alpha score of the four social integration dimensions, was measured by six items, four of which were original. Conclusions made about social integration are only as valid as the methods used to measure social integration, and this study has contributed to improving these measurements.

Limitations

Conclusions of this study suffer from the small, nonrandom sample used, which has particularly affected analysis of outcomes for immigrant background responses. This small sample size has resulted in a high margin of error, especially in data analysis related to the first two research questions.

Additionally, the response rate for the questionnaire used in this study could not be calculated due to the fact that the exact number of relevant recipients was unknown to the researcher. This was due to the player privacy restrictions of NFF, which required that only NFF Oslo access respondent contact information. Because the NFF Oslo database from which

contact information for recipients came from was out of date, many people outside the study's sample frame were invited to participate. It is also speculated by the researcher that up-to-date contact information for current players was probably not maintained in the FIKS system for all 16-19-year-old players. Thus, it is unknown how many of those who received an invitation to the questionnaire were in fact intended recipients, and while the exact response rate is unknown, it is presumed by the researcher to be quite low. The fact that random sampling was not used also means that findings cannot be generalized to youth in the Oslo area.

As with any study employing a voluntary questionnaire, this study ran the risk that only the most enthusiastic and active players chose to respond. This would likely have resulted in an overestimation of social integration scores, weakening the study's validity and reliability. Overestimation of social integration scores may also have occurred as a result of NFF Oslo distributing the online questionnaire link. Despite the fact that the invitation email emphasized that the research project was to be carried out independent of NFF (see Appendix D), respondents may have still associated them with the project, encouraging social desirability bias.

The age group of participants, which was 16-19 years old, also likely limited the study's validity as high dropout rates from sports affect this age group. According to *Ungdata*, "while 72% and 69% of Norwegian boys and girls, respectively, are engaged in organized sport at the age of 14, only 42% and 28% report engaging in organized sport at the age of 19" (Bakken, 2017, p. 445). This suggests another possible avenue to overestimation of social integration scores in the data because younger youth players who did not feel socially integrated and may have scored lower have likely already quit playing by the time they reach the 16-19 year-old age group. Those who remain playing as 16-, 17-, 18- and 19-year-olds are likely those who have had the best football club experiences.

Finally, while reliability testing was conducted for items used in the measurement tool for this study, analytical testing for validity was not. Therefore, the original items developed in this

study, which have not been tested for validity by previous researchers, are not known to be valid. This applies to seven items used in the data analysis of the study, five of which measured the placement dimension. The undetermined validity of these items brings the validity of the findings of the study into question, particularly those related to the placement dimension.

Implications for Future Studies

Some of the most valuable contributions from this study have to do with the discovery of what remains unknown. Findings from this thesis together with insights from the literature have brought to light the need to study how people with different variations of immigrant status in their families (e.g. one foreign-born parent or foreign-born grandparents) are socially integrated in Norwegian society compared to those with no (recent) migration family history. Such research would serve to either confirm the usefulness of conventional definitions of immigrant background, like the one used in this study, or expand/narrow this definition. For example, if empirical findings point to worse social integration outcomes for Norwegian-born youth who have one foreign-born parent compared to Norwegian-born youth with two native-born parents, then the immigrant background definition and subsequent research on immigrant background youth may want to include this group (those with one foreign-born parent and one native-born parent). Research that explores expanding or narrowing the definition of the immigrant background term should, however, be carried out cautiously as there are potential sociopolitical implications and stigmas associated with characterizing groups, especially native-born groups, with any type of immigrant designation.

The researcher also recommends future social integration studies in VSC contexts to incorporate more mixed methods designs. This study lacked a qualitative component, which left little to be gleaned from surprising results related to native background respondents and responses not anticipated by the researcher, including those related to challenges to participation. A preliminary quantitative study can inform researchers of the most

relevant questions and response choices to include on subsequent quantitative measurement tools, ultimately enabling researchers to construct more meaningful measures that yield more explanatory results.

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Appendix A

Informed Consent Sheet for Questionnaire

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å bedre forstå påvirkningen deltagelse i idrett har på sosial inkludering og integrering. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål
Dette prosjektet er en masteroppgave. Formålet med prosjektet er å evaluere sosial integrering i idrettslag i Oslo-området. Vi skal identifisere forskjeller i sosial integrering mellom forskjellige grupper, inkludert kvinner og menn, de med innvandringsbakgrunn og norsk bakgrunn og de fra forskjellige steder i Oslo. I tillegg vil vi finne ut av hvilke faktorer som påvirker den sosiale inkluderingen, f.eks. religion, kjønn, hjemland (hvis innvandrer), økonomisk ulikhet, idrettslag osv. Deretter skal vi prøve å identifisere mulige metoder for å fremme sosial integrering gjennom fotball.

Hvem er ansvarlig for forskningsprosjektet?
Norges Miljø- og Biovitenskapelige Universitetet er ansvarlig for prosjektet.

NB: Dette prosjektet er uavhengig av NFF Oslo og svarene skal ikke deles med NFF Oslo.

Hvorfor får du spørsmål om å delta?
Utvalget for dette forskningsprosjektet er alle ungdom mellom 16 og 19 år som spiller fotball i Oslo, Bærum, Asker, Fornebu, eller Kolbotn. Totalt får mellom 3500 og 4500 personer denne henvendelsen.

NFF Oslo har sendt ut informasjonen så ingen fra Norges Miljø- og Biovitenskapelige Universitetet har fått kontaktopplysningene dine.

Hva innebærer det for deg å delta?
Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et elektronisk spørreskjema. Det vil ta deg cirka 10 minutter. Spørreskjemaet inneholder personlige spørsmål om blant annet, religion, bakgrunn, kjønn og alder. Du vil også bli spurt om erfaringene dine med å spille fotball. Svarene dine på spørreskjemaet blir registrert elektronisk.

Det er frivillig å delta
Det er frivillig å delta i prosjektet og alle opplysningene om deg vil bli anonymisert. Hvis du velger å delta, kan du når som helst trekke samtykke tilbake uten å oppgi noen grunn. Alle opplysninger om deg vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Det vil heller ikke påvirke hvordan du blir behandlet av idrettslaget ditt.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger
Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

- Bare Anna Cahill (student) og Morten Jerven (veileder) vil ha tilgang til dataene.
- Navnet ditt vil bli erstattet med en kode som lagres på en egen navneliste adskilt fra øvrige data. Dataene vil bli lagret kryptert på en forskningsserver.
- Databehandleren som skal samle inn og bearbeide data heter SurveyMonkey.

Deltakerne vil ikke kunne gjenkjennes ved navn i publikasjon. Det er ikke mulig at deltakerne vil kunne gjenkjennes i publikasjon ved en kombinasjon av alder, idrettslag, religion og bakgrunn.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?
Prosjektet skal etter planen avsluttes før 30. juni, 2020. Etter denne datoen vil alle personopplysninger bli anonymisert.

Dine rettigheter
Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke personopplysninger som er registrert om deg
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg,
- å få utlevert en kopi av dine personopplysninger (dataportabilitet), og
- å sende klage til personvernombudet eller Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?
Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Norges Miljø- og Biovitenskapelige Universitetet har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?
Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

- Norges Miljø- og Biovitenskapelige Universitetet ved Anna Cahill på epost (annaca@nmbu.no) eller telefon: +47 94 09 44 37, eller Morten Jerven (veileder), på epost (morten.jerven@nmbu.no) eller telefon: +47 67 23 13 75.
- Vårt personvernombud: Jan Olav Aarflot på epost (jan.olav.aarflot@nmbu.no) eller telefon: +47 67 23 02 50.
- NSD – Norsk senter for forskningsdata AS, på epost (personvertjenester@nsd.no) eller telefon: +47 55 58 21 17.

Med vennlig hilsen

Anna Cahill	Morten Jerven
(Forsker)	(Veileder)

* 1. **Samtykkeerklæring**

Jeg har mottatt og forstått informasjon om prosjektet «Sosial integrering gjennom fotball i Norge», og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐ å delta i spørreskjema

* 2. Vennligst skriv navnet ditt under for å bekrefte at du samtykker til at dine opplysninger behandles frem til prosjektet er avsluttet, ca. 30. juni, 2020. Navnet ditt vil ikke bli inkludert i resultatene og undersøkelsen er anonym.

Appendix B

Questionnaire

Bakgrunnsspørsmål

25 spørsmål

3. Alder:

- ◯ 16
- ◯ 17
- ◯ 18
- ◯ 19
- ◯ annet

4. Kjønn:

- ◯ mann
- ◯ kvinne
- ◯ annet

5. Hvilket idrettslag spiller du på? (f. eks. Kjelsås IL)

6. Hvor ofte er du med på aktiviteter med dette idrettslaget i løpet av sesongen? (f. eks. trening, kamper, organiserte sosiale aktiviteter)

- ◯ ca. én gang i måneden
- ◯ ca. to ganger i måneden
- ◯ ca. én gang i uka
- ◯ to til tre ganger i uka
- ◯ fire eller flere ganger i uka

7. Har det i løpet av sesongen vært utfordrende å bli med på lagaktiviteter på grunn av:
(Kryss av alt som gjelder)

- ☐ Jeg bor for langt fra treningen
- ☐ Det er vanskelig å få transport til treningen
- ☐ Jeg er for travel til å bli med
- ☐ Jeg har ikke råd til å bli med
- ☐ En annen grunn
- ☐ Det har aldri vært utfordrende å bli med

8. Hvor mange år har du vært med i dette idrettslaget?

- mindre enn ett år
- ett år
- to år
- tre år
- fire eller flere år

9. Hvordan beskriver du fotballferdighetene dine?

- Jeg er en av de beste fotballspillerne på laget mitt
- Fotballferdighetene mine er over gjennomsnittet på laget mitt
- Fotballferdighetene mine er cirka gjennomsnittet på laget mitt
- Fotballferdighetene mine er under gjennomsnittet på laget mitt

10. Driver du med andre organiserte idretter enn fotball?

- Ja
- Nei

11. Er du religiøs?

- Ja
- Nei

12. Hvilken religion tror du på?

- Buddhisme
- Hinduisme
- Islam
- Jødedom
- Kristendom
- En annen religion
- Jeg fortrekker å ikke si

13. Hvor stor rolle spiller religion i ditt daglige liv?

- Religion har ingen betydning for hvordan jeg lever livet mitt.
- Religion påvirker mitt daglige liv av og til.
- Religion har en stor betydning for hvordan jeg lever livet mitt.

14. Er du født i Norge?

- Ja
- Nei
- Jeg vet ikke

15. I hvilket land er du født?

16. Hvor mange år har du bodd i Norge?

- mindre enn ett år
- mellom ett og tre år
- mellom tre og fem år
- mellom fem og ti år
- ti eller flere år

17. Hvor er foreldrene dine født?

- Begge foreldrene mine er født i Norge
- En av foreldrene mine er født utenfor Norge
- Begge foreldrene mine er født utenfor Norge
- Jeg vet ikke hvor en av eller begge foreldrene mine er født

18. Hvis en av eller begge foreldrene dine er født utenfor Norge, i hvilke(t) land er de født?

19. Har en av eller begge foreldrene dine utdanning fra universitet eller høyskole?

- Ingen av foreldrene mine
- En av foreldrene mine
- Begge foreldrene mine
- Jeg vet ikke

20. Hvor mange bøker tror du det er hjemme hos dere?

- Færre en 20 bøker
- mellom 20 og 100 bøker
- mellom 100 og 500 bøker
- flere enn 500 bøker

21. Hvor mange ganger har familien din reist på ferie utenfor Norge i løpet av det siste året?

- Familien min har ikke reist på ferie utenfor Norge i løpet av det siste året
- En gang
- To ganger
- Tre eller flere ganger

22. Hvor mange baderom er det hjemme hos dere?

- Null
- Ett baderom
- To baderom
- Tre eller flere baderom

23. Er det regelmessig hushjelp eller andre betalte arbeidere hjemme hos dere?

- Ja
- Nei

24. Hvor mange biler har familien din?

- ○ Null
- ○ En bil
- ○ To biler
- ○ Tre eller flere biler

25. Hvordan ble du introdusert til laget?
(Kryss av alt som gjelder)

- ☐ Av foreldrene mine
- ☐ Gjennom søsknene mine
- ☐ Gjennom vennene mine
- ☐ Laget eller idrettslaget tok kontakt med meg direkte
- ☐ Jeg tok selv kontakt med laget eller idrettslaget
- ☐ Gjennom skolen min
- ☐ En annen måte
- ☐ Jeg er usikker/husker ikke

Hovedspørsmål

For de følgene 25 spørsmålene indiker hvor enig du er i hver uttalelse. Hvis du ikke vet svaret eller ikke vil svare kan du hoppe over spørsmålet.

26. De fleste lagkameratene mine har ikke innvandringsbakgrunn.

◯ uenig ◯ litt uenig ◯ usikker ◯ litt enig ◯ enig

27. Det er ofte konflikter i idrettslaget mellom meg og en fra en annen bakgrunn.

◯ uenig ◯ litt uenig ◯ usikker ◯ litt enig ◯ enig

28. De andre på laget respekterer og aksepterer meg for den jeg er.

◯ uenig ◯ litt uenig ◯ usikker ◯ litt enig ◯ enig

29. Hvordan jeg er akseptert på laget er uavhengig av mine sportslige ferdigheter.

◯ uenig ◯ litt uenig ◯ usikker ◯ litt enig ◯ enig

30. Jeg har fått nye venner gjennom min deltagelse i idrettslaget (på trening, sosiale aktiviteter osv.).

◯ uenig ◯ litt uenig ◯ usikker ◯ litt enig ◯ enig

31. Jeg har fått nye venner fra en annen bakgrunn gjennom min deltagelse i idrettslaget (på trening, sosiale aktiviteter osv.).

◯ uenig ◯ litt uenig ◯ usikker ◯ litt enig ◯ enig

32. Jeg henger med folk fra idrettslaget utenom aktiviteter gjennom idrettslaget, som jeg ikke kjente før jeg startet.

◯ uenig ◯ litt uenig ◯ usikker ◯ litt enig ◯ enig

33. Jeg er stolt av å være en del av idrettslaget.

◯ uenig ◯ litt uenig ◯ usikker ◯ litt enig ◯ enig

34. Jeg liker å gå med klær fra idrettslaget.

◯ uenig ◯ litt uenig ◯ usikker ◯ litt enig ◯ enig

35. Det har oppstått situasjoner i idrettslaget som fikk meg til å føle at jeg ikke hører hjemme der (følte meg som en fremmed).

◯ uenig ◯ litt uenig ◯ usikker ◯ litt enig ◯ enig

36. Idrettslaget er en av de viktigste sosiale gruppene jeg er en del av.

◯ uenig ◯ litt uenig ◯ usikker ◯ litt enig ◯ enig

37. Jeg hjelper og støtter lagkammeratene mine, også i private saker om nødvendig.

◯ uenig ◯ litt uenig ◯ usikker ◯ litt enig ◯ enig

38. Jeg er kjent med verdiene og normene til idrettslaget mitt.

◯ uenig ◯ litt uenig ◯ usikker ◯ litt enig ◯ enig

39. Verdiene til idrettslaget og/eller laget er noen ganger i konflikt med verdiene til familien min, religionen min og/eller mine personlige verdier.

◯ uenig ◯ litt uenig ◯ usikker ◯ litt enig ◯ enig

40. Jeg har måttet tilpasse meg for å følge verdiene og normene til idrettslaget.

◯ uenig ◯ litt uenig ◯ usikker ◯ litt enig ◯ enig

41. Jeg vet når, hvordan og til hvem jeg skal si min mening for å påvirke avgjørelser som blir tatt i idrettslaget.

◯ uenig ◯ litt uenig ◯ usikker ◯ litt enig ◯ enig

42. Hvis jeg gir tilbakemelding på noe vil det bli tatt hensyn til og kan resultere i en endring.

◯ uenig ◯ litt uenig ◯ usikker ◯ litt enig ◯ enig

43. Det er lett for meg å kommunisere med trenerne og lagkameratene mine.

◯ uenig ◯ litt uenig ◯ usikker ◯ litt enig ◯ enig

44. Jeg respekterer beslutningene tatt av trenerne og andre ledere i idrettslaget.

◯ uenig ◯ litt uenig ◯ usikker ◯ litt enig ◯ enig

45. Jeg bidrar med egne ideer i diskusjoner og beslutningsprosesser i laget.

◯ uenig ◯ litt uenig ◯ usikker ◯ litt enig ◯ enig

46. Meningne mine er verdsatt på lik linje med mine lagkameraters meninger.

◯ uenig ◯ litt uenig ◯ usikker ◯ litt enig ◯ enig

47. Mitt bidrag både på og utenfor banen er viktig for laget.

◯ uenig ◯ litt uenig ◯ usikker ◯ litt enig ◯ enig

48. Jeg får en rettferdig mengde spilletid.

◯ uenig ◯ litt uenig ◯ usikker ◯ litt enig ◯ enig

49. Jeg har lik tilgang som mine lagkamerater til treningsfasiliteter og utstyr.

◯ uenig ◯ litt uenig ◯ usikker ◯ litt enig ◯ enig

50. Det er muligheter for meg til å opptre som en leder for laget.

◯ uenig ◯ litt uenig ◯ usikker ◯ litt enig ◯ enig

Tusen Takk!

Tusen takk for at du ble med i denne undersøkelsen. Vi setter pris på at du har tatt deg tiden til å svare.

Appendix C

Table C1

Questionnaire Item Sources and Cronbach's Alpha Results

Variable	Item source	Cronbach's Alpha Result
inter01	Adapted from Zwahlen et al. (2018) and Makarova & Herzog (2013)	✗
inter02	Adapted from Zwahlen et al. (2018)	✗
inter03	Adapted from Zwahlen et al. (2018)	✓
inter04	Original	✗
inter05	Adapted from Elmose-Østerlund et al. (2019)	✓
inter06	Original	✓
inter07	Adapted from Elmose-Østerlund et al. (2019)	✓
ident01	Adapted from Elmose-Østerlund et al. (2019) & Zwahlen et al. (2018)	✓
ident02	Adapted from Zwahlen et al. (2018)	✗
ident03	Adapted from Zwahlen et al. (2018)	✗
ident04	Adapted from Elmose-Østerlund et al. (2019)	✓
ident05	Adapted from Elmose-Østerlund et al. (2019)	✓
cult01	Adapted from Zwahlen et al. (2018)	✓
cult02	Original	✗
cult03	Adapted from Zwahlen et al. (2018)	✗
cult04	Adapted from Elmose-Østerlund et al. (2019)	✓
cult05	Original	✓

cult06	Original	✓
cult07	Original	✗
place01	Adapted from Zwahlen et al. (2018)	✓
place02	Original	✓
place03	Original	✓
place04	Original	✓
place05	Adapted from Zwahlen et al. (2018)	✓
place06	Original	✓

Appendix D

Email Invitation to Participate in the Research Survey

Emne: Delta i et forskningsprosjekt for NMBU

Kjære spiller,

Du har blitt valgt til å bli med i dette forskningsprosjektet fordi du er en fotballspiller i aldersgruppen 16 til 19 år i en klubb som er med i NFF Oslo. Forskningsprosjektet utføres i forbindelse med Anna Cahills masteroppgave for NMBU. Din anonyme deltagelse i dette prosjektet vil være et viktig bidrag til å bedre kunne forstå sosial integrering gjennom sport i Norge. Vennligst svar på undersøkelsen når det passer for deg. Det tar cirka 10 minutter.

Trykk på linken for å bli med: https://no.surveymonkey.com/r/G3QF95Y

Tusen takk.

Med vennlig hilsen,

Anna Cahill

Appendix E

Coding Tables

Table E1

Coding Table for Independent Variables

Variable Name	Variable Definition	Coding
male	Gender	Kvinne (0); mann (1)
freq_particip	Frequency of participation in team training, competition and organized social activities during the season.	Ca. en gang i måneden (0); ca. to ganger i måneden (1); ca. en gang i uka (2); to til tre ganger i uka (3); fire eller flere ganger i uka (4)
live_too_far	Whether the respondent has had challenges participating in team activities during the season because they live too far from the training	Jeg bor for langt fra treningen (1); NA (0)
lack_transport	Whether the respondent has had challenges participating in team activities during the season because they struggle to get transportation	Det er vanskelig å få transport til treningen (1); NA (0)
too_busy	Whether the respondent has had challenges participating in team activities during the season because they are too busy	Jeg er for travelt til å bli med (1); NA (0)
cant_afford	Whether the respondent has had challenges participating in team activities during the season due to low finances	Jeg har ikke råd til å bli med (1); NA (0)
other_reason	Whether the respondent has had challenges participating in team activities during the season because of some other reason (not specified)	En annen grunn (1); NA (0)
no_challenges	Whether the respondent has never had challenges participating in team activities during the season	Det har aldri vært utfordrende å bli med (1); NA (0)

years_particip	Years of involvement with the VSC/team	Mindre enn ett år (0); ett år (1); to år (2); tre år (3); fire eller flere år (4)
football_skills	Self-described football skill level relative to rest of team	Fotballferdighetene mine er under gjennomsnittet (0); Fotballferdighetene mine er cirka gjennomsnittet (1); fotballferdighetene mine er over gjennomsnittet (2); Jeg er en av de beste fotballspillerne på laget mitt (3)
other_sport	Whether the respondent participated in another organized sport besides football.	Ja (1); Nei (0)
religious	Whether the respondent describes themselves as religious	Ja (1); Nei (0)
religion_weight	Importance of religion in respondents' daily lives	Religion har ingen betydning for hvordan jeg lever livet mitt (1); Religion påvirker mitt daglige liv av og til (2); Religion har en stor betydning for hvordan jeg lever livet mitt (3)
years_in_Norway	Number of years the respondent has lived in Norway (if born abroad)	Mindre enn ett år (1); mellom ett og tre år (2); mellom tre og fem år (3); mellom fem og ti år (4); ti eller flere år (5)
Norway_born	Whether the respondent was born in Norway	Ja (1); Nei (0)
parents_born_Nor	Where respondents' parents were born	Begge foreldrene mine er født i Norge (1); En av foreldrene mine er født utenfor Norge (2); Begge foreldrene mine er født utenfor Norge (3); Jeg vet ikke hvor en av eller begge foreldrene mine er født (NA)
imm_back	Whether the respondent has an immigrant background, defined as	Yes (1); No (0)

	having two parents who were born outside of Norway	
imm_gen	Which immigrant generation the respondent is (if they have an immigrant background)	(if imm_back=1) : respondent and both parents born abroad (0); respondent born in Norway and both parents born abroad (1)
location	The side of the Akerselva river in Oslo that the respondent's football club is on	West (0); East (1)
parents_edu	Whether respondents' parents have higher education from a university or trade school	Ingen av foreldrene mine (1); En av foreldrene mine (2); Begge foreldrene mine (3); Jeg vet ikke (NA)
books_home	Number of books respondents have at home	Færre enn 20 bøker (1); mellom 20 og 100 bøker (2); mellom 100 og 500 bøker (3); flere enn 500 bøker (4)
vaca_abroad	Number of times respondents' family has taken a vacation abroad in the last year	Familien min har ikke reist på ferie utenfor Norge i løpet av det siste året (1); En gang (2); To ganger (3); Tre eller flere ganger (4)
baths_home	Number of times respondents' family has taken a vacation abroad in the last year	Ett baderom (1); To baderom (2); Tre eller flere baderom (3)
house_help	Whether the respondent's family has regular house help	Ja (1); Nei (0)
cars	Number of cars owned by respondent's family	Null (1); En bil (2); To biler (3); Tre eller flere biler (4)
socecon_tot	Total score representing socioeconomic status, computed as a sum of parents_edu, books_home, vaca_abroad, baths_home, house_help and cars variables	*was not recoded
socecon_low	Respondents in the bottom 31.02% in socecon_tot score	socecon_tot≤12 (1); socecon_tot≥13(0)

socecon_mid	Respondents in the middle 31.55% in socecon_tot score	socecon_tot=13 (1); socecon_tot=14 (1); socecon_tot≤12(0); Socecon_tot≥15(0)
socecon_high	Respondents in the upper 37.44% in socecon_tot score	socecon_tot≥15 (1); socecon_tot≤14(0)

