THE RELATIONSHIP BETWEEN SPORT CLIMATE AND LIFE SKILLS IN YOUTH

Wageningen University – Department of Social Sciences

MSc Thesis Health and Society

The Relationship between Sport Climate and Life Skills in Youth

January 2015

Applied Communication Science
Specialisation Health and Society

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Thesis code: HSO-80336

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Abstract

Nowadays there is a scientific and societal interest in the development of life skills through sport, mainly in youth. To create positive youth development, a positive sport participation environment is essential. An important part of the sport participation environment is the sport climate (motivational and caring). The aim of this thesis is to contribute to knowledge on the relationship between the sport climate and the development of life skills in youth. The central research question is: What is the relationship between the sport climate and life skills in youth of 12 to 20 years old who are active in a team sport? To answer this question, a total of 173 Dutch youth aged 12 to 20 years old active in a team sport, who were a member of a sport association and had a trainer or coach participated in a cross sectional survey (examining the motivational sport climate, self-regulatory skills and sense of coherence). Additionally, four basketball coaches who focus on the personal development of their players participated in an interview (examining the sport climate and personal development). Results suggest that a positive motivational sport climate might be important for the development of self-regulatory skills and that there is no relationship between the motivational sport climate and sense of coherence. However, a significant relationship found between enjoyment of sport and sense of coherence suggests that the relationship between a positive motivational sport climate and sense of coherence might be more important than suggested by the findings in this thesis. Interview results suggest that the interviewed coaches aim to impact the caring and motivational sport climate positively and use various strategies to influence the personal development of youth. In conclusion, a positive sport climate might be a promising concept to focus on in order to develop life skills in youth through sport. The influence of coaches on the relationship between the sport climate and life skills is important. The findings indicate that more research is useful and needed to gain more knowledge on the relationship between the sport climate and life skills development in youth.

Keywords: SPORT CLIMATE, DEVELOPMENT, LIFE SKILLS, YOUTH, SPORT, SELF-REGULATORY SKILLS, SENSE OF COHERENCE

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1. Introduction

Sport is recognised as a manner for personal development, as there is a widespread belief that participation in sport contributes to the capacity of youth to deal with life's challenges (Goudas, Dermitzaki, Leondari, & Danish, 2006). A scientific and societal interest that clearly exists nowadays is the development of life skills through sport, mainly in youth (Gould & Carson, 2008). The aim of this thesis is to contribute to knowledge on the relationship between the sport climate and the development of life skills in youth.

Life skills are skills that are important in different domains of life, such as home, school and neighbourhoods (Danish, Forneris, Hodge, & Heke, 2004). Teaching life skills is important for the improvement of healthy child and adolescent development, and for making youth ready for the changing social environments they will experience during their lives (World Health Organisation/Fédération Internationale de Médecine du Sport Comittee on Physical Activity for Health, 1995). Sport is a suitable context for teaching life skills (Goudas et al., 2006), for example because of the apparent resemblance of mental skills needed in sport and in non-sport contexts, the acquaintance of youth with sport as it is a familiar domain in the society, the emphasis of sport on training and performance just like in work and school and the similarity in learning of sport skills and life skills through demonstration, modeling and practice (Goudas et al., 2006). Skills can be named life skills, when efforts are made to transfer skills to other domains of life (Gould & Carson, 2008).

Mere participation in sport does not automatically result in the development of life skills. The skills have to be purposely taught throughout the sport experience. In order to create positive youth development as the result of sport, a positive sport participation environment is fundamental (Bailey, 2006). There are different characteristics (e.g. positive social norms, appropriate adult supervision) necessary to create a positive development context (Danish et al., 2004). The sport climate plays an important role for these characteristics. The sport climate consists of the motivational- and the caring sport climate.

The motivational sport climate is a psychological atmosphere, formed by the combination of rewards and 'punishments', interpersonal interactions, evaluation standards and the norms and values of the sport environment (Smith, Cumming, & Smoll, 2008). The motivational sport climate influences the way participants of sport look upon achievement and goals, it influences cognitions, behaviours and affective reactions. Goal orientation is a key concept regarding the motivational sport climate. Someone can be task (or mastery) oriented or ego (performance) oriented (Ames, 1992a; Nicholls, 1989). When someone is task (mastery) oriented, success will be defined by personal development and effort. When someone is ego (performance) oriented, success will be defined by the comparison

with the performance of others (Nicholls, 1989). People in a task (mastery) oriented motivational sport climate often have higher intrinsic motivation, more enjoyment, and can cope better with emotions such as anxiety (Smith et al., 2008). In contrast, people in an ego (performance) oriented motivational sport climate often show more negative outcomes, for example fear of failure (Smith et al., 2008). In addition to the motivational sport climate, the caring sport climate is important as coaches of positive caring climates are often more focused on personal development of athletes (Gould, Flett, & Lauer, 2012). The caring climate is formed by perceptions of athletes of a safe, inviting and supportive sport context. Feeling valued and respected is also part of the caring climate (Fry & Gano-Overway, 2010; Gould et al., 2012). The motivational and caring sport climate are likely to have an influence on the development of life skills in youth (Gould et al., 2012), the role of coaches is very important in creating a positive and engaging climate to facilitate this development (Bailey, 2006).

Results of studies examining whether life skills are developed through sport are inconsistent (Gould & Carson, 2008). The knowledge about if and how life skills are developed through sport is limited, research did not yet identify clear explanations for how life skills can improve a young person's life and wellbeing (Gould & Carson, 2008). More research is needed to get a better understanding of if and how life skills are developed through sport. This thesis will contribute to knowledge on the relationship between the sport climate and the development of life skills in youth. The central research question of this thesis is: What is the relationship between the sport climate and life skills in youth of 12 to 20 years old who are active in a team sport? A team sport is defined as any sport that involves individuals participating together in a group, to accomplish a shared goal.