Table E2

Coding Table for Dependent Variables

Variable Name	Item [*as appears on Questionnaire*]	Coding
inter01	Most of my teammates do not have an immigrant background. [*De fleste lagkameratene mine har ikke innvandringsbakgrunn.*]	Disagree [*uenig*] (1); somewhat disagree [*litt uenig*] (2); unsure [*usikker*] (3); somewhat agree [*litt enig*] (4); agree [*enig*] (5)
inter02	In our club, conflicts often arise between me and members from other backgrounds. [*Det er ofte konflikter i idrettslaget mellom meg og en fra en annen bakgrunn.*]	Disagree (5); somewhat disagree (4); unsure (3); somewhat agree (2); agree (1)
inter03	Other members accept and respect me for who I am. [*De andre på laget respekterer og aksepterer meg for den jeg er.*]	Disagree (1); somewhat disagree (2); unsure (3); somewhat agree (4); agree (5)
inter04	My acceptance on the team is not dependent on my athletic performance. [*Hvordan jeg er akseptert på laget er uavhengig av mine sportslige ferdigheter.*]	Disagree (1); somewhat disagree (2); unsure (3); somewhat agree (4); agree (5)
inter05	I have made new friends through participation in the club. [*Jeg har fått nye venner gjennom min deltagelse i idrettslaget (på trening, sosiale aktiviteter osv.).*]	Disagree (1); somewhat disagree (2); unsure (3); somewhat agree (4); agree (5)
inter06	I have made new friends through participation in the club with people who have different backgrounds than myself. [*Jeg har fått nye venner fra en annen bakgrunn gjennom min deltagelse i idrettslag (på trening, sosiale aktiviteter osv.).*]	Disagree (1); somewhat disagree (2); unsure (3); somewhat agree (4); agree (5)
inter07	I socialise with people from the club, which I did not know before joining, outside of the club. [*Jeg henger med folk fra idrettslaget utenom aktiviteter gjennom idrettslaget, som jeg ikke kjente før jeg startet.*]	Disagree (1); somewhat disagree (2); unsure (3); somewhat agree (4); agree (5)
ident01	I am proud to belong to the club. [*Jeg er stolt av å være en del av idrettslaget.*]	Disagree (1); somewhat disagree (2); unsure (3); somewhat agree (4); agree (5)

ident02	I like wearing our club's clothing. [*Jeg liker å gå med klær fra idrettslaget.*]	Disagree (1); somewhat disagree (2); unsure (3); somewhat agree (4); agree (5)
ident03	Situations arise in our club in which I am considered not to belong (regarded as an outsider). [*Det har oppstått situasjoner i idrettslaget som fikk meg til å føle at jeg ikke hører hjemme der (følte meg som en fremmed).*]	Disagree (5); somewhat disagree (4); unsure (3); somewhat agree (2); agree (1)
ident04	The club is one of the most important social groups I belong to. [*Idrettslaget er en av de viktigste sosiale gruppene jeg er en del av.*]	Disagree (1); somewhat disagree (2); unsure (3); somewhat agree (4); agree (5)
ident05	Most of my teammates are from a Norwegian background. [*De fleste lagkameratene mine har ikke innvandringsbakgrunn.*]	Disagree (1); somewhat disagree (2); unsure (3); somewhat agree (4); agree (5)
cult01	I am familiar with the values and customs of my club. [*Jeg er kjent med verdiene og normene til idrettslaget mitt.*]	Disagree (1); somewhat disagree (2); unsure (3); somewhat agree (4); agree (5)
cult02	The values of the club and/or team sometimes clash with my own values according to my family, religion or personal life. [*Verdiene til idrettslaget og/eller laget er noen ganger i konflikt med verdiene til familien min, religionen min og/eller mine personlige verdier.*]	Disagree (5); somewhat disagree (4); unsure (3); somewhat agree (2); agree (1)
cult03	I have had to make adjustments in order to behave in accordance with our club's rules. [*Jeg har måttet tilpasse meg for å følge verdiene og normene til idrettslaget.*]	Disagree (5); somewhat disagree (4); unsure (3); somewhat agree (2); agree (1)
cult04	I know when and how to give my opinion when decisions are made in the club. [*Jeg vet når, hvordan og til hvem jeg skal si min mening for å påvirke avgjørelser som blir att i idrettslaget.*]	Disagree (1); somewhat disagree (2); unsure (3); somewhat agree (4); agree (5)
cult05	If I give feedback about something, my opinion will be thoughtfully considered and may result in a change. [*Hvis jeg gir tilbakemelding på noe vil det bli tatt*	Disagree (1); somewhat disagree (2); unsure (3); somewhat agree (4); agree (5)

	hensyn til og kan resultere i en endring.]	
cult06	It is easy for me to communicate with my coach(es) and teammates. [*Det er lett for meg å kommunisere med trenerne og lagkameratene mine.*]	Disagree (1); somewhat disagree (2); unsure (3); somewhat agree (4); agree (5)
cult07	I respect the decisions made by my coaches and club authorities. [*Jeg respekterer beslutningene tatt av trenerne og andre ledere i idrettslaget.*]	Disagree (1); somewhat disagree (2); unsure (3); somewhat agree (4); agree (5)
place01	I contribute my own ideas in team discussions and decisions. [*Jeg bidrar med egne ideer i diskusjoner og beslutningsprosesser i laget.*]	Disagree (1); somewhat disagree (2); unsure (3); somewhat agree (4); agree (5)
place02	My opinions are valued on equal footing with my teammates'. [*Meningne mine er verdsatt på lik linje med mine lagkameraters meninger.*]	Disagree (1); somewhat disagree (2); unsure (3); somewhat agree (4); agree (5)
place03	My responsibility on and off the field is important to the team. [*Mitt bidrag både på og utenfor banen er viktig for laget.*]	Disagree (1); somewhat disagree (2); unsure (3); somewhat agree (4); agree (5)
place04	The amount of playing time I get is fair. [*Jeg får en rettferdig mengde spilletid.*]	Disagree (1); somewhat disagree (2); unsure (3); somewhat agree (4); agree (5)
place05	I have access to our sports facilities and equipment on an equal footing with other members. [*Jeg har lik tilgang som mine lagkamerater til treningsfasiliteter og utstyr.*]	Disagree (1); somewhat disagree (2); unsure (3); somewhat agree (4); agree (5)
place06	There are opportunities for me to act as a leader on my team. [*Det er muligheter for meg til å opptre som en leder for laget.*]	Disagree (1); somewhat disagree (2); unsure (3); somewhat agree (4); agree (5)

Appendix F

R Output for Cronbach's Alpha Testing

Items were chosen based on the output under Reliability if an item was dropped, which shows what the alpha (α) would be without that item. Items for which raw_alpha under Reliability if an item was dropped is higher than the overall raw_alpha score at the top of the output are therefore decreasing internal reliability of the dimension (Field et al., 2012, p. 803). This can also be inferred by looking at the r.drop scores under Item statistics, which show how well each item correlates with the rest of the scale. According to Field et al. (2012), r.drop scores below 0.3 are problematic (p. 803). The researcher therefore stopped deleting items when all individual items' raw_alpha scores under Reliability if an item was dropped were nearly equal to or below the overall raw_alpha score and all r.drop scores were above 0.3.

Figure F1

R Output for Cronbach's Alpha testing on all original Interaction Dimension Items

```
> psych::alpha(Oslo[c("inter01","inter02","inter03","inter04","inter05","inter06","inter07")],
+ use="complete.obs")

Reliability analysis
Call: psych::alpha(x = Oslo[c("inter01", "inter02", "inter03",
    "inter04", "inter05", "inter06", "inter07")],
    use = "complete.obs")

  raw_alpha std.alpha G6(smc) average_r S/N  ase mean   sd median_r
      0.44      0.56    0.61      0.16 1.3 0.06  4.2 0.55     0.14

 lower alpha upper     95% confidence boundaries
0.32 0.44 0.56

 Reliability if an item is dropped:
        raw_alpha std.alpha G6(smc) average_r  S/N alpha se var.r med.r
inter01      0.54      0.62    0.63     0.216 1.65    0.048 0.026  0.22
inter02      0.42      0.55    0.61     0.170 1.23    0.064 0.049  0.20
inter03      0.34      0.44    0.50     0.114 0.77    0.072 0.037  0.08
inter04      0.45      0.57    0.61     0.179 1.30    0.058 0.045  0.16
inter05      0.29      0.40    0.44     0.099 0.66    0.077 0.028  0.08
inter06      0.44      0.56    0.57     0.178 1.30    0.061 0.025  0.14
inter07      0.28      0.48    0.53     0.135 0.93    0.082 0.036  0.14

 Item statistics
          n raw.r std.r r.cor r.drop mean   sd
inter01 198  0.28  0.28 0.084 -0.064  4.1 1.32
inter02 198  0.34  0.47 0.275  0.200  4.9 0.55
inter03 198  0.60  0.70 0.652  0.471  4.8 0.65
inter04 198  0.46  0.43 0.239  0.120  3.6 1.37
inter05 196  0.71  0.76 0.770  0.600  4.7 0.68
inter06 197  0.51  0.44 0.318  0.147  3.7 1.49
inter07 197  0.69  0.61 0.539  0.380  3.6 1.51
```

Note: In this first output, under *Reliability if an item was dropped,* inter01, inter02 and inter04 have individual *raw_alpha* scores that are higher than the overall *raw_alpha* score, which is 0.44. These items were therefore deleted.

Figure F2

R Output for Cronbach's Alpha testing on inter03, inter05, inter06 and inter07

```
> psych::alpha(Oslo[c("inter03","inter05","inter06","inter07")],
+ use="complete.obs")

Reliability analysis
Call: psych::alpha(x = Oslo[c("inter03", "inter05", "inter06",
    "inter07")], use = "complete.obs")

  raw_alpha std.alpha G6(smc) average_r S/N   ase mean   sd median_r
      0.62      0.69    0.66      0.36 2.3 0.039  4.2 0.79     0.34

 lower alpha upper     95% confidence boundaries
0.54 0.62 0.7

 Reliability if an item is dropped:
       raw_alpha std.alpha G6(smc) average_r S/N alpha se  var.r med.r
inter03      0.60      0.65    0.57      0.39 1.9    0.044 0.0071  0.36
inter05      0.52      0.54    0.45      0.28 1.2    0.051 0.0071  0.29
inter06      0.58      0.70    0.63      0.43 2.3    0.043 0.0158  0.48
inter07      0.49      0.61    0.55      0.35 1.6    0.056 0.0284  0.32

 Item statistics
         n raw.r std.r r.cor r.drop mean   sd
inter03 198  0.55  0.70  0.55   0.38  4.8 0.65
inter05 196  0.70  0.80  0.74   0.56  4.7 0.68
inter06 197  0.75  0.65  0.44   0.39  3.7 1.49
inter07 197  0.81  0.74  0.60   0.49  3.6 1.51
```

Note: Without, inter01, inter02 and inter04, the remaining items have individual *raw_alpha* scores near the overall *raw_alpha* score, which has increased to 0.62. Remaining items also all have *r.drop* scores greater than 0.3.

Figure F3

R Output for Cronbach's Alpha testing on all Culturation Dimension Items

```
Call: psych::alpha(x = Oslo[c("cult01", "cult02", "cult03",
    "cult04", "cult05", "cult06", "cult07")],
    use = "complete.obs")

  raw_alpha std.alpha G6(smc) average_r S/N  ase mean   sd median_r
      0.63      0.65    0.68      0.21 1.9 0.04  4.3 0.56     0.16

 lower alpha upper     95% confidence boundaries
0.55 0.63 0.71

 Reliability if an item is dropped:
       raw_alpha std.alpha G6(smc) average_r S/N alpha se var.r med.r
cult01      0.60      0.62    0.65      0.21 1.6    0.044 0.036  0.16
cult02      0.64      0.67    0.68      0.26 2.1    0.039 0.024  0.24
cult03      0.61      0.63    0.63      0.22 1.7    0.042 0.033  0.20
cult04      0.57      0.59    0.59      0.20 1.5    0.046 0.017  0.16
cult05      0.54      0.56    0.57      0.18 1.3    0.050 0.020  0.16
cult06      0.55      0.56    0.59      0.17 1.3    0.050 0.030  0.13
cult07      0.62      0.65    0.67      0.23 1.8    0.042 0.036  0.25

 Item statistics
         n raw.r std.r r.cor r.drop mean   sd
cult01 197  0.48  0.55  0.41   0.33  4.6 0.70
cult02 197  0.45  0.39  0.22   0.19  4.4 1.13
cult03 197  0.61  0.53  0.42   0.32  4.0 1.35
cult04 196  0.60  0.62  0.58   0.39  4.2 1.02
cult05 196  0.69  0.69  0.68   0.49  3.8 1.08
cult06 196  0.67  0.70  0.65   0.53  4.6 0.77
cult07 195  0.45  0.48  0.30   0.24  4.4 0.88
```

Note: Under *Reliability if an item was dropped,* cult02, cult03 and cult07 have individual *raw_alpha* scores that are higher than the overall *raw_alpha* score, which is 0.63, or *r.drop* scores below 0.3. These items were therefore deleted.

Figure F4

R Output for Cronbach's Alpha testing on Culturation Dimension Without cult02, cult03 and cult07

```
> psych::alpha(Oslo[c("cult01","cult04","cult05","cult06")],
+ use="complete.obs")

Reliability analysis
Call: psych::alpha(x = Oslo[c("cult01", "cult04", "cult05",
    "cult06")], use = "complete.obs")

  raw_alpha std.alpha G6(smc) average_r S/N   ase mean   sd median_r
      0.73      0.72    0.69      0.39 2.6 0.029  4.3 0.67     0.37

 lower alpha upper     95% confidence boundaries
0.67 0.73 0.78

 Reliability if an item is dropped:
       raw_alpha std.alpha G6(smc) average_r S/N alpha se  var.r med.r
cult01      0.75      0.75    0.68      0.49 2.9    0.029 0.0155  0.42
cult04      0.60      0.62    0.52      0.35 1.6    0.045 0.0042  0.32
cult05      0.58      0.59    0.50      0.33 1.5    0.049 0.0071  0.30
cult06      0.68      0.67    0.62      0.40 2.0    0.035 0.0418  0.32

 Item statistics
         n raw.r std.r r.cor r.drop mean   sd
cult01 197  0.57  0.64  0.42   0.36  4.6 0.70
cult04 196  0.82  0.78  0.71   0.61  4.2 1.02
cult05 196  0.85  0.81  0.75   0.65  3.8 1.08
cult06 196  0.70  0.73  0.57   0.49  4.6 0.77
```

Note: Without cult02, cult03 and cult07, the remaining items have individual *raw_alpha* scores near the overall *raw_alpha* score, which has increased to 0.73. Remaining items also all have *r.drop* scores greater than 0.3.

Figure F5

R Output for Cronbach's Alpha testing on all Identification Dimension Items

```
> psych::alpha(Oslo[c("ident01","ident02","ident03","ident04","ident05")],
+ use="complete.obs")

Reliability analysis
Call: psych::alpha(x = Oslo[c("ident01", "ident02", "ident03",
    "ident04", "ident05")], use = "complete.obs")

  raw_alpha std.alpha G6(smc) average_r S/N   ase mean   sd median_r
      0.61      0.65    0.64      0.27 1.9 0.044  4.2 0.69     0.29

 lower alpha upper     95% confidence boundaries
0.52 0.61 0.69

 Reliability if an item is dropped:
       raw_alpha std.alpha G6(smc) average_r S/N alpha se var.r med.r
ident01      0.46      0.51    0.48      0.21 1.0    0.062 0.023  0.19
ident02      0.62      0.66    0.62      0.33 1.9    0.044 0.018  0.32
ident03      0.65      0.68    0.63      0.34 2.1    0.039 0.015  0.35
ident04      0.47      0.53    0.50      0.22 1.1    0.062 0.020  0.24
ident05      0.55      0.60    0.57      0.27 1.5    0.053 0.027  0.29

 Item statistics
          n raw.r std.r r.cor r.drop mean   sd
ident01 198  0.74  0.77  0.72   0.59  4.5 0.85
ident02 198  0.57  0.55  0.36   0.25  4.0 1.24
ident03 198  0.59  0.52  0.31   0.22  3.9 1.39
ident04 198  0.74  0.75  0.68   0.51  4.1 1.18
ident05 197  0.57  0.65  0.51   0.40  4.5 0.76
```

Note: Under *Reliability if an item was dropped,* ident02 and ident03 have individual *raw_alpha* scores that are higher than the overall *raw_alpha* score, which is 0.61. These items were therefore deleted.

Figure F6

R Output for Cronbach's Alpha testing on Identification Dimension Without ident02 and ident03

```
> psych::alpha(Oslo[c("ident01","ident04","ident05")],
+ use="complete.obs")

Reliability analysis
Call: psych::alpha(x = Oslo[c("ident01", "ident04", "ident05")],
    use = "complete.obs")

  raw_alpha std.alpha G6(smc) average_r S/N   ase mean   sd median_r
      0.68      0.69    0.61      0.42 2.2 0.036  4.4 0.74     0.46

 lower alpha upper     95% confidence boundaries
0.61 0.68 0.75

 Reliability if an item is dropped:
        raw_alpha std.alpha G6(smc) average_r  S/N alpha se var.r med.r
ident01      0.59      0.63    0.46      0.46 1.72    0.051    NA  0.46
ident04      0.49      0.49    0.32      0.32 0.95    0.073    NA  0.32
ident05      0.63      0.65    0.49      0.49 1.89    0.049    NA  0.49

 Item statistics
          n raw.r std.r r.cor r.drop mean   sd
ident01 198  0.75  0.77  0.58   0.49  4.5 0.85
ident04 198  0.88  0.83  0.70   0.58  4.1 1.18
ident05 197  0.71  0.76  0.55   0.47  4.5 0.76
```

Note: Without ident02 and ident03, the remaining items have individual *raw_alpha* scores near the overall *raw_alpha* score, which has increased to 0.68. Remaining items also all have *r.drop* scores greater than 0.3.

Figure F7

R Output for Cronbach's Alpha testing on all Placement Dimension Items

```
> psych::alpha(Oslo[c("place01","place02","place03","place04","place05","place06")],
+ use="complete.obs")

Reliability analysis
Call: psych::alpha(x = Oslo[c("place01", "place02", "place03",
    "place04", "place05", "place06")], use = "complete.obs")

  raw_alpha std.alpha G6(smc) average_r S/N   ase mean   sd median_r
      0.75      0.76    0.75      0.35 3.2 0.028  4.4 0.67     0.34

 lower alpha upper     95% confidence boundaries
0.69 0.75 0.8

 Reliability if an item is dropped:
        raw_alpha std.alpha G6(smc) average_r S/N alpha se  var.r med.r
place01      0.73      0.75    0.72      0.37 3.0    0.030 0.0086  0.36
place02      0.71      0.73    0.70      0.35 2.7    0.032 0.0137  0.34
place03      0.67      0.69    0.66      0.31 2.2    0.036 0.0096  0.32
place04      0.74      0.76    0.73      0.39 3.1    0.029 0.0087  0.40
place05      0.71      0.72    0.69      0.34 2.5    0.033 0.0117  0.34
place06      0.69      0.71    0.68      0.33 2.5    0.035 0.0104  0.36

 Item statistics
          n raw.r std.r r.cor r.drop mean   sd
place01 195  0.64  0.61  0.50   0.42  4.0 1.13
place02 194  0.67  0.66  0.56   0.48  4.3 1.06
place03 194  0.76  0.77  0.73   0.64  4.4 0.86
place04 194  0.59  0.58  0.44   0.37  4.4 1.09
place05 194  0.66  0.70  0.62   0.54  4.7 0.73
place06 193  0.73  0.72  0.65   0.55  4.2 1.13
```

Note: For the placement output, the overall *raw_alpha* is already greater than 0.7, so no items need to be deleted.

Table F1

Cronbach's Alpha Testing Results Before and After Item Deletion

Before Deletion of Items		After deletion of Items	
item	Cronbach's Alpha	item	Cronbach's Alpha
inter01	0.44	-	0.62
inter02		-	
inter03		inter03	
inter04		-	
inter05		inter05	
inter06		inter06	
inter07		inter07	
ident01	0.61	ident01	0.68
ident02		-	
ident03		-	
ident04		ident04	
ident05		ident05	
cult01	0.63	cult01	0.73
cult02		-	
cult03		-	
cult04		cult04	
cult05		cult05	
cult06		cult06	
cult07		-	
place01	0.75	NA	NA
place02			
place03			
place04			
place05			
place06			

Key Findings from the Literature

Table 1

Summary of Relevant Individual-Level Findings Discussed in the Literature Review

Study	Theory	Sample	Key Findings
Østerlund & Seippel (2013)	Social capital & community theory/ Seippel (2005)	Adult members and volunteers of 30 VSCs; N=1777	Combined with high frequency of participation, duration of membership (+0.347***), knowing someone before joining (+0.467***) and education level (-0.206***) correlated with high emotional bonding/strong community types.[a] Gender did not correlate significantly.
Makarova & Herzog (2013)	NA	15-23 year-old immigrant students; N=454	VSC membership was positively correlated with frequent personal contact with Swiss peers during sports (χ^2=49.76***), which was in turn positively correlated with Swiss among close friends (χ^2=37.36***) and among free-time contacts. Frequent contact with Swiss peers during sports was a significant predictor of feeling integrated into Swiss society (χ^2=5.62*), while gender, social status and age were not.[b]
Zwahlen et al. (2018)	Esser	Youth (16-30) members of 44 VSCs; N=785	Native members were better integrated than immigrant youth in interaction (t=2.92**), culturation (t=2.08*) and placement (t=228*), but not identification. 2nd and 3rd generation migrant background members scored higher than 1st generation in interaction (F=11.36**), culturation (F=5.88**) and placement (F=2.73*), but not identification.[c]
Elmose-Østerlund et al. (2019)	Esser/Elling et al. (2001)	Adult (16+) members and volunteers of VSCs; N=13,082	Frequency of participation was positively correlated with interaction (3.247***) and identification (2.109***), while immigrant status was negatively correlated with understanding/acceptance (-3.685***).

		Duration of membership was positively correlated with all three dimensions (interaction: 3.374***, identification: 1.468***, understanding/acceptance: 2.006***), while being male was slightly correlated with understanding/acceptance (1.575*).[d]

$p < 0.05$ '*'; $p < 0.01$ '**' ; $p < 0.001$'***'

a. Figures cited come from multilevel logistic regression where the strong community structure dummy variable is explained by individual characteristics (Østerlund & Seippel, 2013). Coefficients are expressed as log odds.
b. Figures cited come from chi-square testing (Makarova & Herzog, 2013).
c. Figures cited from ANOVA results (Zwahlen et a., 2018).
d. Figures cited come from full model multilevel regression analyses (Elmose-Østerlund et al., 2019).

Demographic Information for Research Participants

Table 2

Frequency Table of Demographic Characteristics

Variable	Value	Frequency (N=)	%
Gender	Male	104	53
	Female	92	47
Total		196	100%
Age	16	58	29
	17	73	37
	18	49	25
	19	18	9
Total		198	100%
Participation Frequency	1 time per month	4	2
	2 times per month	1	1
	1 time per week	10	5
	2-3 times per week	88	44
	>4 times per week	95	48
Total		198	100%
Membership Duration	<1 year	20	10
	1 year	11	6
	2 years	18	9
	3 years	18	9
	>4 years	131	66
Total		198	100%
Religious	Yes	49	25
	No	149	75
Total		198	100%
Religion (if Religious)	Christianity	37	76
	Hinduism	2	4
	Islam	9	18
	Other	1	2
Total		49	100%
Born in Norway	Yes	185	93
	No	13	7
Total		198	100%
Years Lived in Norway	>1	1	8
	1-3	1	8
	3-5	0	0
	5-10	3	23
	10+	8	61
Total		13	100%
Parents Born in Norway	Both parents	146	75

	One parent	26	13
	Neither parent	24	12
Total		196	100%
Immigrant Background	Has Immigrant Background	24	12
	Has Native Background	172	88
Total		196	100%
Immigrant Generation	0th generation (born abroad)	4	17
	1st generation (born in Norway)	20	83
Total		24	100%
Geographic location	West of Akerselva	107	5 6
	East of Akerselva	85	44
Total		192	100%
Parents with Higher Education	Both parents	126	64
	One parent	45	23
	Neither parent	17	8
	Don't know	10	5
Total		198	100%
Books at Home	<20 books	9	5
	20-100 books	46	23
	100-500 books	99	50
	>500 books	44	22
Total		198	100%
Family Vacations Abroad (in last year)	0	17	9
	1	42	21
	2	70	35
	>3	69	35
Total		198	100%
Bathrooms at Home	1	31	16
	2	109	55
	>3	57	29
Total		197	100%
Regular House Help	Yes	58	29
	No	139	71
Total		197	100%
Number of Cars	0	6	3
	1	69	35
	2	96	49
	>3	26	13
Total		197	100%
Total Socioeconomic Score	7	1	1
	8	5	3
	9	3	2
	10	8	4
	11	16	9
	12	25	13
	13	28	15
	14	31	16

	15	23	12
	16	27	14
	17	16	9
	18	4	2
Total		187	100%

Variance Testing for Social Integration Variables

Table 3

Levene's Test for Equal Variances for Immigrant Background and Social Integration Dimensions

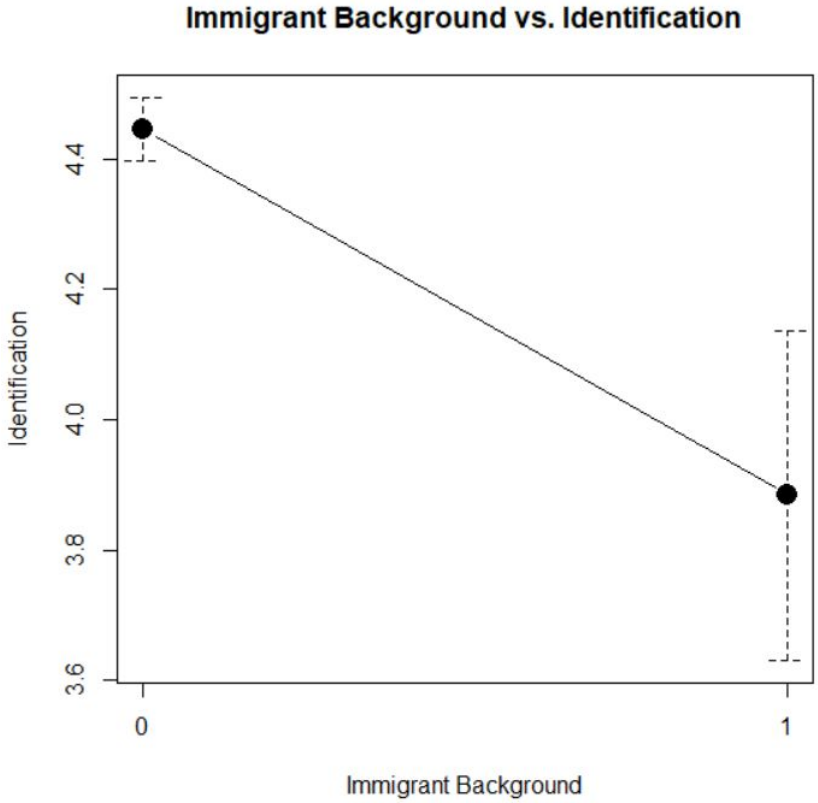
Social Integration Dimension	Immigrant Background	
	F value	p-value
Interaction	3.356	0.069 .
Identification	16.236	0.00008 ***
Culturation	2.676	0.104
Placement	6.806	0.009 **

p < 0.1 '.'; p < 0.05 '*'; p < 0.01 '**' ; p < 0.001 '***'

Plot of Means: Immigrant Background vs. Identification

Figure 1

Plot of Means for Immigrant Background vs. the Identification Dimension



Note: On the x-axis in the plots above, ‘0’ represents those with a native background and ‘1’ represents those with an immigrant background.

Analysis for Immigrant Background Variable

Table 4

Non-parametric Tests for Immigrant Background vs. Social Integration Dimensions

Social Integration Dimension	Immigrant Background					
	Spearman's Rho		Kruskal-Wallis		Mann-Whitney U	
	R_s	p-value	χ^2	p-value	U	p-value
Interaction	0.053	0.463	0.543	0.461	1852.5	0.463
Identification	-0.128	0.074 .	3.190	0.074 .	2466.5	0.074 .
Culturation	0.061	0.398	0.718	0.397	1835.5	0.398
Placement	-0.072	0.318	1.005	0.316	2205	0.317

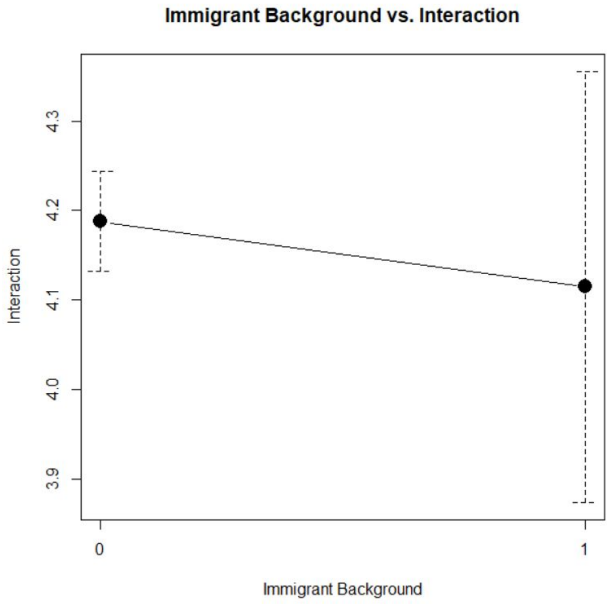
$p < 0.1$ '.'; $p < 0.05$ '*'; $p < 0.01$ '**' ; $p < 0.001$ '***'

Plots for Immigrant Background

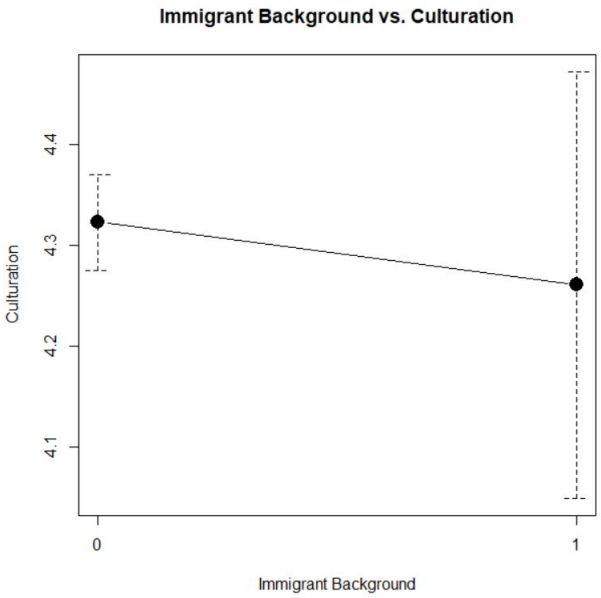
Figure 2

Plots of Means for Immigrant Background vs. Interaction, Culturation and Placement

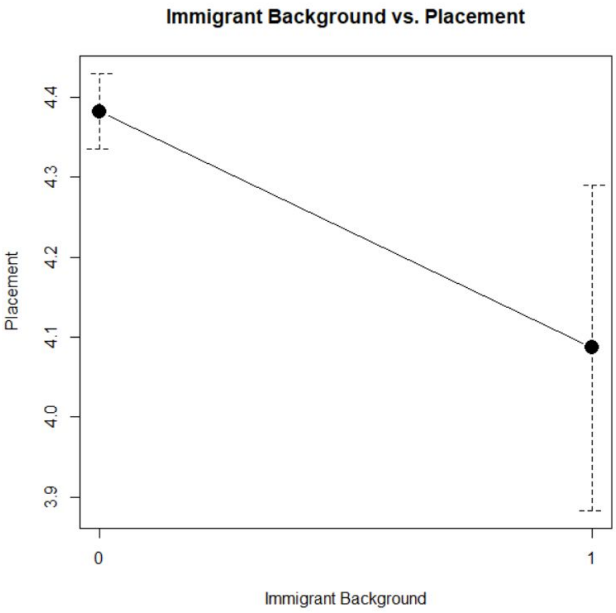
2.1



2.2



2.3



Note: On the x-axis in the plots above, ‘0’ represents those with a native background and ‘1’ represents those with an immigrant background.

Analysis for Immigrant Generation Variable

Table 5

Non-parametric Tests for Immigrant Generation vs. Social Integration Dimensions

Social Integration Dimension	Immigrant Generation					
	Spearman's Rho		Kruskal-Wallis		Mann-Whitney U	
	R_s	p-value	χ^2	p-value	U	p-value
Interaction	0.266	0.210	1.624	0.203	24	0.217
Identification	0.116	0.599	0.294	0.587	31.5	0.617
Culturation	0.249	0.240	1.429	0.233	25	0.248
Placement	0.235	0.280	1.215	0.270	24.5	0.288

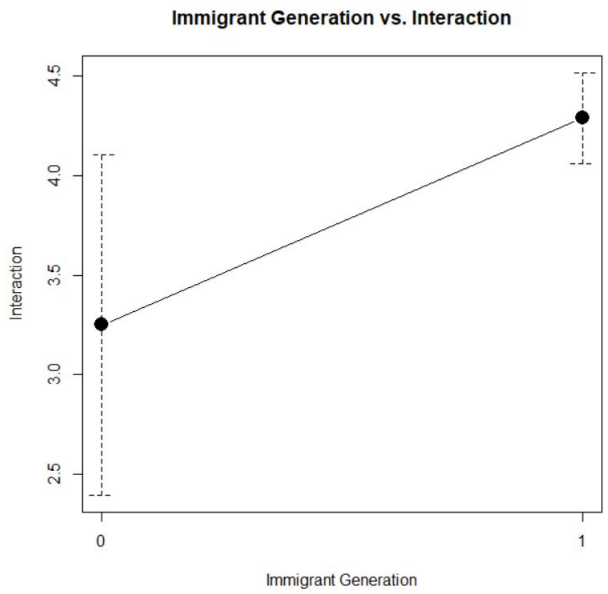
$p < 0.1$ '.'; $p < 0.05$ '*'; $p < 0.01$ '**' ; $p < 0.001$ '***'

Plots for Immigrant Generation

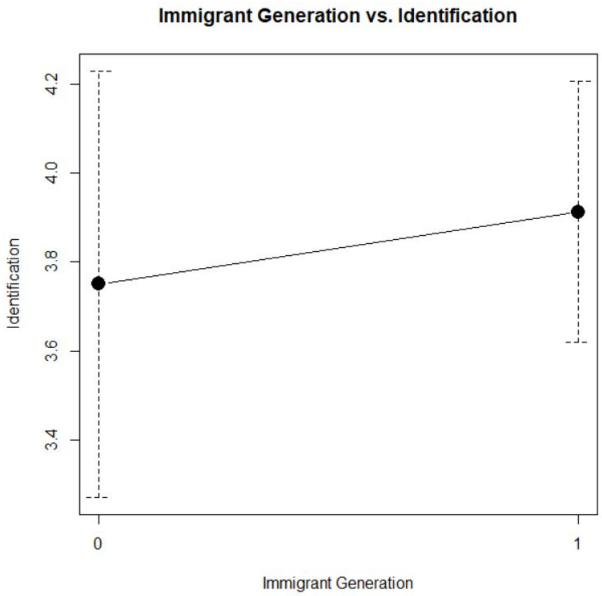
Figure 3

Plots of Means for Immigrant Generation vs. Social Integration Dimensions

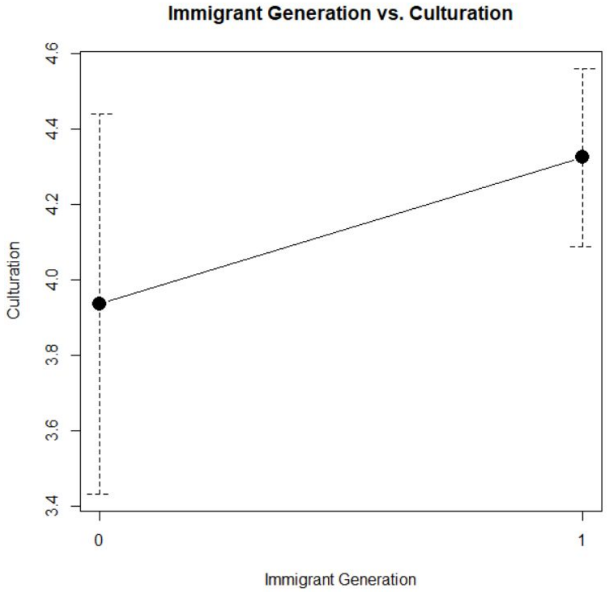
3.1



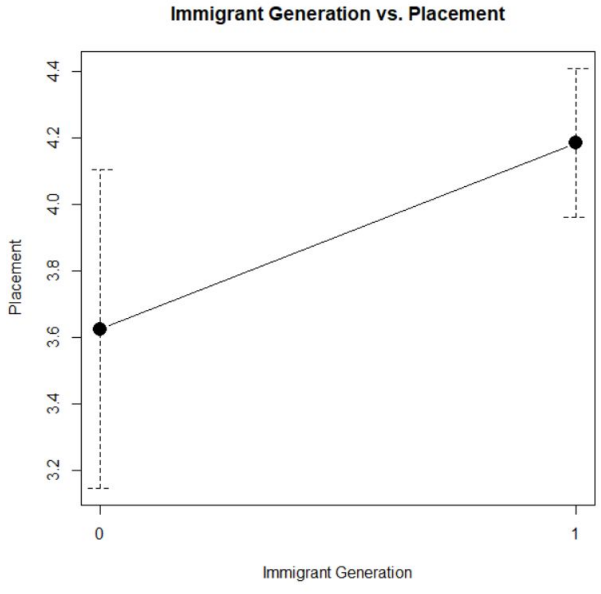
3.2



3.3



3.4



Note: On the x-axis in the plots above, ‘0’ represents those with an immigrant background who were born abroad and the ‘1’ represents those with an immigrant background who were born in Norway.

Analysis for Age Variable

Table 6

Spearman's Rho and Linear Regression for Age vs. Social Integration Dimensions

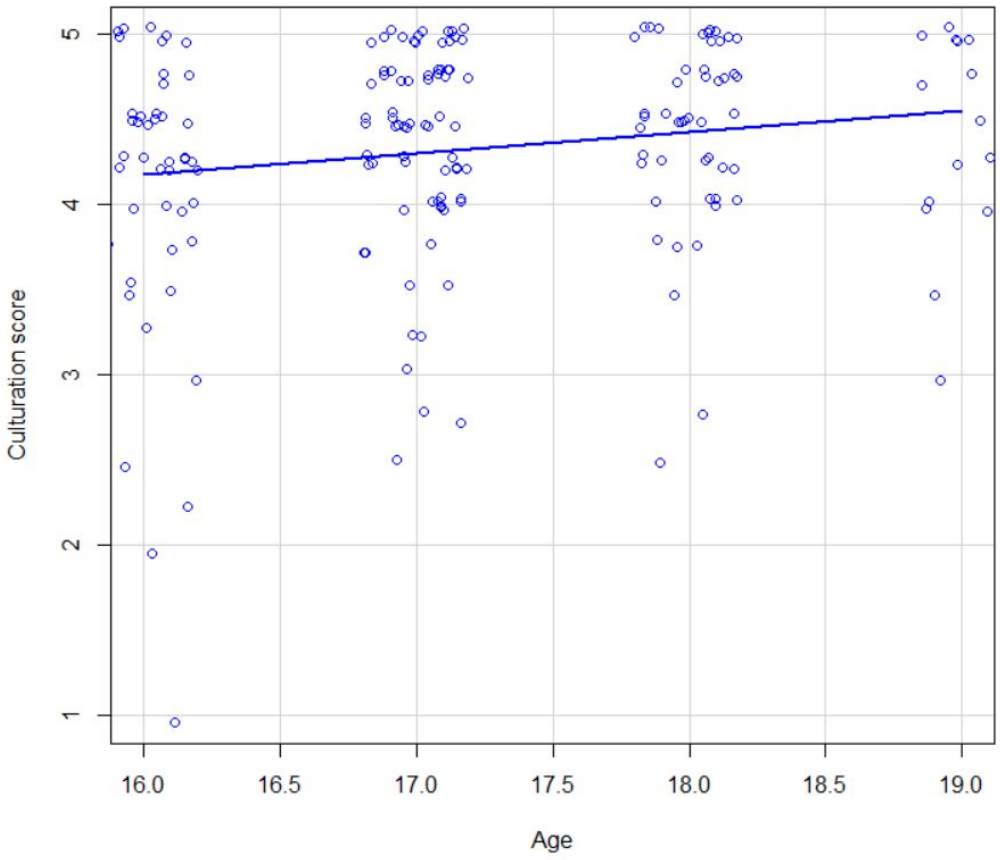
Social Integration Dimension	Age			
	Spearman's Rho		OLS bivariate regression	
	R_s	p-value	coef.	p-value
Interaction	-0.049	0.492	0.006	0.941
Identification	-0.106	0.138	-0.042	0.638
Culturation	0.159	0.026 *	0.245	0.014 *
Placement	0.114	0.115	0.187	0.066 .

$p < 0.1$ '.'; $p < 0.05$ '*'; $p < 0.01$ '**' ; $p < 0.001$ '***'

Scatter Plot: Age vs. Culturation

Figure 4

Scatter Plot of Age vs. Culturation Dimension

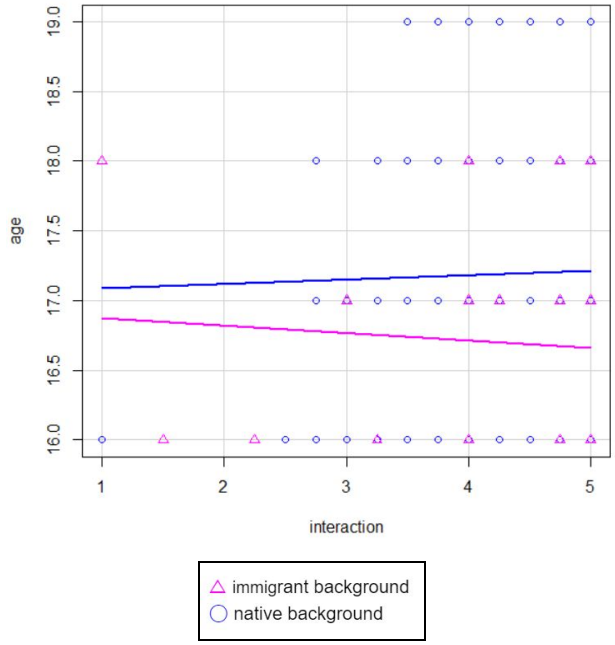


Interaction Plots for Age

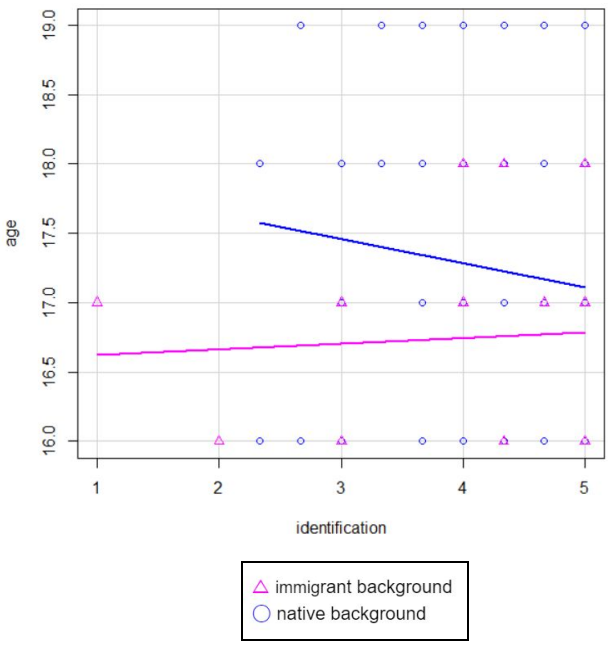
Figure 5

Interaction Plots for Social Integration Dimension vs. Age by Immigrant Background

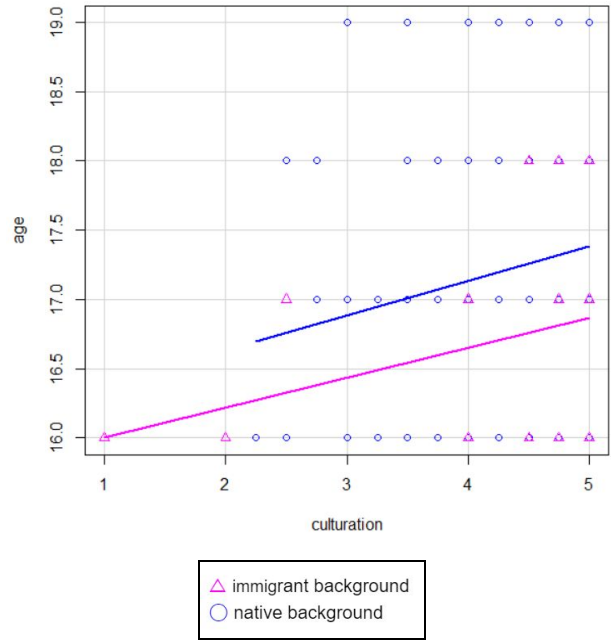
5.1



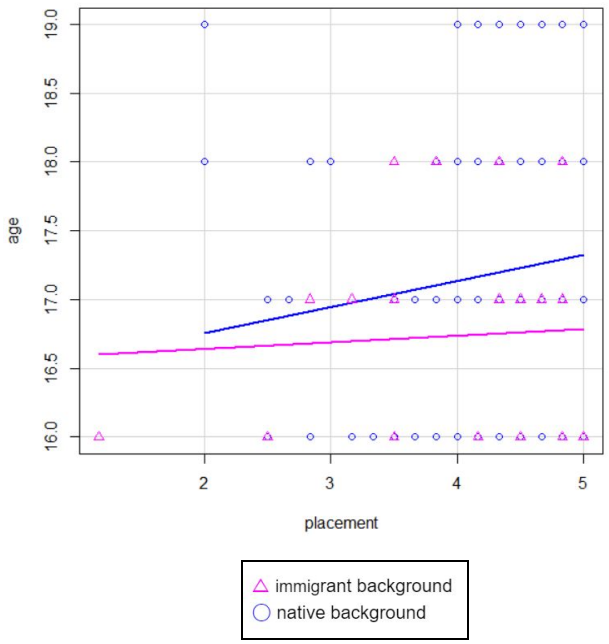
5.2



5.3



5.4



Interaction Analysis for Age

Table 7

Ordinal Regression for Age:Immigrant Background vs. Social Integration

Ordinal Regression Output	estimate (p-value)	
	Without Interaction	With Interaction
Identification		
Age	-0.129 (0.117)	-0.130 (0.129)
Immigrant Background	-0.635 (0.009) **	-0.932 (0.849)
Age:Immigrant Background Interaction	NA	0.018 (0.951)
Interaction		
Age	-0.006 (0.937)	0.005 (0.950)
Immigrant Background	0.068 (0.770)	2.335 (0.628)
Age:Immigrant Background Interaction	NA	-0.135 (0.638)
Placement		
Age	0.092 (0.247)	0.115 (0.171)
Immigrant Background	-0.250 (0.279)	3.978 (0.404)
Age:Immigrant Background Interaction	NA	-0.252 (0.374)

$p < 0.1$ '.'; $p < 0.05$ '*'; $p < 0.01$ '**' ; $p < 0.001$ '***'

Analysis for Gender Variable

Table 8

Non-parametric Tests for Gender and Social Integration Dimensions

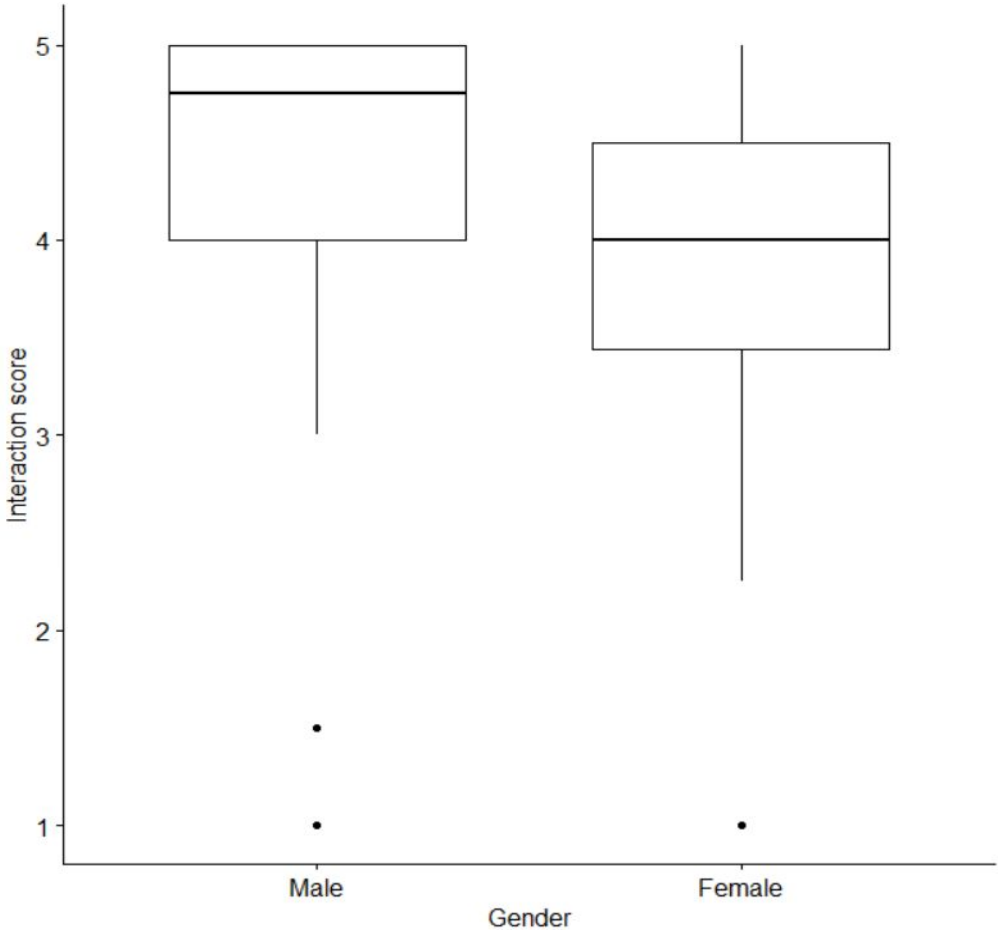
Social Integration Dimension	Immigrant Generation					
	Spearman's Rho		Kruskal-Wallis		Mann-Whitney U	
	R_s	p-value	χ^2	p-value	U	p-value
Interaction	0.301	2×10^{-5} ***	17.339	3×10^{-5} ***	2997	3×10^{-5} ***
Identification	-0.094	0.191	1.713	0.191	5237.5	0.191
Culturation	0.041	0.572	0.322	0.570	4424	0.571
Placement	-0.058	0.429	0.629	0.428	4854.5	0.428

$p < 0.1$ '.'; $p < 0.05$ '*'; $p < 0.01$ '**' ; $p < 0.001$ '***'

Boxplot: Gender vs. Interaction

Figure 6

Side-by-side Boxplot Gender vs. Interaction Dimension

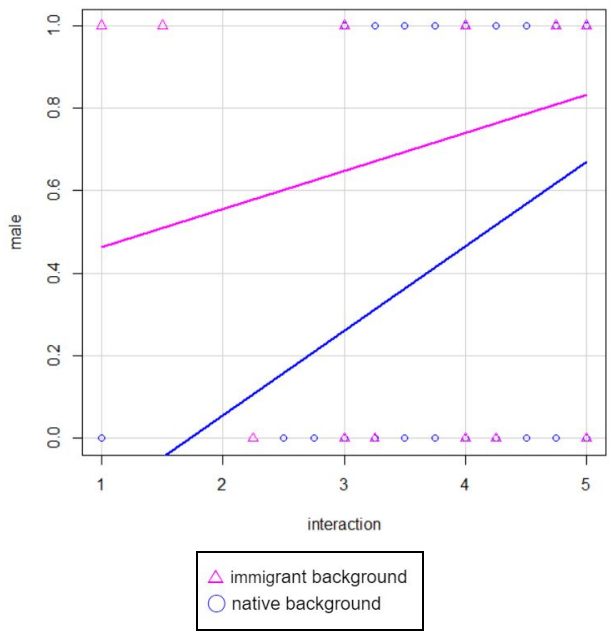


Interaction Plots for Gender

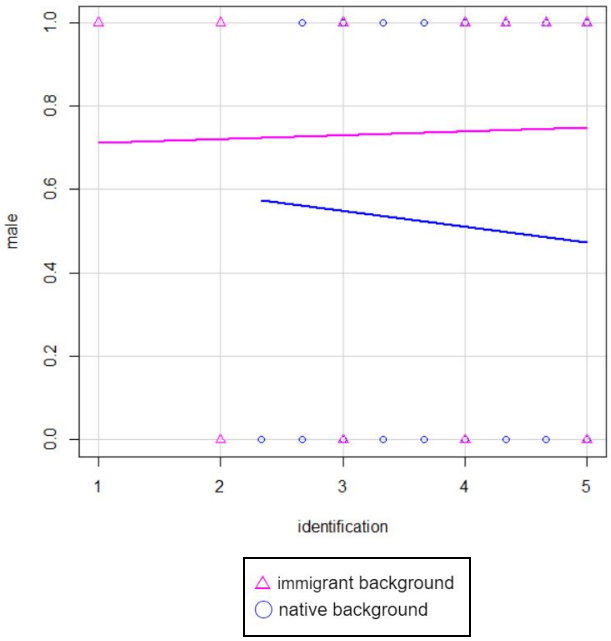
Figure 7

Interaction Plots for Social Integration Dimension vs. Gender by Immigrant Background

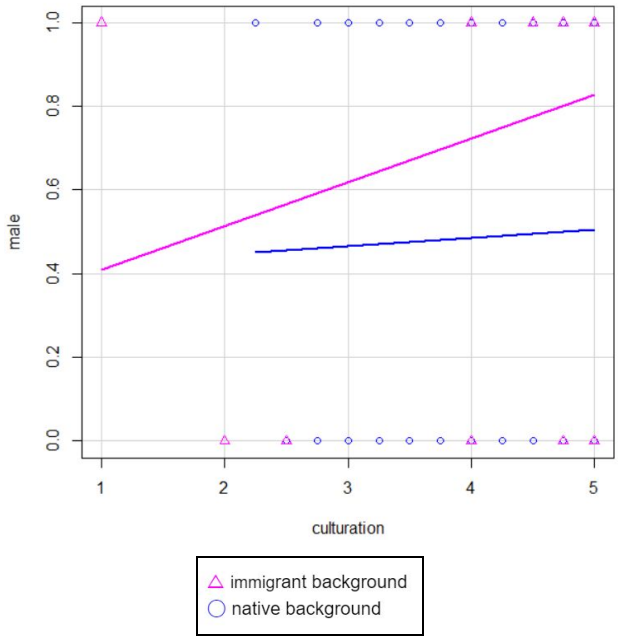
7.1



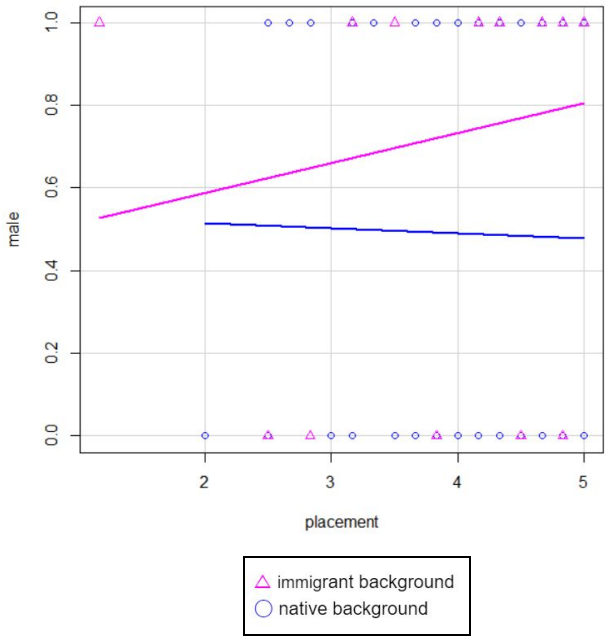
7.2



7.3



7.4



Interaction Analysis for Gender

Table 9

Ordinal Regression for Gender:Immigrant Background vs. Social Integration

Ordinal Regression Output	estimate (p-value)	
	Without Interaction	With Interaction
Identification		
Gender	-0.142 (0.362)	-0.171 (0.299)
Immigrant Background	-0.559 (0.022) *	-0.770 (0.084) .
Gender:Immigrant Background Interaction	NA	0.296 (0.572)
Interaction		
Gender	1.064 (0.0001) ***	0.965 (0.001) ***
Immigrant Background	0.110 (0.795)	-0.789 (0.315)
Gender:Immigrant Background Interaction	NA	1.228 (0.183)
Placement		
Gender	-0.042 (0.778)	-0.111 (0.487)
Immigrant Background	-0.276 (0.234)	-0.765 (0.075) .
Gender:Immigrant Background Interaction	NA	0.692 (0.175)
Culturation		
Gender	0.056 (0.714)	-0.018 (0.909)
Immigrant Background	0.077 (0.741)	-0.479 (0.273)
Gender:Immigrant Background Interaction	NA	0.777 (0.133)

$p < 0.1$ '.'; $p < 0.05$ '*'; $p < 0.01$ '**' ; $p < 0.001$ '***'

Analysis for Religious and Religion Importance

Table 10

Spearman's Rho, Bivariate Regression for Religious, Religion Importance vs. Social Integration

Social Integration Dimension	Religious		Religion Importance			
	Spearman's Rho		Spearman's Rho		Bivariate Regression	
	R_s	p-value	R_s	p-value	coef.	p-value
Interaction	0.071	0.326	0.1262	0.387	0.081	0.589
Identification	0.023	0.745	-0.1824	0.210	-0.193	0.089 .
Culturation	0.058	0.418	-0.1588	0.281	-0.159	0.164
Placement	-0.078	0.283	-0.1376	0.356	-0.131	0.260

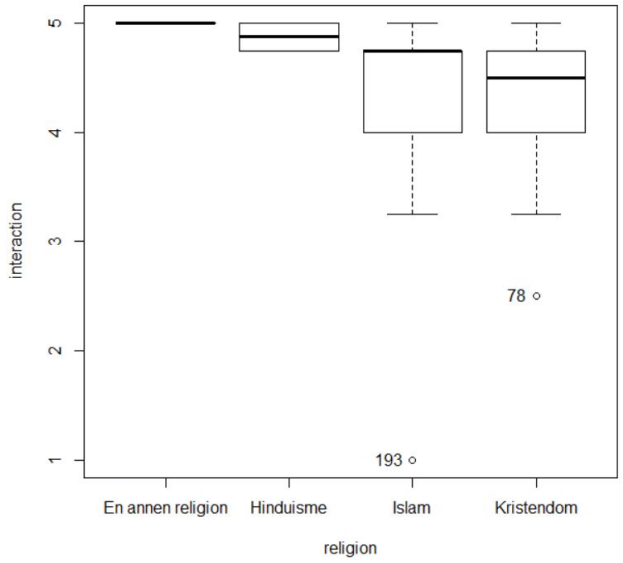
$p < 0.1$ '.'; $p < 0.05$ '*'; $p < 0.01$ '**' ; $p < 0.001$ '***'

Boxplots: Religion vs. Social Integration Dimension

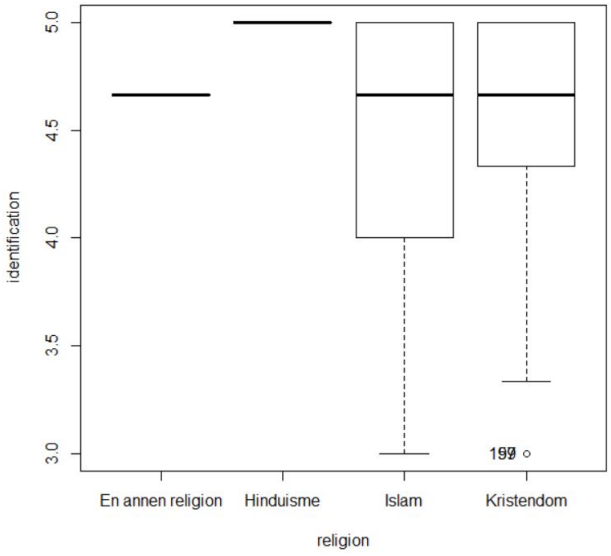
Figure 8

Box Plots for Religion Variable vs. Social Integration Dimensions

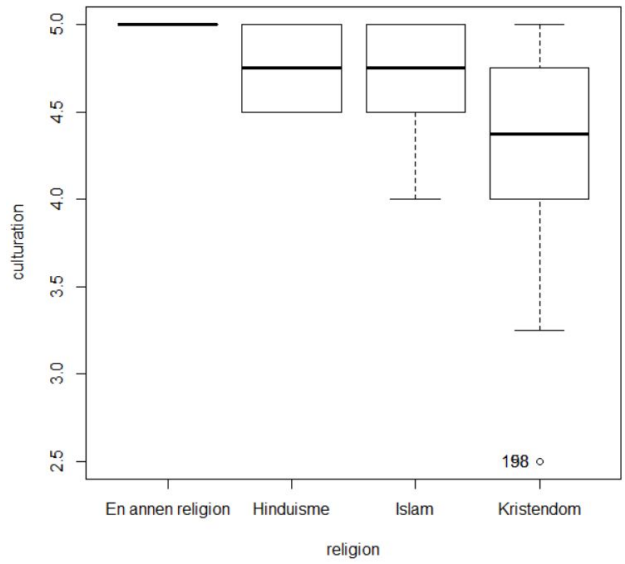
8.1



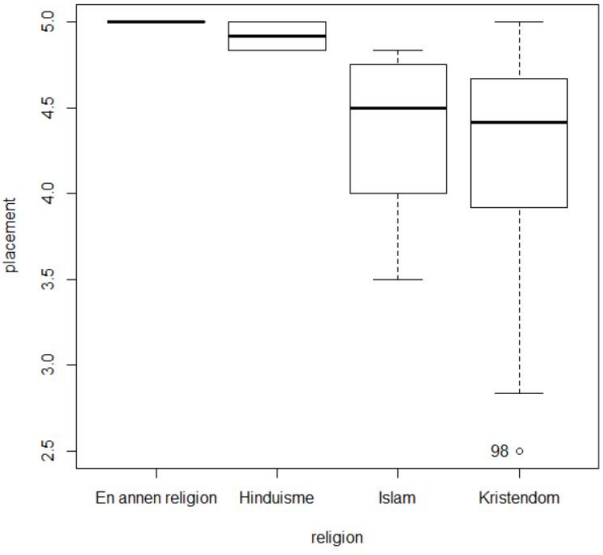
8.2



8.3



8.4

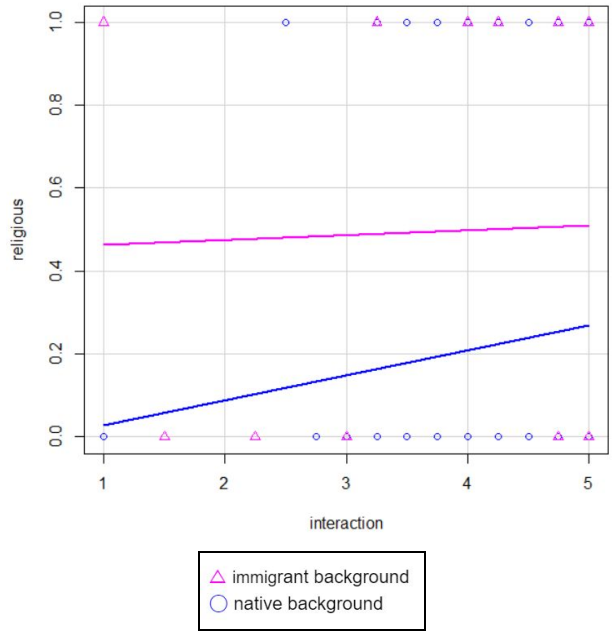


Interaction Plots for Being Religious

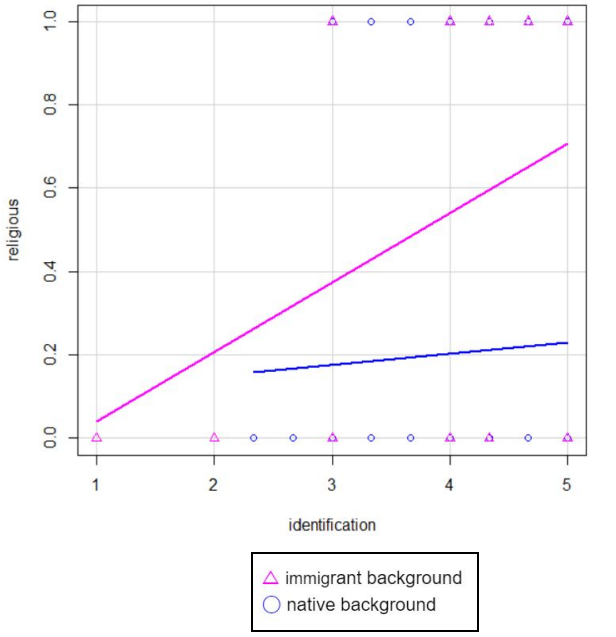
Figure 9

Interaction Plots for Social Integration Dimension vs. Being Religious by Immigrant Background

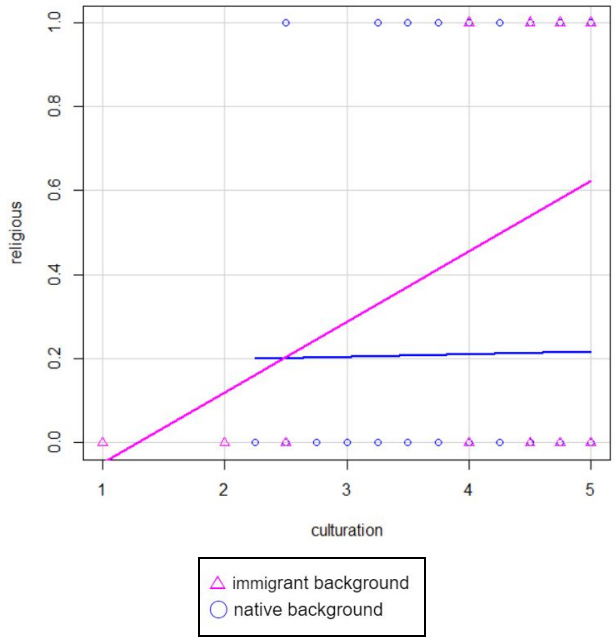
9.1



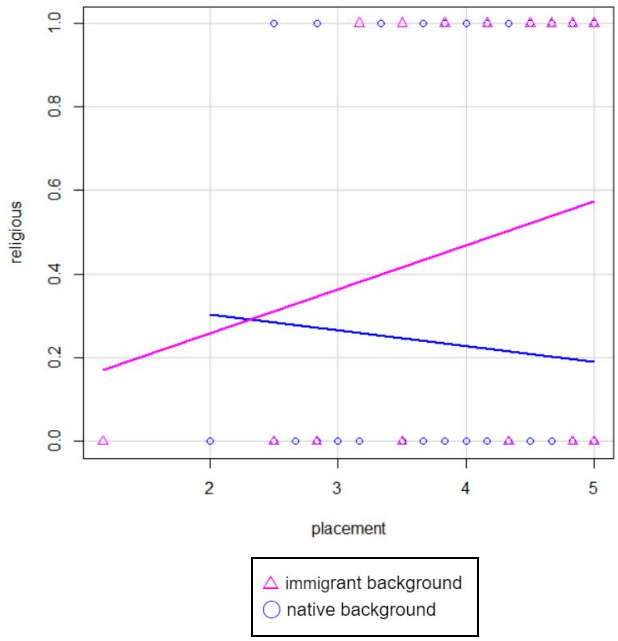
9.2



9.3



9.4



Interaction Analysis for Being Religious

Table 11

Ordinal Regression for Religious:Immigrant Background vs. Social Integration

Ordinal Regression Output	estimate (p-value)	
	Without Interaction	With Interaction
Identification		
Religious	0.205 (0.259)	0.044 (0.824)
Immigrant Background	-0.646 (0.009) **	-1.130 (0.001) ***
Religious:Immigrant Background Interaction	NA	1.001 (0.043) *
Interaction		
Religious	0.157 (0.368)	0.200 (0.301)
Immigrant Background	0.025 (0.914)	0.140 (0.664)
Religious:Immigrant Background Interaction	NA	-0.247 (0.600)
Placement		
Religious	-0.109 (0.533)	-0.167 (0.384)
Immigrant Background	-0.259 (0.268)	-0.414 (0.187)
Religious:Immigrant Background Interaction	NA	0.348 (0.458)
Culturation		
Religious	0.153 (0.388)	0.019 (0.923)
Immigrant Background	0.061 (0.795)	-0.300 (0.345)
Religious:Immigrant Background Interaction	NA	0.810 (0.091) .

p < 0.1 '.'; p < 0.05 '*'; p < 0.01 '**' ; p < 0.001 '***'

Analysis for Frequency of Participation Variable

Table 12

Spearman's Rho and Linear Regression for Participation Frequency Variable

Social Integration Dimension	Frequency of Participation			
	Spearman's rho		OLS bivariate regression	
	R_s	p-value	coef.	p-value
Interaction	0.096	0.181	0.059	0.408
Identification	0.368	1×10^{-7} ***	0.360	8×10^{-7} ***
Culturation	-0.025	0.731	0.098	0.239
Placement	0.077	0.286	0.131	0.121

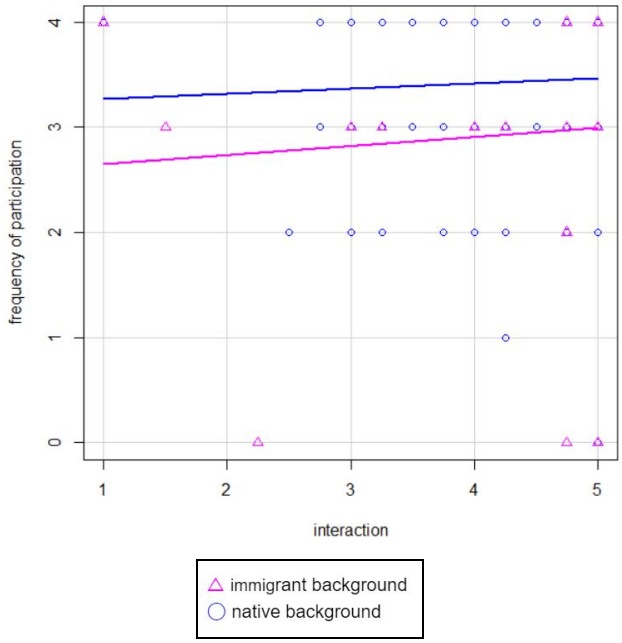
$p < 0.1$ '.'; $p < 0.05$ '*'; $p < 0.01$ '**' ; $p < 0.001$ '***'

Interaction Plots for Frequency of Participation

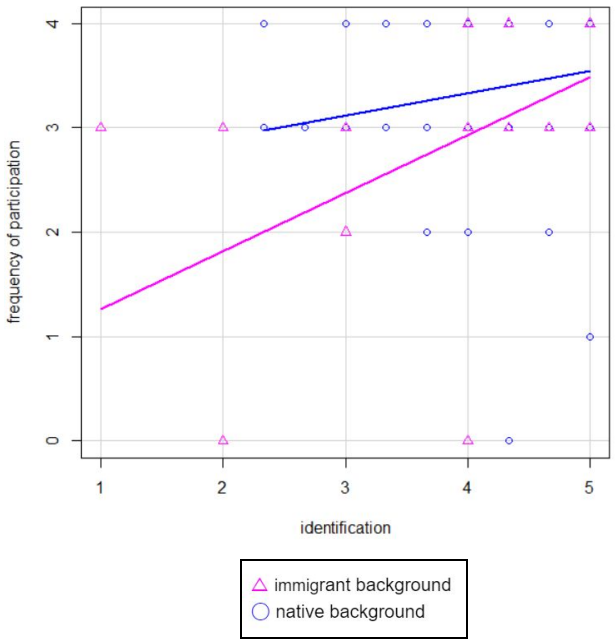
Figure 10

Interaction Plots for Social Integration vs. Participation Frequency by Immigrant Background

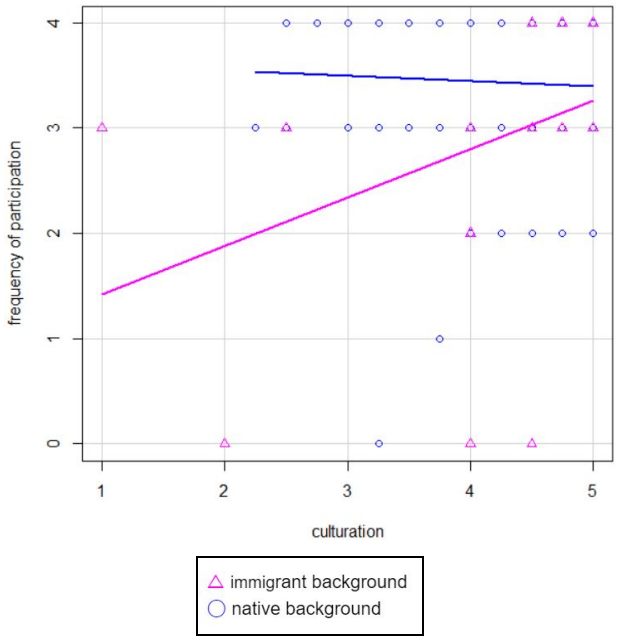
10.1



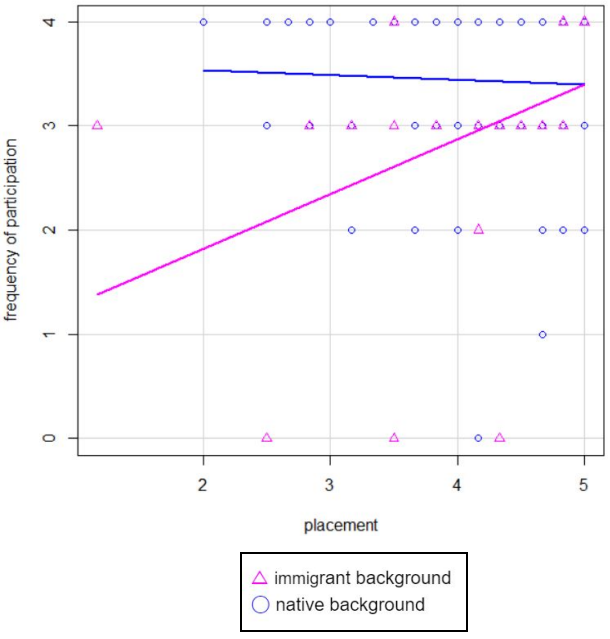
10.2



10.3



10.4



Interaction Analysis for Frequency of Participation

Table 13

Ordinal Regression for Frequency of Participation:Immigrant Background vs. Social Integration

Ordinal Regression Output	estimate (p-value)	
	Without Interaction	With Interaction
Identification		
Frequency of Participation	0.884 (3.9×10^{-6}) ***	0.706 (0.0009) ***
Immigrant Background	-0.542 (0.220)	-2.629 (0.053) .
Frequency of Participation:Immigrant Background Interaction	NA	0.685 (0.103)
Culturation		
Frequency of Participation	0.166 (0.325)	-0.132 (0.534)
Immigrant Background	0.446 (0.277)	-2.55 (0.052) .
Frequency of Participation:Immigrant Background Interaction	NA	0.962 (0.016) *
Placement		
Frequency of Participation	0.259 (0.115)	-0.029 (0.882)
Immigrant Background	-0.299 (0.484)	-3.253 (0.006) **
Frequency of Participation:Immigrant Background Interaction	NA	0.995 (0.006) **

$p < 0.1$ '.'; $p < 0.05$ '*'; $p < 0.01$ '**' ; $p < 0.001$ '***'

Analysis for Duration of Membership Variable

Table 14

Spearman's Rho and Linear Regression for Membership Duration Variable

Social Integration Dimension	Duration of Membership			
	Spearman's Rho		OLS bivariate regression	
	R_s	p-value	coef.	p-value
Interaction	0.209	0.004 **	0.296	0.018 *
Identification	-0.133	0.063 .	-0.186	0.159
Culturation	0.044	0.539	0.077	0.593
Placement	0.327	0.071 .	0.124	0.391

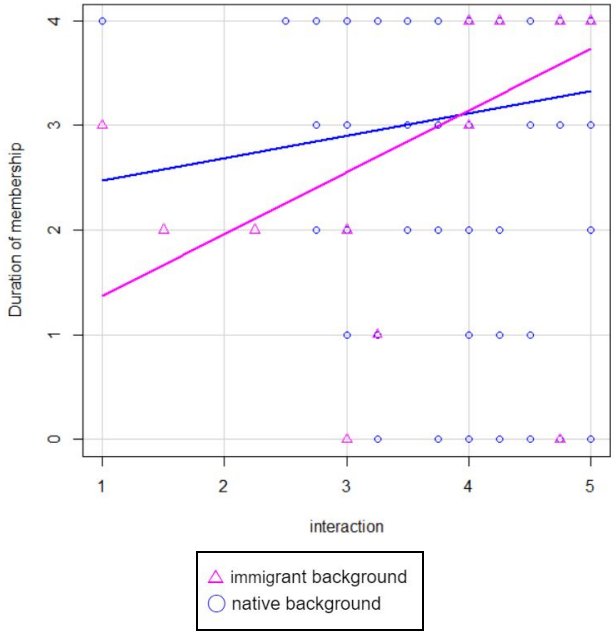
p < 0.1 '.'; p < 0.05 '*'; p < 0.01 '**' ; p < 0.001 '***'

Interaction Plots for Duration of Membership

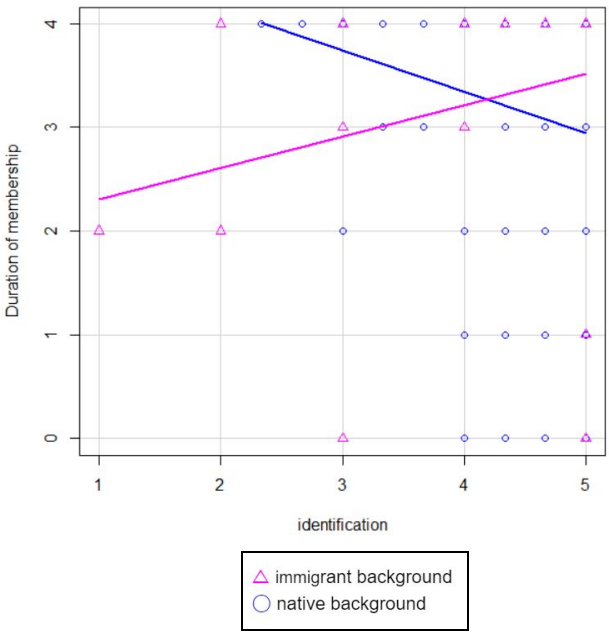
Figure 11

Interaction Plots for Social Integration vs. Duration of Membership by Immigrant Background

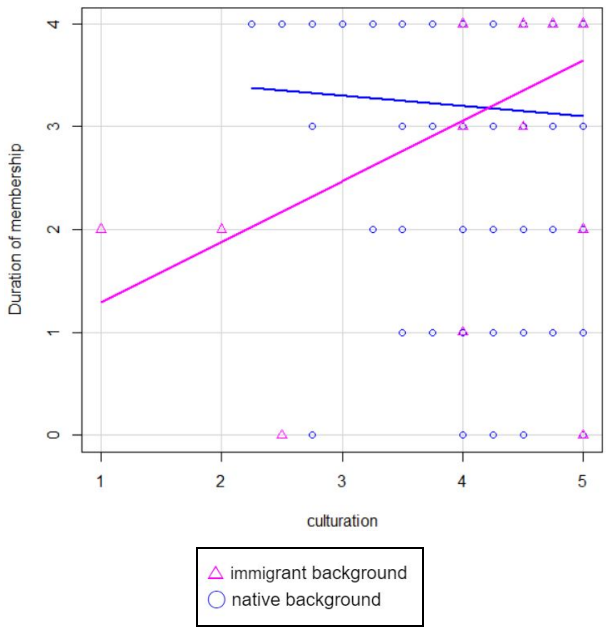
11.1



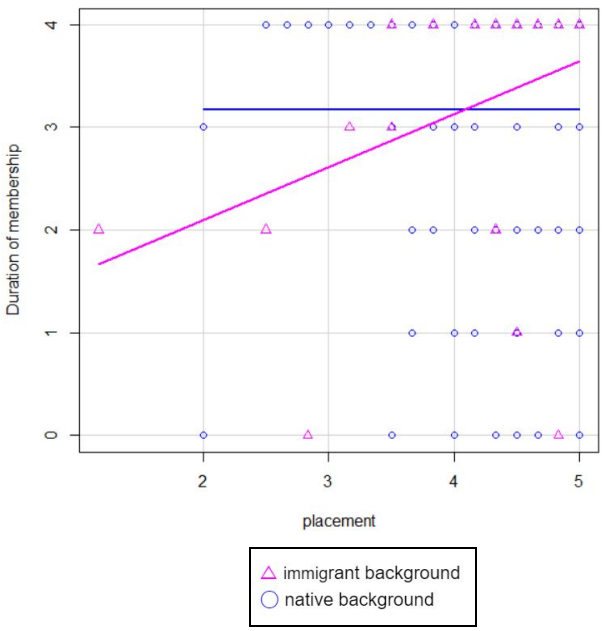
11.2



11.3



11.4



Interaction Analysis for Duration of Membership

Table 15

Ordinal Regression for Duration of Membership:Immigrant Background vs. Social Integration

Ordinal Regression Output	estimate (p-value)	
	Without Interaction	With Interaction
Identification		
Duration of Membership	-0.132 (0.163)	-0.179 (0.068) .
Immigrant Background	-0.853 (0.057) .	-3.27 (0.015) *
Duration of Membership:Immigrant Background Interaction	NA	0.698 (0.057) .
Interaction		
Duration of Membership	0.253 (0.005) *	0.176 (0.059) .
Immigrant Background	0.288 (0.484)	-2.892 (0.013) *
Duration of Membership:Immigrant Background Interaction	NA	0.953 (0.004) **
Placement		
Duration of Membership	0.070 (0.452)	0.021 (0.830)
Immigrant Background	-0.479 (0.259)	-2.382 (0.044) *
Duration of Membership:Immigrant Background Interaction	NA	0.581 (0.083) .
Culturation		
Duration of Membership	0.035 (0.716)	-0.023 (0.820)
Immigrant Background	0.407 (0.380)	-2.597 (0.042) *
Duration of Membership:Immigrant Background Interaction	NA	0.848 (0.017) *

$p < 0.1$ '.'; $p < 0.05$ '*'; $p < 0.01$ '**' ; $p < 0.001$ '***'

Analysis for Football Skill Level Variable

Table 16

Spearman's Rho and Linear Regression for Football Skill Level Variable

Social Integration Dimension	Football Skill Level			
	Spearman's Rho		OLS bivariate regression	
	R_s	p-value	coef.	p-value
Interaction	0.103	0.152	0.095	0.239
Identification	-0.037	0.609	-0.017	0.842
Culturation	0.083	0.252	0.183	0.052 .
Placement	0.285	5×10^{-5} ***	0.440	2.7×10^{-6} ***

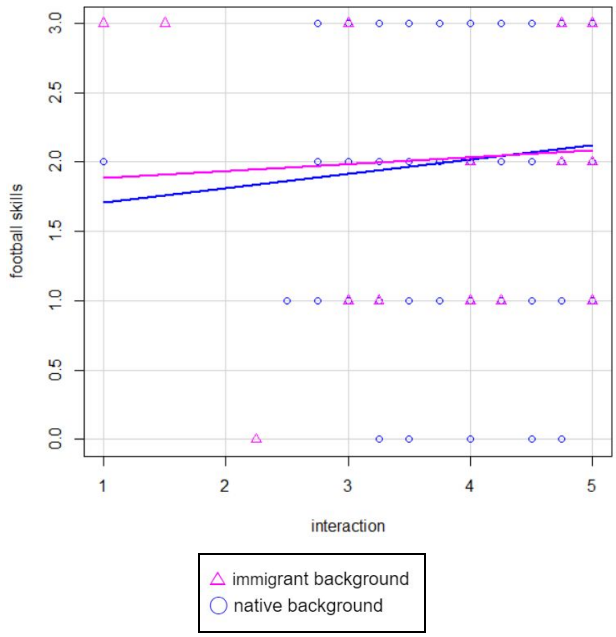
$p < 0.1$ '.'; $p < 0.05$ '*'; $p < 0.01$ '**' ; $p < 0.001$ '***'

Interaction Plots for Football Skill Level

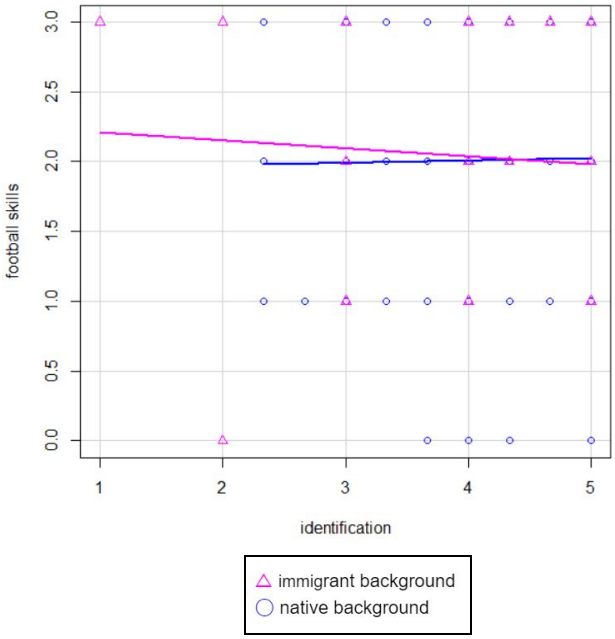
Figure 12

Interaction Plots for Social Integration Dimension vs. Football Skills by Immigrant Background

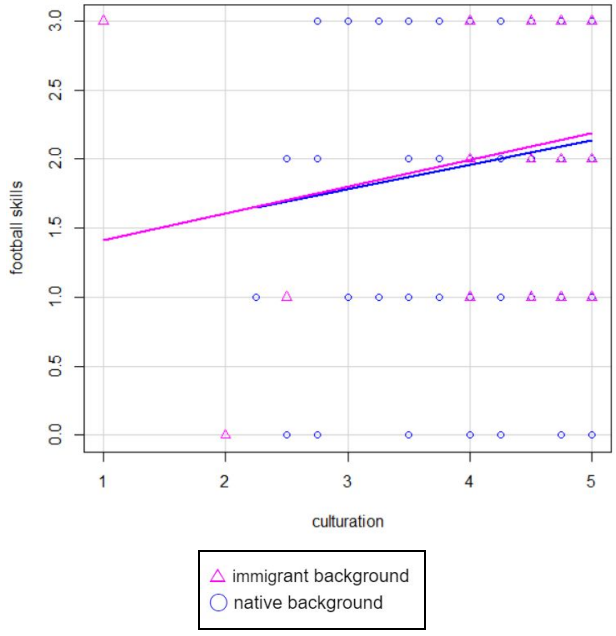
12.1



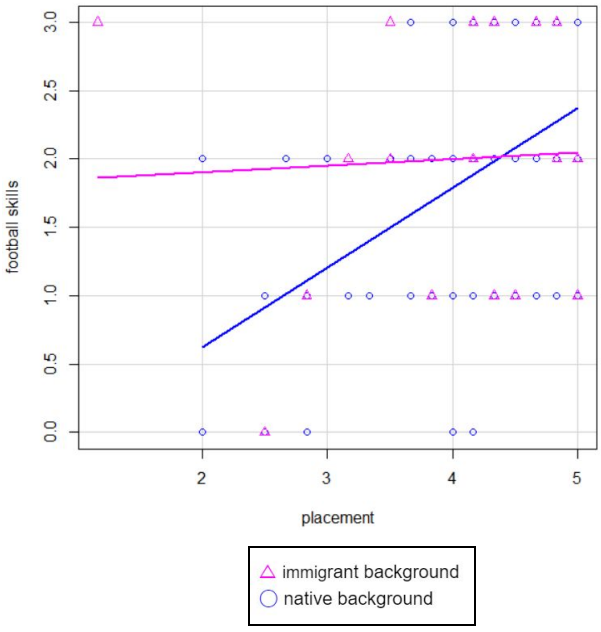
12.2



12.3



12.4



Interaction Analysis for Football Skill Level

Table 17

Ordinal Regression for Football Skill Level:Immigrant Background vs. Social Integration

Ordinal Regression Output	estimate (p-value)	
	Without Interaction	With Interaction
Identification		
Football Skills	-0.043 (0.765)	-0.047 (0.755)
Immigrant Background	-0.901 (0.043) **	-0.994 (0.377)
Football Skills:Immigrant Background Interaction	NA	0.046 (0.928)
Interaction		
Football Skills	0.208 (0.146)	0.164 (0.272)
Immigrant Background	0.360 (0.382)	-0.733 (0.290)
Football Skills:Immigrant Background Interaction	NA	0.533 (0.290)
Placement		
Football Skills	0.639 (1.9×10^{-5}) ***	0.680 (1.6×10^{-5}) ***
Immigrant Background	-0.462 (0.283)	0.372 (0.727)
Football Skills:Immigrant Background Interaction	NA	-0.416 (0.391)

$p < 0.1$ '.'; $p < 0.05$ '*'; $p < 0.01$ '**' ; $p < 0.001$ '***'

Analysis for Socioeconomic Status Variable

Table 18

Spearman's Rho and Linear Regression for Socioeconomic Status Variable

Social Integration Dimension	Socioeconomic Status			
	Spearman's Rho		OLS bivariate regression	
	R_s	p-value	coef.	p-value
Interaction	-0.090	0.225	-0.138	0.527
Identification	0.011	0.884	0.235	0.310
Culturation	0.044	0.556	0.009	0.973
Placement	0.004	0.961	0.059	0.817

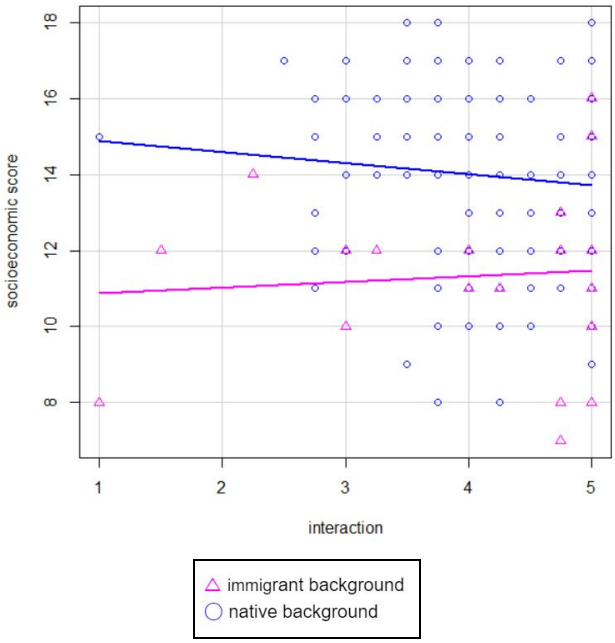
$p < 0.1$ '.'; $p < 0.05$ '*'; $p < 0.01$ '**' ; $p < 0.001$ '***'

Interaction Plots for Socioeconomic Status

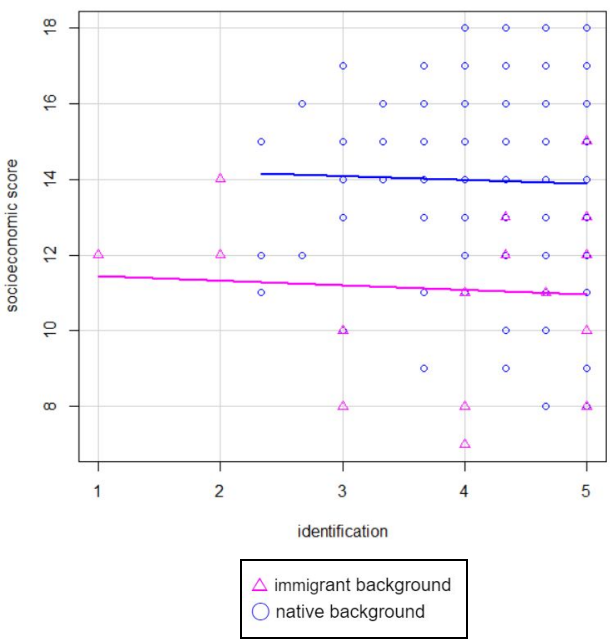
Figure 13

Interaction Plots for Social Integration vs. Socioeconomic Status by Immigrant Background

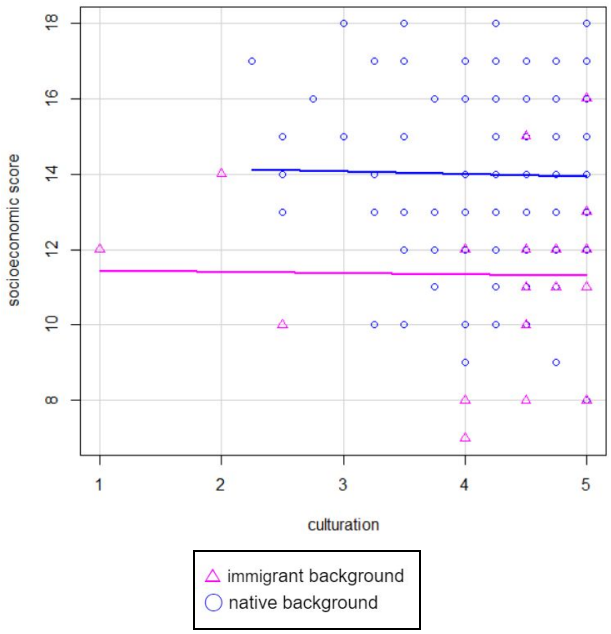
13.1



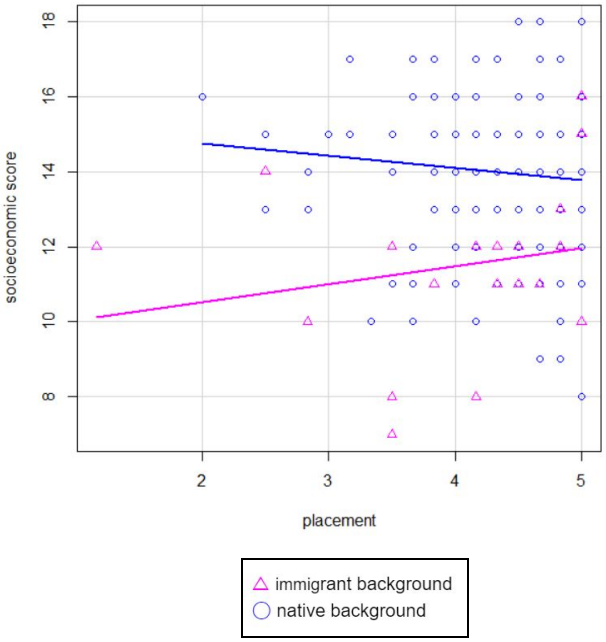
13.2



13.3



13.4



Interaction Analysis for Socioeconomic Status

Table 19

Ordinal Regression for Socioeconomic Status:Immigrant Background vs. Social Integration

Ordinal Regression Output	estimate (p-value)	
	Without Interaction	With Interaction
Placement		
Socioeconomic Status	-0.020 (0.743)	-0.075 (0.244)
Immigrant Background	-0.678 (0.160)	-7.176 (0.002) **
Socioeconomic Status:Immigrant Background Interaction	NA	0.571 (0.004) **
Interaction		
Socioeconomic Status	-0.043 (0.462)	-0.054 (0.384)
Immigrant Background	0.163 (0.733)	-1.143 (0.632)
Socioeconomic Status:Immigrant Background Interaction	NA	0.114 (0.574)

p < 0.1 '.'; p < 0.05 '*'; p < 0.01 '**' ; p < 0.001 '***'

Analysis for Other Sport Variable

Table 20

Spearman's Rho for Other Sport Variable

Social Integration Dimension	Other Sport	
	R_s	p-value
Interaction	0.030	0.676
Identification	-0.078	0.275
Culturation	-0.059	0.414
Placement	-0.063	0.383

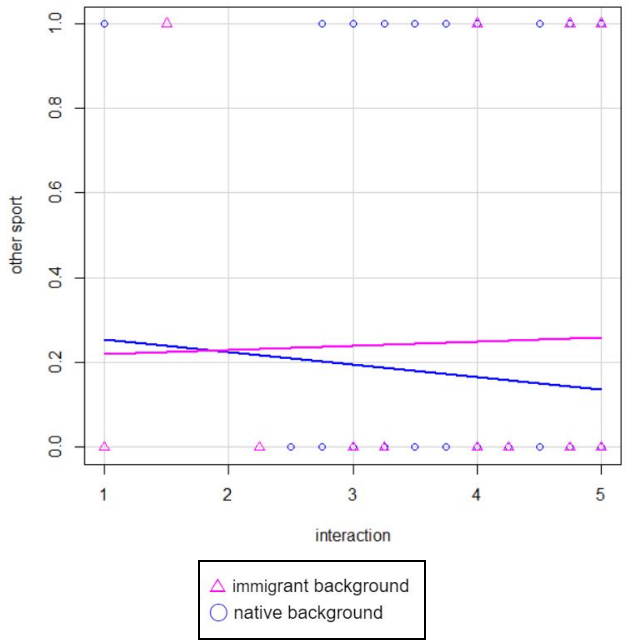
p < 0.1 '.'; p < 0.05 '*'; p < 0.01 '**' ; p < 0.001 '***'

Interaction Plots for Playing Another Sport

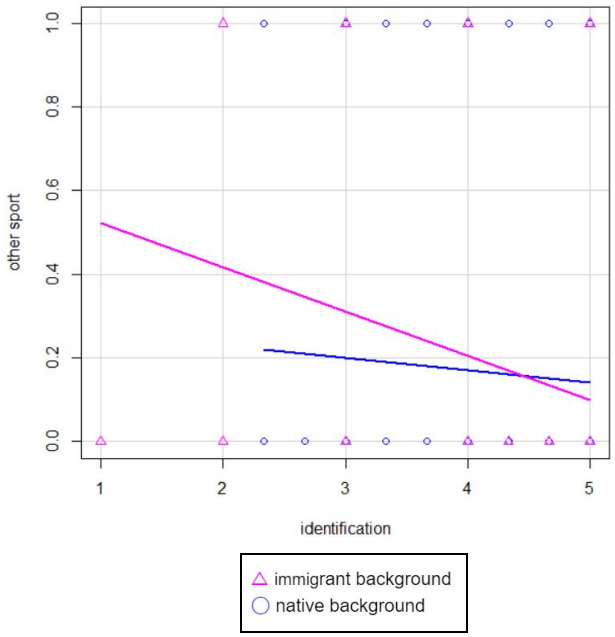
Figure 14

Interaction Plots for Social Integration Dimension vs. Other Sport by Immigrant Background

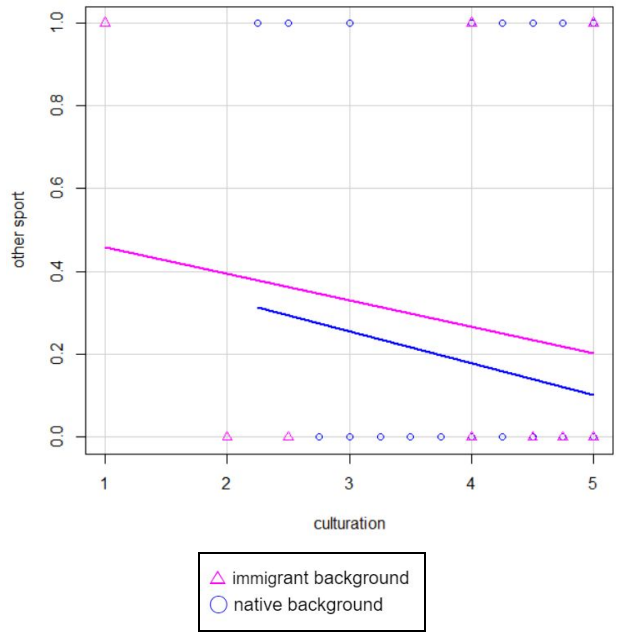
14.1



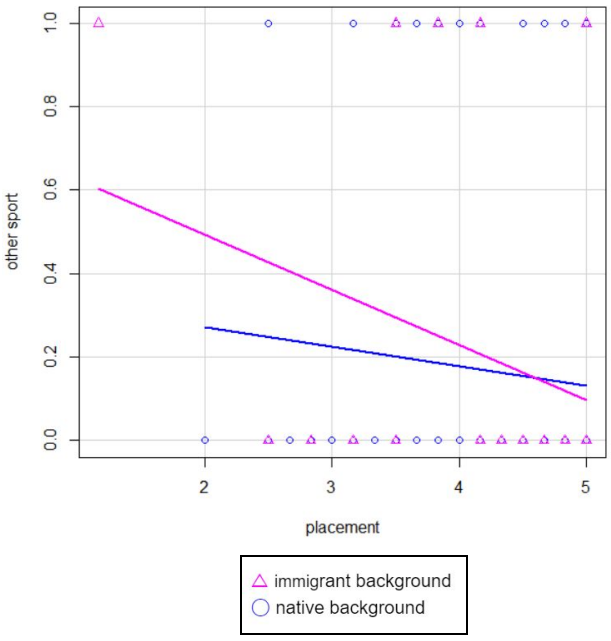
14.2



14.3



14.4



Interaction Analysis for Playing Another Sport

Table 21

Ordinal Regression for Other Sport:Immigrant Background vs. Social Integration

Ordinal Regression Output	estimate (p-value)	
	Without Interaction	With Interaction
Identification		
Other Sport	-0.405 (0.255)	-0.167 (0.658)
Immigrant Background	-0.894 (0.043) *	-0.507 (0.296)
Other Sport:Immigrant Background Interaction	NA	-2.104 (0.057) .
Interaction		
Other Sport	0.167 (0.653)	0.127 (0.756)
Immigrant Background	0.344 (0.411)	0.288 (0.548)
Other Sport:Immigrant Background Interaction	NA	0.226 (0.815)
Placement		
Other Sport	-0.345 (0.351)	-0.152 (0.704)
Immigrant Background	-0.451 (0.285)	-0.182 (0.696)
Other Sport:Immigrant Background Interaction	NA	-1.344 (0.192)

$p < 0.1$ '.'; $p < 0.05$ '*'; $p < 0.01$ '**' ; $p < 0.001$ '***'

Analysis for Geographic Location Variable

Table 22

Spearman's Rho for Geographic Location Variable

Social Integration Dimension	Geographic Location	
	R_s	p-value
Interaction	0.137	0.061 .
Identification	0.035	0.633
Culturation	-0.029	0.693
Placement	-0.098	0.180

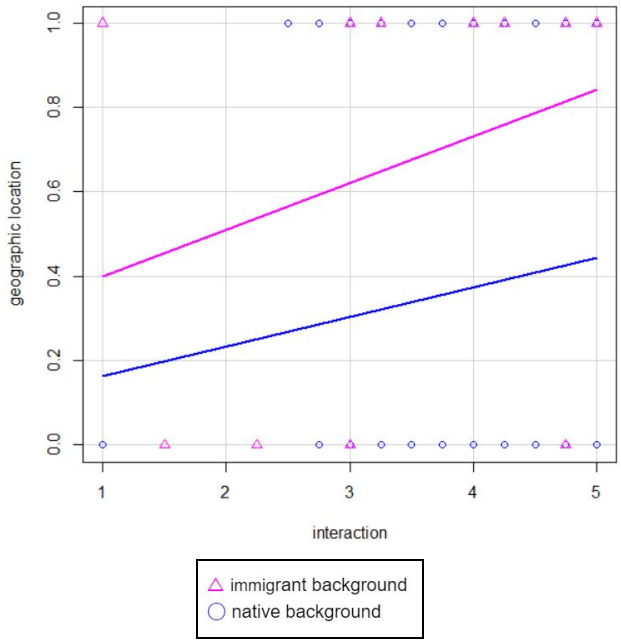
p < 0.1 '.'; p < 0.05 '*'; p < 0.01 '**' ; p < 0.001 '***'

Interaction Plots for Geographic Location

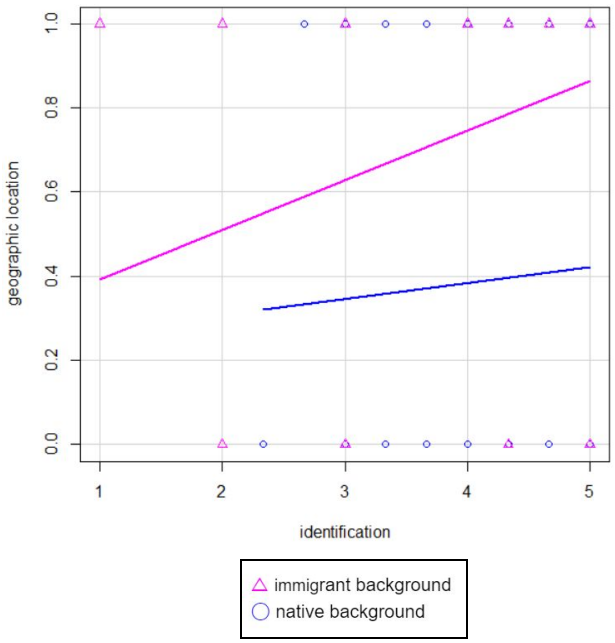
Figure 15

Interaction Plots for Social Integration vs. Geographic Location by Immigrant Background

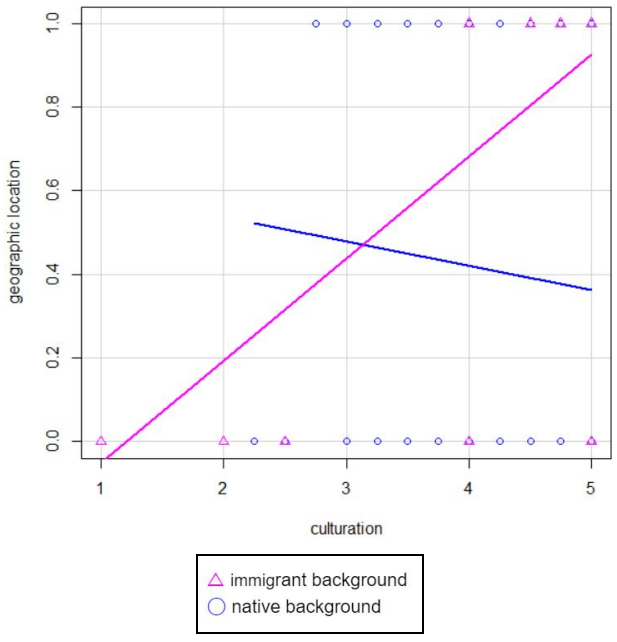
15.1



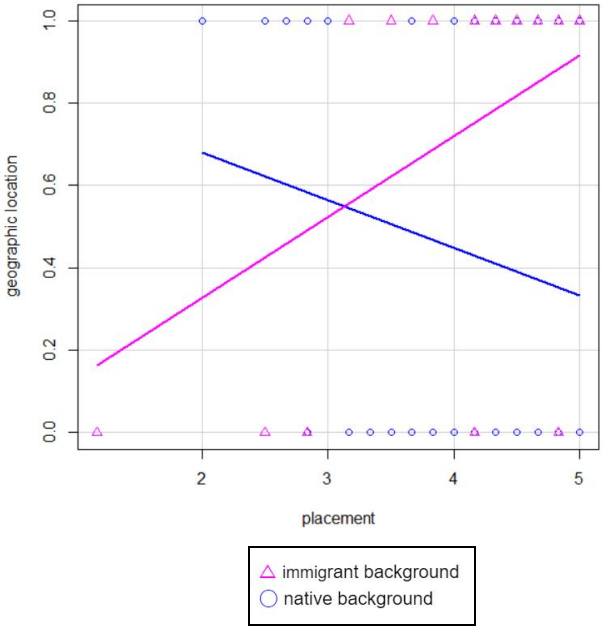
15.2



15.3



15.4



Note: In the plots above, ‘0’ on the y-axis represents the west side of the Akerselva and ‘1’ represents the east side.

Interaction Analysis for Geographic Location

Table 23

Ordinal Regression for Geographic Location:Immigrant Background vs. Social Integration

Ordinal Regression Output	estimate (p-value)	
	Without Interaction	With Interaction
Identification		
Geographic Location	0.335 (0.216)	0.184 (0.512)
Immigrant Background	-1.185 (0.011) *	-2.627 (0.002) **
Geographic Location:Immigrant Background Interaction	NA	1.970 (0.049) *
Placement		
Geographic Location	0.482 (0.075) .	0.373 (0.185)
Immigrant Background	0.076 (0.863)	-1.077 (0.260)
Geographic Location:Immigrant Background Interaction	NA	1.512 (0.164)
Culturation		
Geographic Location	-0.167 (0.537)	-0.341 (0.221)
Immigrant Background	0.421 (0.339)	-2.473 (0.029) *
Geographic Location:Immigrant Background Interaction	NA	3.402 (0.006) **

p < 0.1 '.'; p < 0.05 '*'; p < 0.01 '**' ; p < 0.001 '***'

Challenges to Participation Frequencies

Table 24

Frequency Table of Challenges to Participation

Variable	Value	Frequency (N=)	%
Can't afford	Yes	7	3.54
	No	191	96.46
Total		198	100%
Lack transport	Yes	10	5.05
	No	188	94.95
Total		198	100%
Live too far	Yes	18	9.09
	No	180	90.91
Total		198	100%
Too busy	Yes	51	25.76
	No	147	74.24
Total		198	100%
Another reason	Yes	22	11.11
	No	176	88.89
Total		198	100%
No challenges	Yes	104	52.53
	No	94	47.47
Total		198	100%

Analysis for Challenges to Participation Variables

Table 25

Spearman's Rho for Challenges to Participation Variables

Social Integration Dimension	R_s (p-value)		
	Too Busy	Another reason/challenge	No challenges
Interaction	0.002 (0.979)	-0.071 (0.326)	0.112 (0.119)
Identification	-0.318 (5.2×10^{-6}) ***	-0.136 (0.056) .	0.284 (5.1×10^{-5}) ***
Culturation	-0.041 (0.563)	-0.263 (0.0002) ***	0.110 (0.125)
Placement	-0.006 (0.929)	-0.204 (0.004) **	0.145 (0.044) *

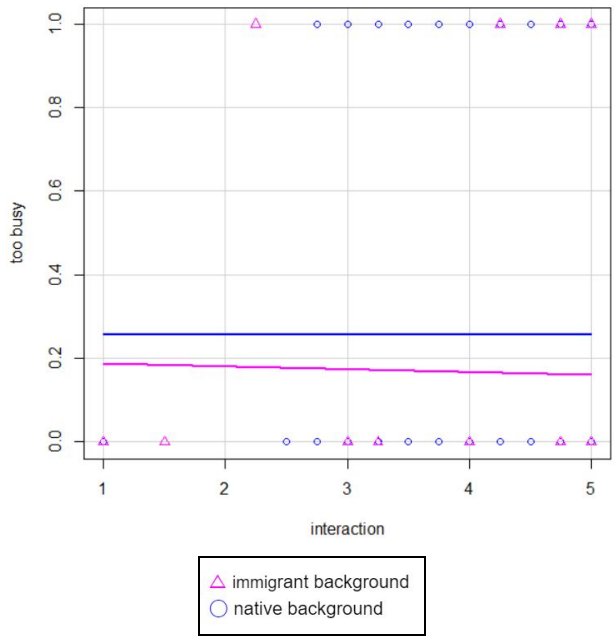
$p < 0.1$ '.'; $p < 0.05$ '*'; $p < 0.01$ '**' ; $p < 0.001$ '***'

Interaction Plots Challenge to Participation: Too Busy

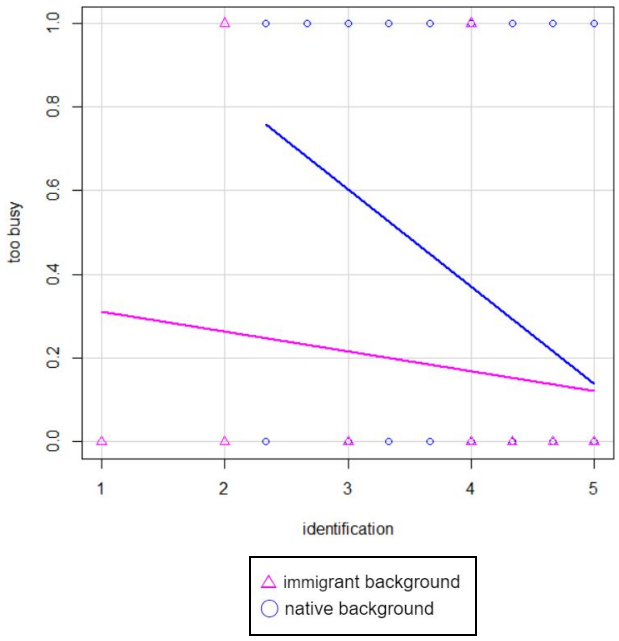
Figure 16

Interaction Plots for Social Integration Dimension vs. Too Busy by Immigrant Background

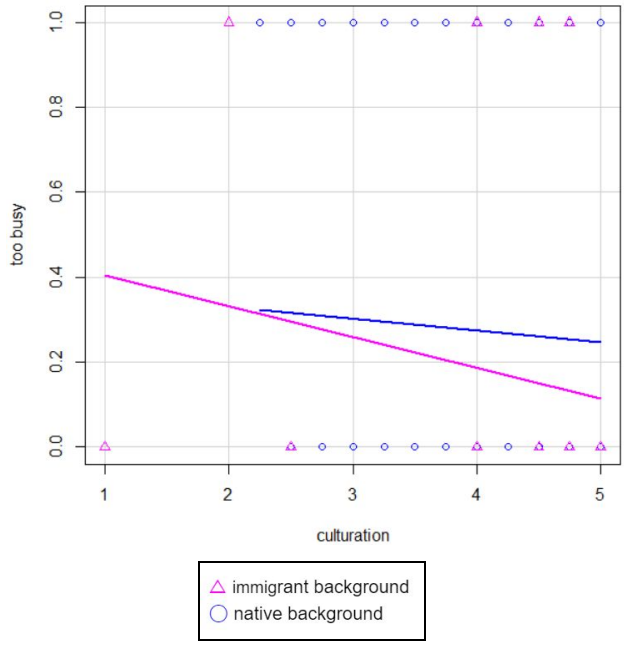
16.1



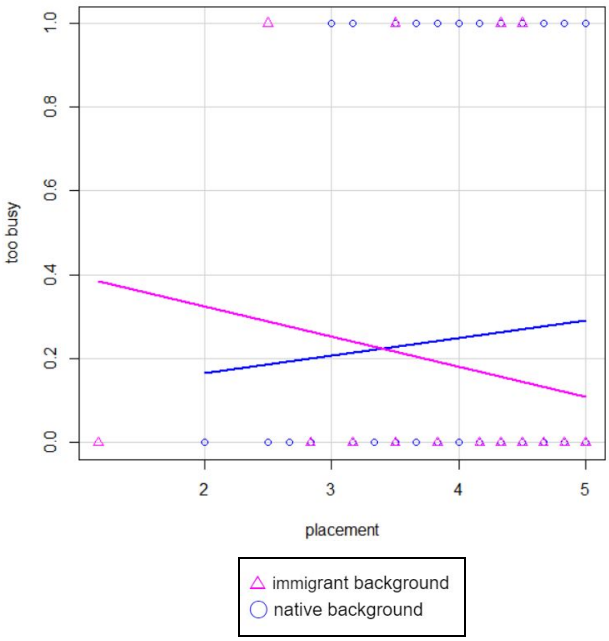
16.2



16.3



16.4

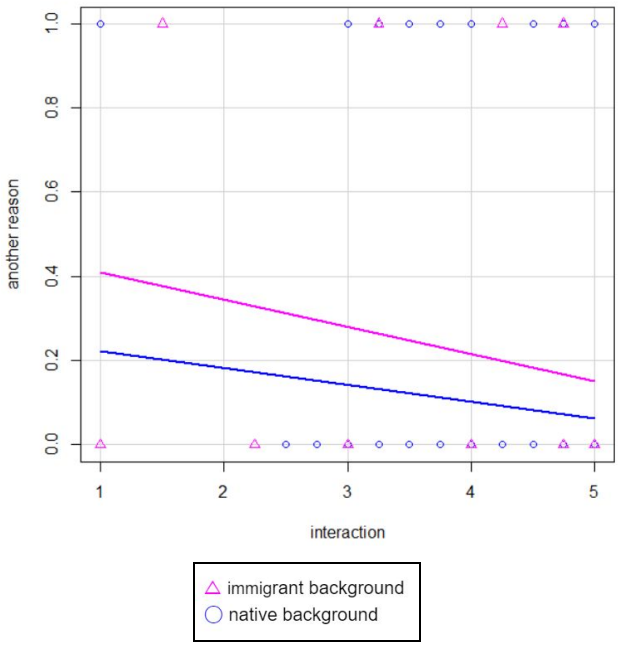


Interaction Plots Challenge to Participation: Other Reason

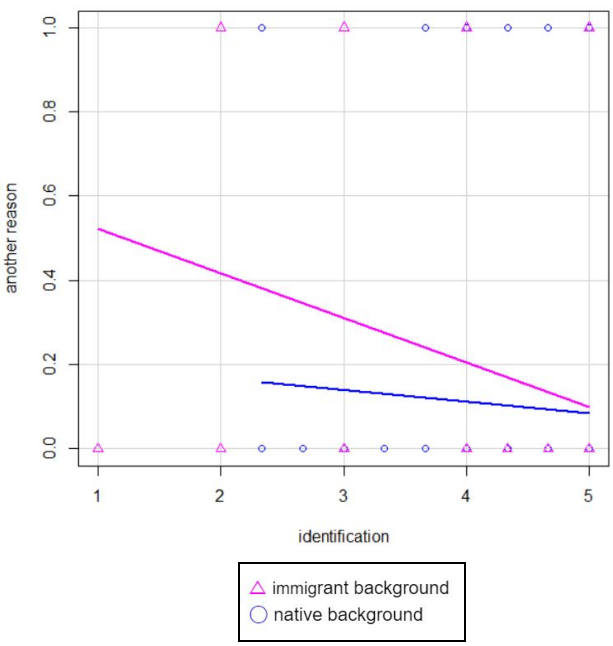
Figure 17

Interaction Plots for Social Integration Dimension vs. Other Reason by Immigrant Background

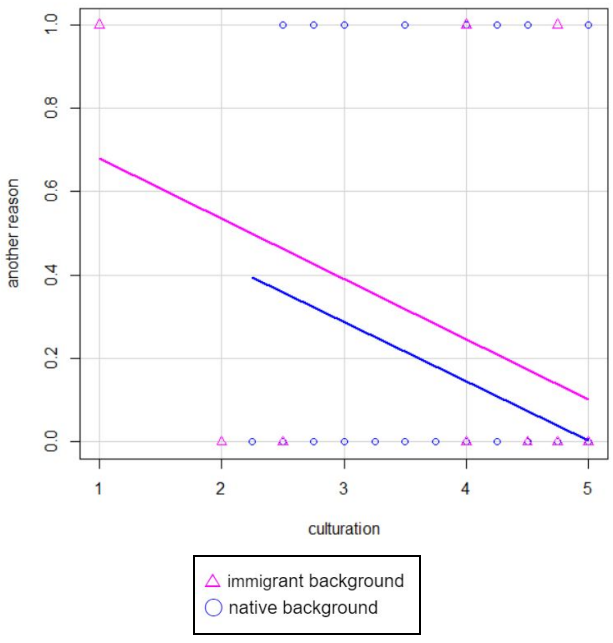
17.1



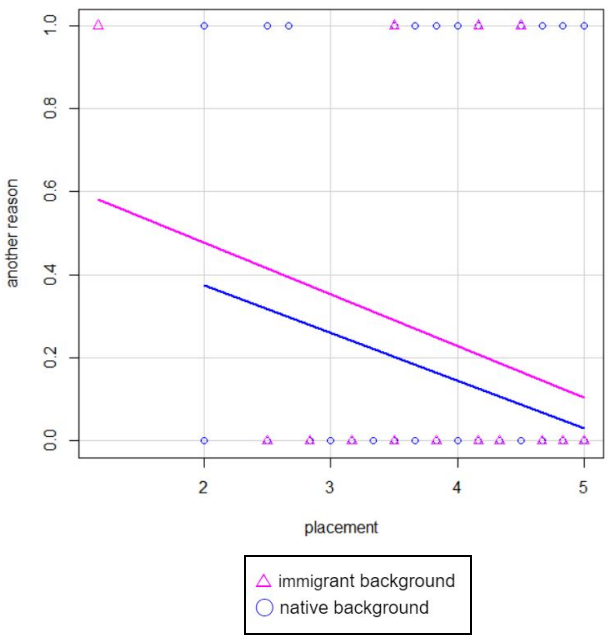
17.2



17.3



17.4

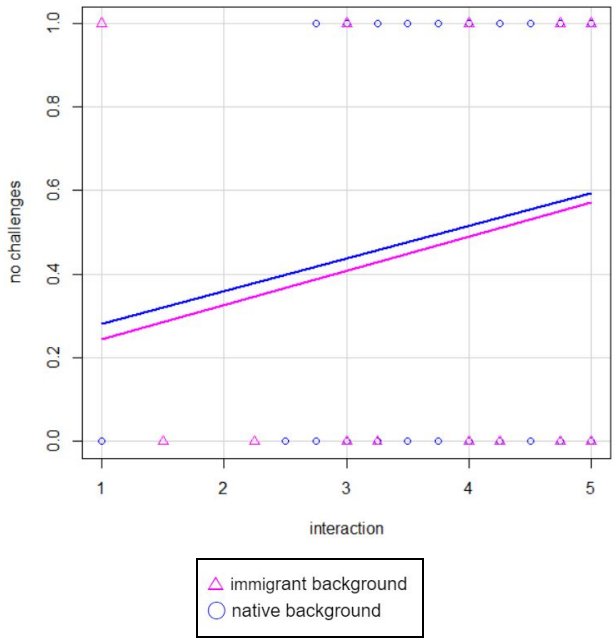


Interaction Plots Challenge to Participation: No Challenges

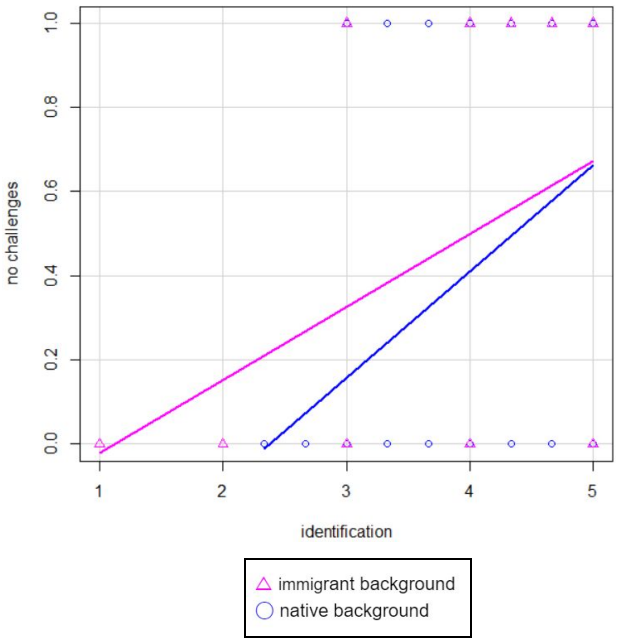
Figure 18

Interaction Plots for Social Integration Dimension vs. No Challenges by Immigrant Background

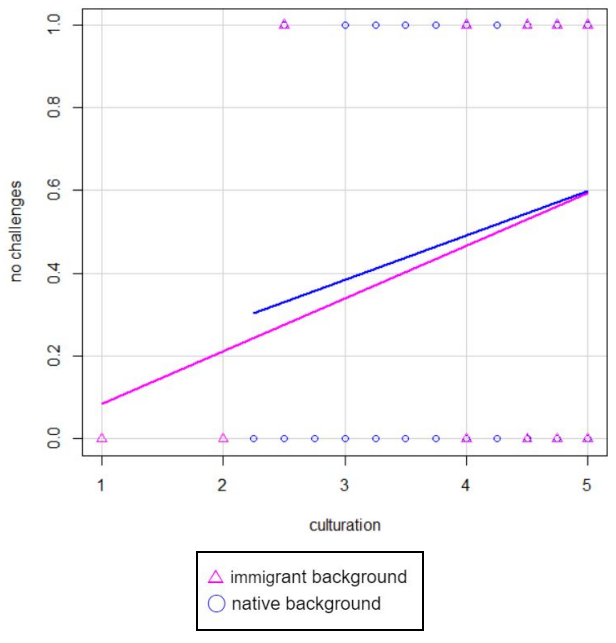
18.1



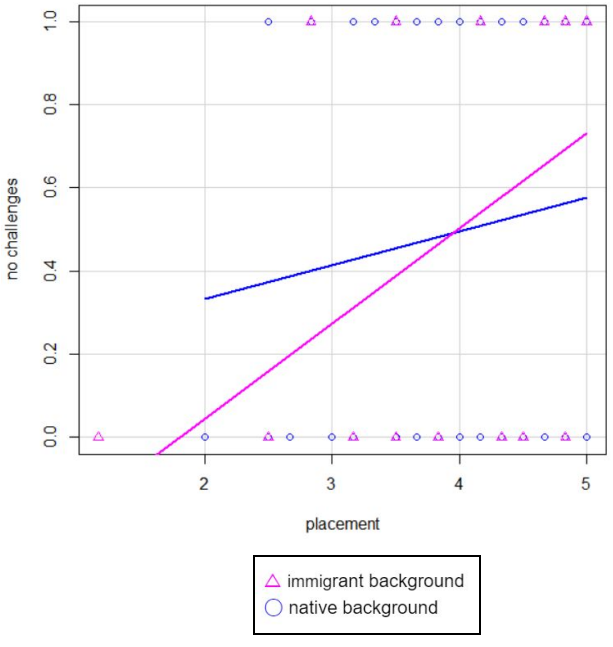
18.2



18.3



18.4



Interaction Analysis for Being Too Busy

Table 26

Ordinal Regression for Too Busy:Immigrant Background vs. Social Integration

Ordinal Regression Output	estimate (p-value)	
	Without Interaction	With Interaction
Identification		
Too Busy	-1.318 (0.00001) ***	-1.299 (5.47×10^{-5})
Immigrant Background	-0.949 (0.030) *	-0.893 (0.085) .
Too Busy:Immigrant Background Interaction	NA	-0.214 (0.831)
Culturation		
Too Busy	-0.158 (0.592)	-0.036 (0.909)
Immigrant Background	0.360 (0.377)	-0.622 (0.171)
Too Busy:Immigrant Background Interaction	NA	-1.408 (0.191)
Placement		
Too Busy	-0.015 (0.957)	0.127 (0.671)
Immigrant Background	-0.472 (0.266)	-0.115 (0.809)
Too Busy:Immigrant Background Interaction	NA	-1.649 (0.108)

$p < 0.1$ '.'; $p < 0.05$ '*'; $p < 0.01$ '**' ; $p < 0.001$ '***'

Interaction Analysis for Another Reason

Table 27

Ordinal Regression for Another Reason:Immigrant Background vs. Social Integration

Ordinal Regression Output	estimate (p-value)	
	Without Interaction	With Interaction
Identification		
Another Reason	-0.724 (0.068) .	-0.468 (0.272)
Immigrant Background	-0.860 (0.051) .	-0.536 (0.268)
Another Reason:Immigrant Background Interaction	NA	-1.804 (0.107)

p < 0.1 '.'; p < 0.05 '*'; p < 0.01 '**' ; p < 0.001 '***'

Interaction Analysis for No Challenges to Participation

Table 28

Ordinal Regression for No Challenges:Immigrant Background vs. Social Integration

Ordinal Regression Output	estimate (p-value)	
	Without Interaction	With Interaction
Identification		
No Challenges	1.076 (7.4×10^{-5}) ***	0.967 (0.0006) ***
Immigrant Background	-0.922 (0.037) *	-1.536 (0.018) *
No Challenges:Immigrant Background Interaction	NA	1.168 (0.189)
Placement		
No Challenges	0.519 (0.043) *	0.300 (0.265)
Immigrant Background	-0.440 (0.293)	-1.477 (0.012) *
No Challenges:Immigrant Background Interaction	NA	2.130 (0.011) *

$p < 0.1$ '.'; $p < 0.05$ '*'; $p < 0.01$ '**' ; $p < 0.001$ '***'

Recruitment Method Frequencies

Table 29

Frequency Table of Recruitment Methods

Variable	Value	Frequency (N=)	%
Through parents	Yes	67	33.84
	No	131	66.16
Total		198	100%
Through siblings	Yes	19	9.6
	No	179	90.4
Total		198	100%
Through friends	Yes	63	31.82
	No	135	68.18
Total		198	100%
Through school	Yes	39	19.7
	No	159	80.3
Total		198	100%
Contacted team	Yes	40	20.2
themselves	No	158	79.8
Total		198	100%
Team contacted them	Yes	26	13.13
	No	172	86.87
Total		198	100%
Another way	Yes	8	4.04
	No	190	95.96
Total		198	100%
Unsure/don’t remember	Yes	18	9.09
	No	180	90.91
Total		198	100%

Analysis for Recruitment Method Variables

Table 30

Spearman's Rho for Recruitment Method Variables

Social Integration Dimension	R_s (p-value)				
	Through parents	Through friends	Through school	Took contact themselves	Contacted by team
Interaction	-0.019 (0.788)	0.002 (0.980)	0.167 (0.020) *	0.036 (0.613)	0.010 (0.889)
Identification	-0.080 (0.262)	0.000 (0.999)	-0.103 (0.150)	0.144 (0.043) *	0.136 (0.057) .
Culturation	0.010 (0.889)	0.067 (0.354)	-0.019 (0.796)	0.019 (0.797)	0.019 (0.792)
Placement	0.023 (0.756)	0.022 (0.765)	-0.097 (0.179)	0.028 (0.703)	0.111 (0.125)

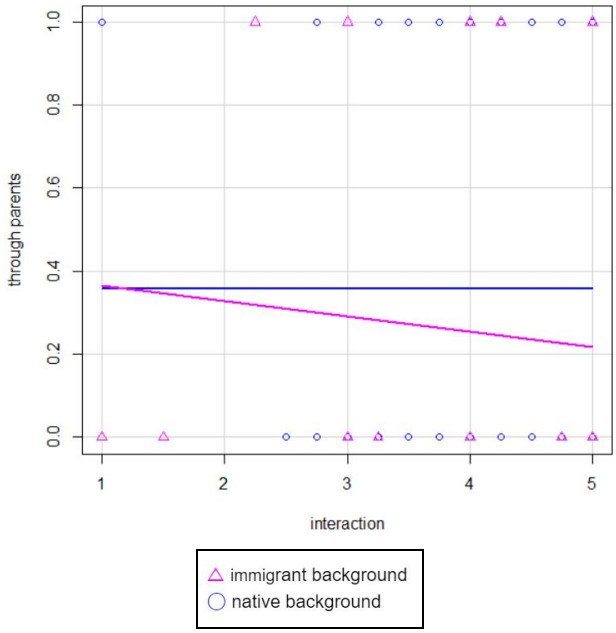
$p < 0.1$ '.'; $p < 0.05$ '*'; $p < 0.01$ '**' ; $p < 0.001$ '***'

Interaction Plots for Recruitment Through Parents

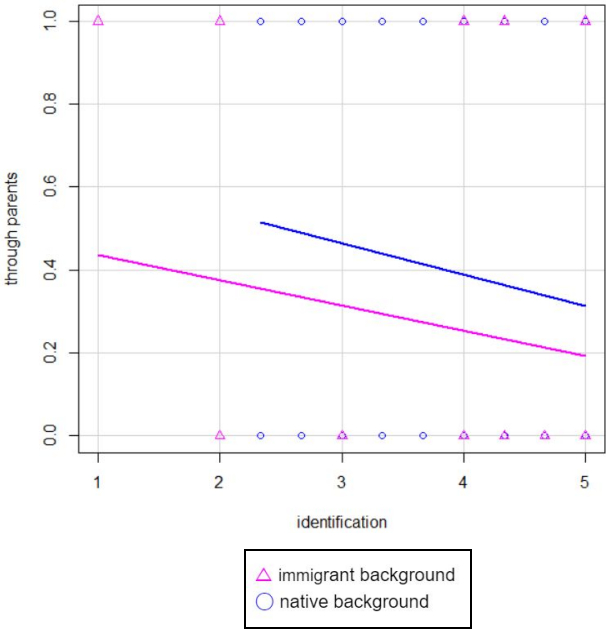
Figure 19

Interaction Plots for Social Integration vs. Through Parents by Immigrant Background

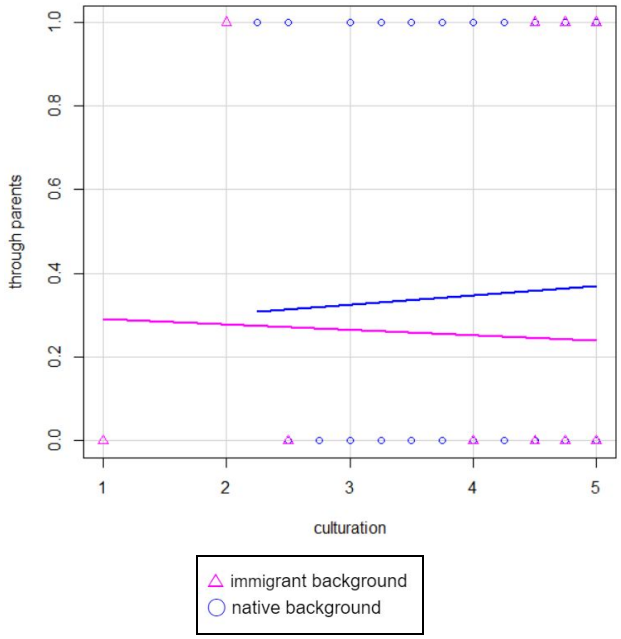
19.1



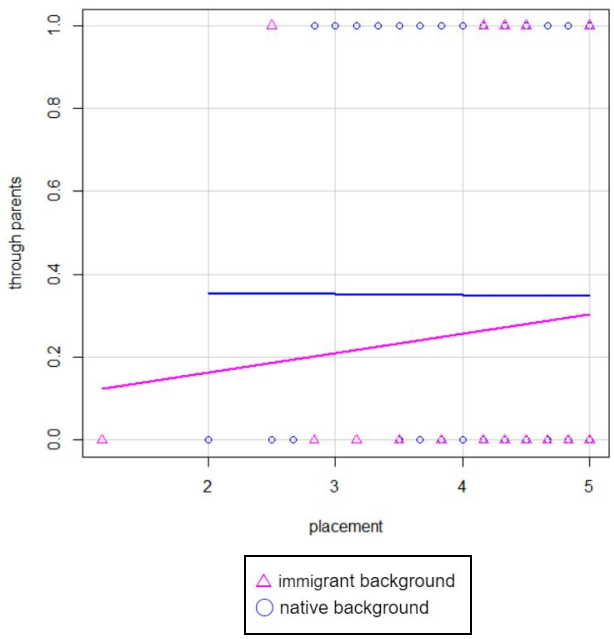
19.2



19.3



19.4



Interaction Analysis for Recruitment Through Parents

Table 31

Ordinal Regression for Through Parents:Immigrant Background vs. Social Integration

Ordinal Regression Output	estimate (p-value)	
	Without Interaction	With Interaction
Interaction		
Through Parents	-0.018 (0.946)	0.066 (0.813)
Immigrant Background	0.364 (0.382)	0.607 (0.202)
Through Parents:Immigrant Background Interaction	NA	-1.023 (0.292)
Culturation		
Through Parents	0.062 (0.813)	0.088 (0.750)
Immigrant Background	0.376 (0.356)	0.459 (0.351)
Through Parents:Immigrant Background Interaction	NA	-0.265 (0.763)
Placement		
Through Parents	0.062 (0.818)	0.017 (0.953)
Immigrant Background	-0.467 (0.271)	-0.609 (0.225)
Through Parents:Immigrant Background Interaction	NA	0.508 (0.594)

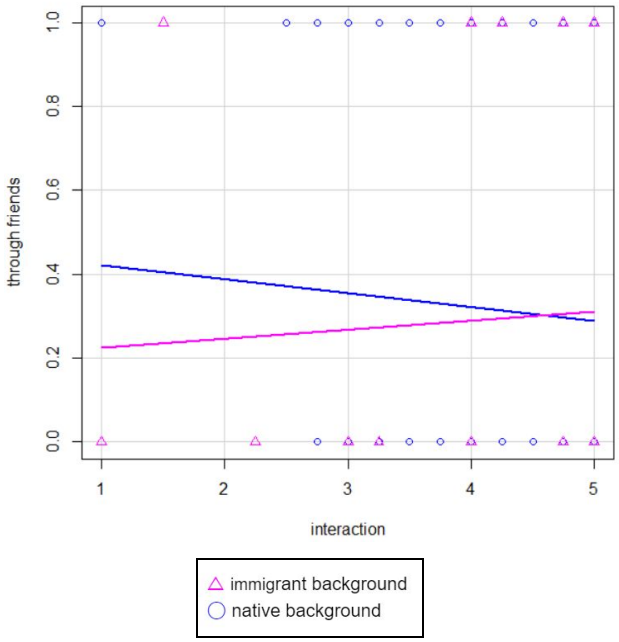
$p < 0.1$ '.'; $p < 0.05$ '*'; $p < 0.01$ '**' ; $p < 0.001$ '***'

Interaction Plots for Recruitment Through Friends

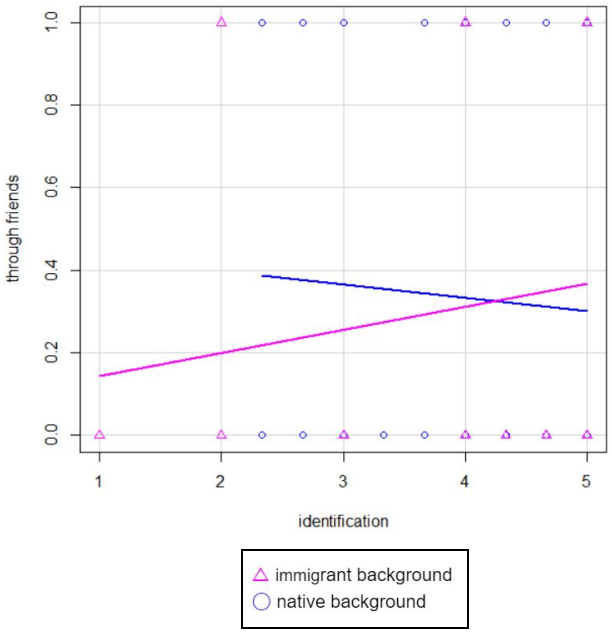
Figure 20

Interaction Plots for Social Integration Dimension vs. Through Friends by Immigrant Background

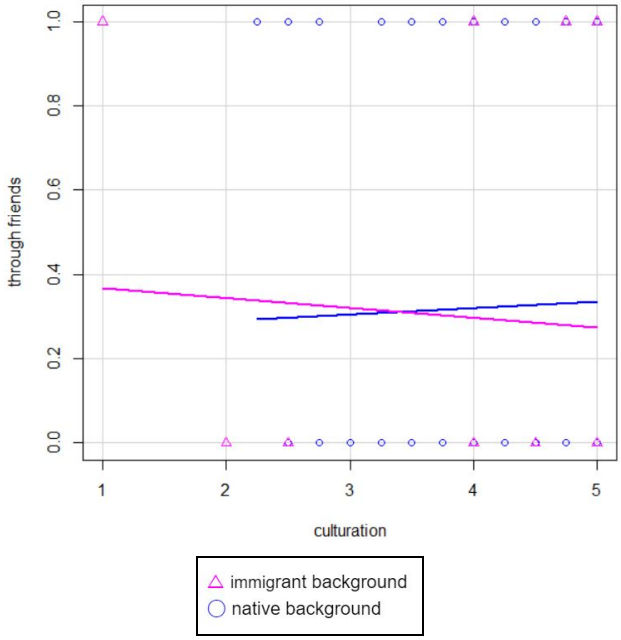
20.1



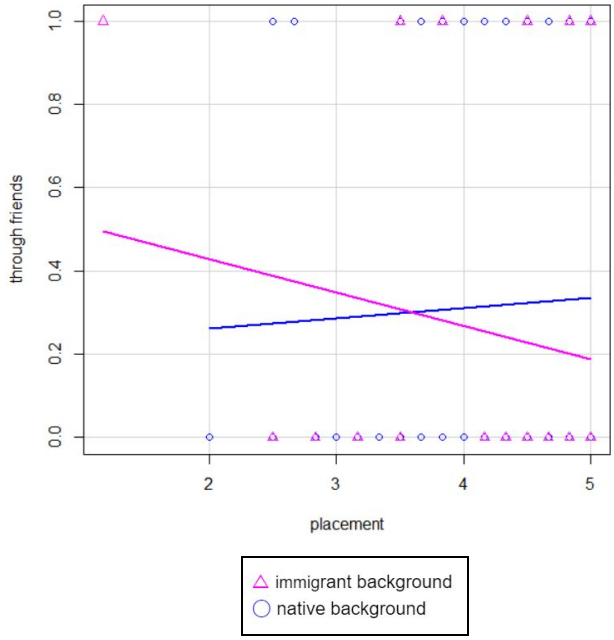
20.2



20.3



20.4



Interaction Analysis for Recruitment Through Friends

Table 32

Ordinal Regression for Through Friends:Immigrant Background vs. Social Integration

Ordinal Regression Output	estimate (p-value)	
	Without Interaction	With Interaction
Identification		
Through Friends	-0.483 (0.860)	-0.122 (0.673)
Immigrant Background	-0.898 (0.044) *	-1.153 (0.034) *
Through Friends:Immigrant Background Interaction	NA	0.775 (0.412)
Culturation		
Through Friends	0.242 (0.379)	0.219 (0.451)
Immigrant Background	0.375 (0.355)	0.312 (0.518)
Through Friends:Immigrant Background Interaction	NA	0.208 (0.812)
Placement		
Through Friends	0.057 (0.834)	0.107 (0.709)
Immigrant Background	-0.466 (0.273)	-0.324 (0.506)
Through Friends:Immigrant Background Interaction	NA	-0.591 (0.549)
Interaction		
Through Friends	-0.013 (0.962)	-0.073 (0.801)
Immigrant Background	0.366 (0.378)	0.191 (0.701)
Through Friends:Immigrant Background Interaction	NA	0.579 (0.521)

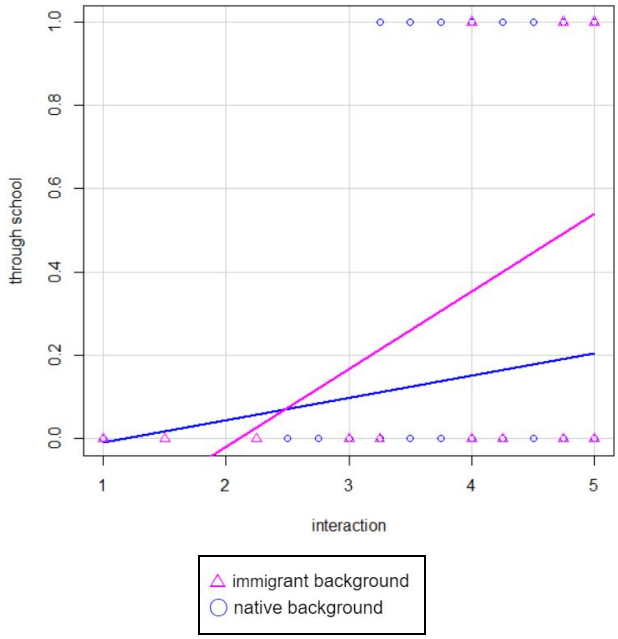
p < 0.1 '.'; p < 0.05 '*'; p < 0.01 '**' ; p < 0.001 '***'

Interaction Plots for Recruitment Through School

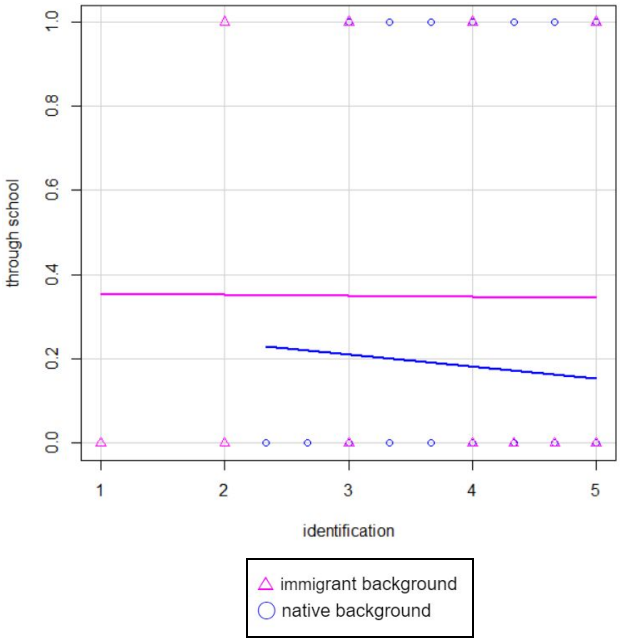
Figure 21

Interaction Plots for Social Integration Dimension vs. Through School by Immigrant Background

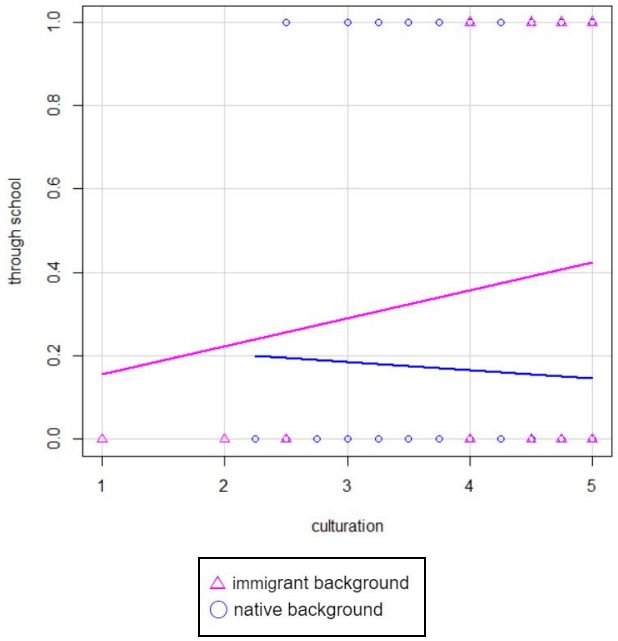
21.1



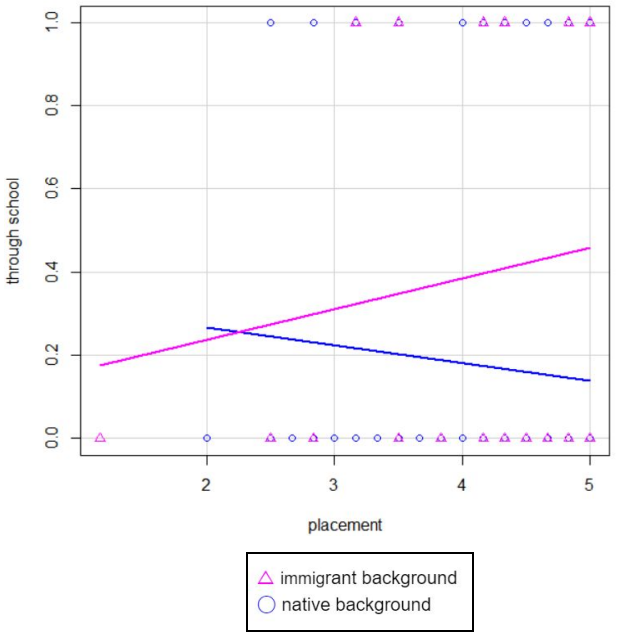
21.2



21.3



21.4



Interaction Analysis for Recruitment Through School

Table 33

Ordinal Regression for Through School:Immigrant Background vs. Social Integration

Ordinal Regression Output	estimate (p-value)	
	Without Interaction	With Interaction
Identification		
Through School	-0.338 (0.299)	-0.339 (0.333)
Immigrant Background	-0.849 (0.056) .	-0.852 (0.111)
Through School:Immigrant Background Interaction	NA	0.010 (0.991)
Culturation		
Through School	-0.161 (0.632)	-0.106 (0.776)
Immigrant Background	0.416 (0.318)	0.526 (0.319)
Through School:Immigrant Background Interaction	NA	-0.289 (0.735)
Placement		
Through School	-0.343 (0.278)	-0.467 (0.174)
Immigrant Background	-0.406 (0.342)	-0.702 (0.188)
Through School:Immigrant Background Interaction	NA	0.844 (0.349)
Interaction		
Through School	0.651 (0.047) *	0.372 (0.294)
Immigrant Background	0.178 (0.672)	-0.507 (0.363)
Through School:Immigrant Background Interaction	NA	1.636 (0.061) .

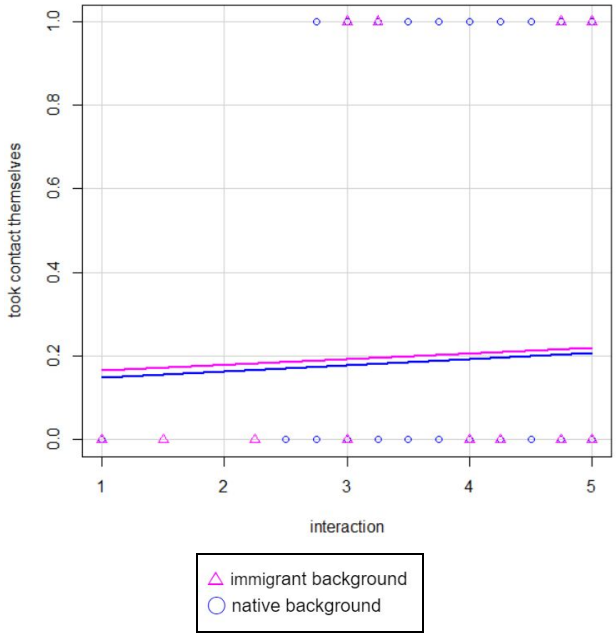
p < 0.1 '.'; p < 0.05 '*'; p < 0.01 '**' ; p < 0.001 '***'

Interaction Plots for Recruitment By Taking Contact

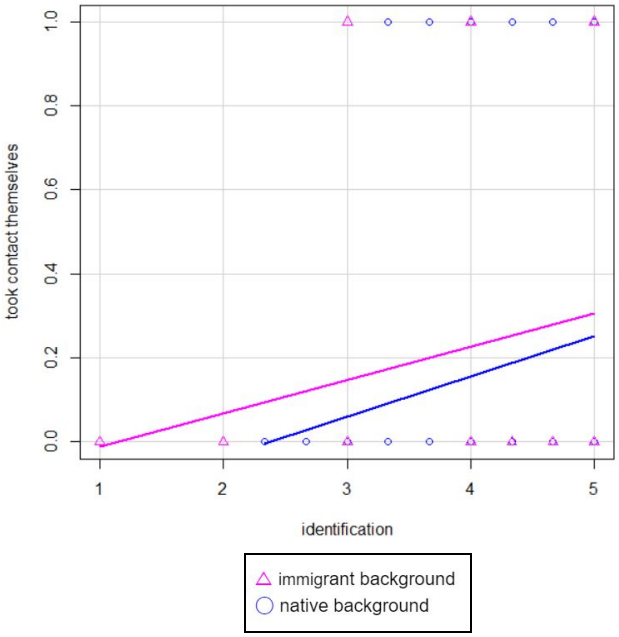
Figure 22

Interaction Plots for Social Integration Dimension vs. Taking Contact by Immigrant Background

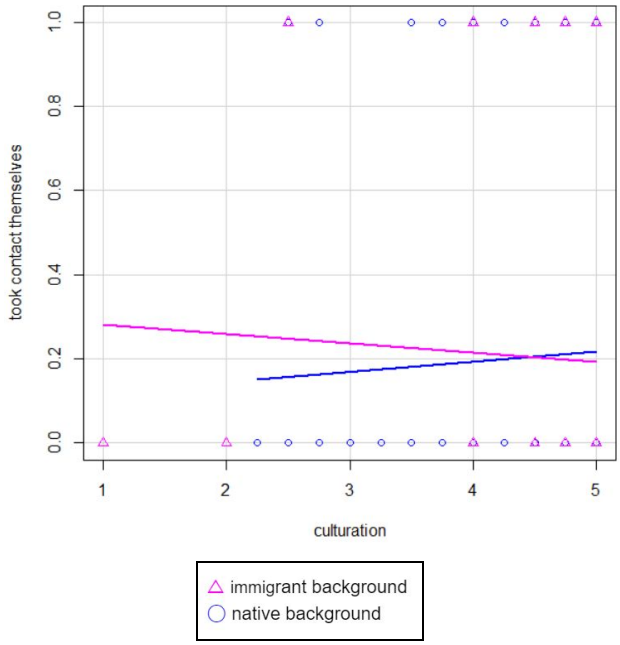
22.1



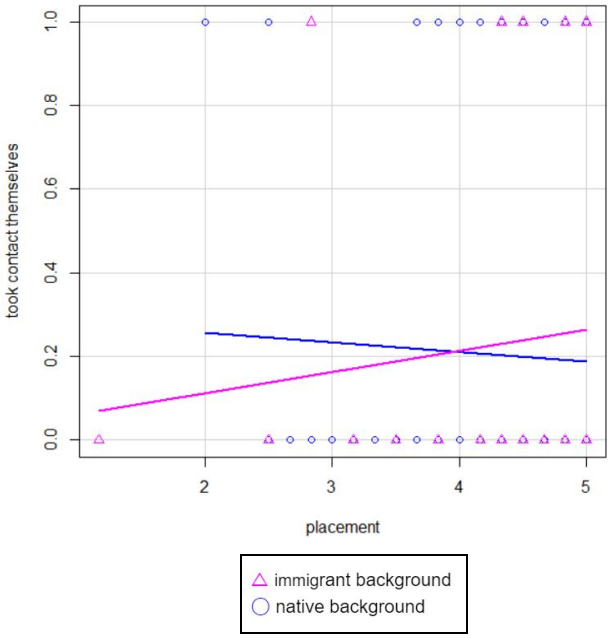
22.2



22.3



22.4



Interaction Analysis for Recruitment By Taking Contact

Table 34

Ordinal Regression for Taking Contact:Immigrant Background vs. Social Integration

Ordinal Regression Output	estimate (p-value)	
	Without Interaction	With Interaction
Identification		
Took Contact Self	0.765 (0.022) *	0.672 (0.054) .
Immigrant Background	-0.915 (0.040) *	-1.104 (0.027) *
Took Contact Self:Immigrant Background Interaction	NA	0.966 (0.394)
Culturation		
Took Contact Self	0.081 (0.815)	0.172 (0.613)
Immigrant Background	0.369 (0.363)	0.535 (0.244)
Took Contact Self:Immigrant Background Interaction	NA	-0.783 (0.434)
Placement		
Took Contact Self	0.180 (0.577)	0.117 (0.733)
Immigrant Background	-0.481 (0.256)	-0.605 (0.212)
Took Contact Self:Immigrant Background Interaction	NA	0.528 (0.596)

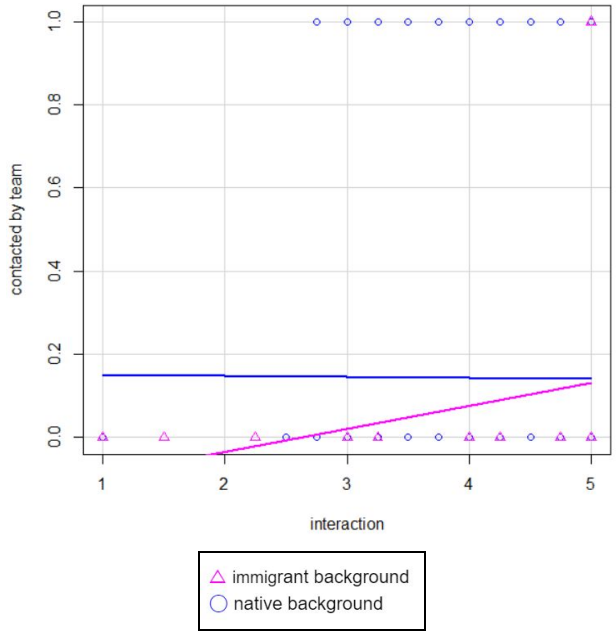
p < 0.1 '.'; p < 0.05 '*'; p < 0.01 '**' ; p < 0.001 '***'

Interaction Plots for Being Contacted By Team

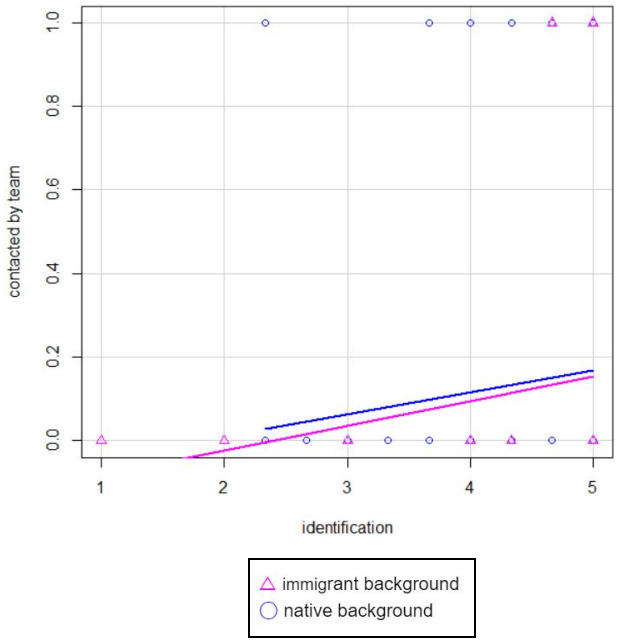
Figure 23

Interaction Plots for Social Integration vs. Contacted By Team by Immigrant Background

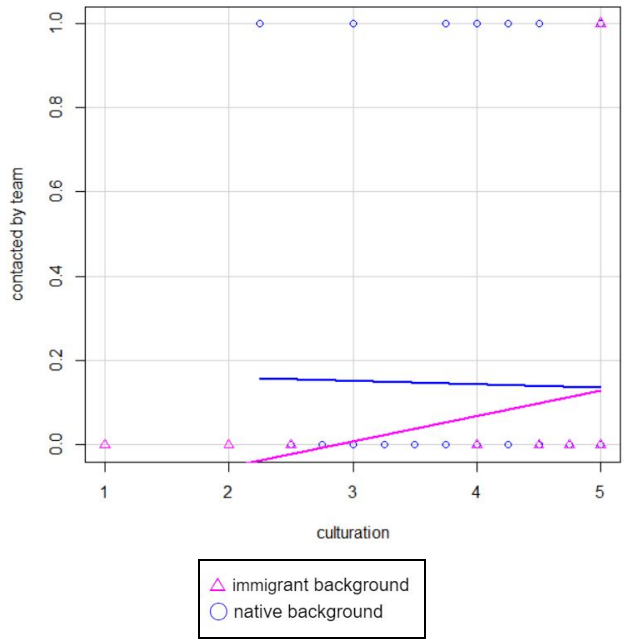
23.1



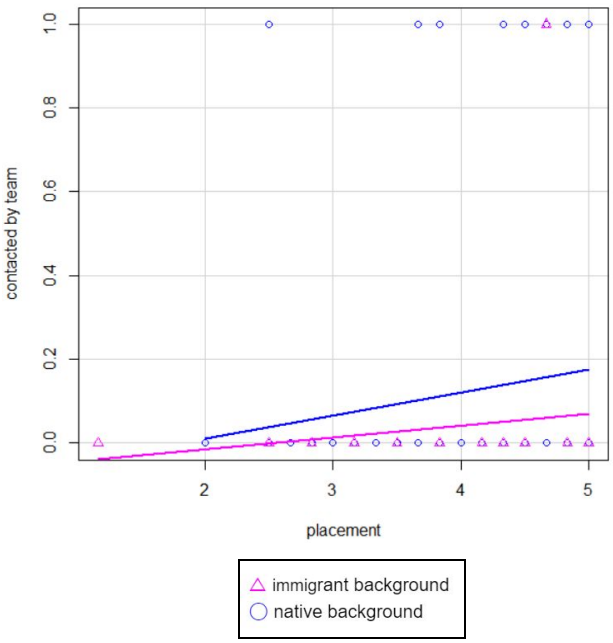
23.2



23.3



23.4



Interaction Analysis for Being Contacted By Team

Table 35

Ordinal Regression for Contacted By Team:Immigrant Background vs. Social Integration

Ordinal Regression Output	estimate (p-value)	
	Without Interaction	With Interaction
Interaction		
Contacted by Team	0.104 (0.775)	-0.086 (0.819)
Immigrant Background	0.375 (0.367)	0.129 (0.897)
Contacted by Team:Immigrant Background Interaction	NA	14.743 (0.0000) ***
Culturation		
Contacted by Team	0.138 (0.712)	-0.068 (0.859)
Immigrant Background	0.382 (0.348)	0.140 (0.738)
Contacted by Team:Immigrant Background Interaction	NA	14.727 (0.0000) ***
Placement		
Contacted by Team	0.505 (0.166)	0.474 (0.205)
Immigrant Background	-0.434 (0.305)	0.478 (0.279)
Contacted by Team:Immigrant Background Interaction	NA	0.540 (0.726)

p < 0.1 '.'; p < 0.05 '*'; p < 0.01 '**' ; p < 0.001 '***'

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