The societal relevance of this thesis is that there are many youth sport organisations that have social-mental development as one of their main goals (Gould & Carson, 2008), for these organisations it is important to get empirical support for positive youth development through sport. Without it they will find it increasingly difficult to show positive value of their activities, which can make it harder to attain funding (Gould & Carson, 2008). Sport programs, especially those that facilitate youth development, can be important for the society as they can result in positive societal effects (Gould & Carson, 2008). The Dutch Olympic committee (NOC*NSF) for example, mentions that sport contributes to physical and mental wellbeing, economy, education and socialisation of youth, social cohesion and contact between different ethnicities in neighbourhoods, innovation and sustainability (Boonstra & Hermens, 2011).

2. Theoretical framework

In this chapter a theoretical framework is presented which forms the basis for the examination of the relationship between the sport climate and life skills. First, the outcomes of existing literature about physical education and sport in relation to children's development (five domains) are discussed to set the scene of where life skills fit in. Next, life skills are discussed and a model of coaching life skills through sport is introduced, followed by a discussion of the sport climate. This is followed by a discussion of the specific concepts that are examined and a modified model (based on the model of coaching life skills through sport) to fit the conceptual framework of this thesis. The chapter is closed by the formulated research questions and hypotheses.

2.1 Domains of youth development

Findings of a review by Bailey (2006), which examined the effect of physical education and sport on the development of children, suggest that outcomes of physical education and sport (in schools) can be understood in relation to children's development in five domains: physical, lifestyle, affective, social and cognitive.

Physical domain

In relation to the first domain (physical) it has been found that physical activity increases longevity and reduces the chance of getting non-communicable, chronic diseases such as coronary heart disease, hypertension, osteoporosis and diabetes mellitus (World Health Organisation/Fédération Internationale de Médecine du Sport Comittee on Physical Activity for Health, 1995). Physical education is also important for the regulation of healthy body weight and the prevention of overweight and obesity, and it helps the optimal performance of the body's defences against infections (World Health Organisation/Fédération Internationale de Médecine du Sport Comittee on Physical Activity for Health, 1995). A study by Okely et al. (2001) assessed male and female children on six fundamental movement skills (vertical jump, run, kick, catch, overhand throw and forehand strike) using a self-report recall measure. The children reported the type, duration and frequency of participation in physical activity. Multiple regression analysis showed that the ability to perform basic movement skills is significantly related to time spent in organised physical activity, however the percentage of variance it could explain was small. This is possibly caused by the use of self-report, which is not exact, and the limited range of movement skills in the study (Okely, Patterson, & Booth, 2001). In addition it could also mean that there are other variables that better explain the relationship between the ability to perform basic movement skills and time spent in organised physical activity. There was no relationship between nonorganised physical activity and basic movement skills (Okely et al., 2001). As the study did find a significant relation (although with a low R^2) it therefore supports the importance of teaching

basic movement skills, which might result in a more active lifestyle during childhood and later in life (Okely et al., 2001).

Lifestyle domain

In relation to the second domain (lifestyle), teaching children to be physically active, can be important for their lifestyle later in life (Bailey, 2006). Physical activity may indirectly influence health behaviours such as smoking, stress controlling, overeating and risk taking (Blair, Jacobs Jr, & Powell, 1985). A study by Pate et al. (2000) who examined the relation between sport participation and other health behaviours among high school students of the United States using a survey, concluded that sport participation is associated with various positive health behaviours and only few negative health behaviours (Pate, Trost, Levin, & Dowda, 2000). A study by Kelder et al. (1994) indicated that there is evidence for early consolidation and tracking of smoking behaviour, food preference and also physical activity. This study measured these behaviours in seven annual waves and the results showed that students measured at baseline as high remained high during the years, and students who measured low remained low (Kelder, Perry, Klepp, & Lytle, 1994). In another study by Raitaken et al. (1994), who conducted a 6-year follow up study of two groups of adolescents (an active group and a sedentary group), the authors concluded that the level of physical activity significantly tracks from adolescence to young adulthood. Interestingly, physical *in*activity showed better tracking than physical activity (Raitakan et al., 1994). However not every study found evidence of tracking of physical activity, an example of this is the Amsterdam Longitudinal Growth and Health Study (van Mechelen, Twisk, Post, Snel, & Kemper, 2000). This study measured habitual physical activity behaviour of Dutch males and females over a 15-year period, and the results showed a significant decrease in physical activity over time.

Affestive domain

For the third domain (affective), regular activity can have beneficial effects for the psychological well-being of children and youth. The effect is the strongest for self-esteem, but other associations include reduced anxiety, stress and depression (Bailey, 2006). It is important to note that many studies examining physical activity and mental health lack clear evidence about plausible and explanatory mechanisms of how physical activity affects psychological well-being (Dishman, 1995).

Social domain

In relation to the fourth domain (social), physical education and sport can positively affect the social development and prosocial behaviour of youth. Various studies have shown that properly presented and structured activities can support the development of prosocial behaviour, and can lessen antisocial

and criminal behaviours in youth (Bailey, 2006). But the effect of physical education and sport on social development is a debated topic in literature. Prosocial behaviour does not automatically improve as a result of engagement in physical education and sport (Bailey, 2006), and there are studies that also show negative effects. An example of this is a study by Papaioannou et al. (2004), in which Greek school pupils filled in questionnaires assessing health-related attitudes and behaviour. The results indicated that the sport structure of the schools in this study excluded many young people and was positively related to sport violence. The authors concluded that sport can be promising in promoting good health behaviour, but more efforts to combat sport violence and a less demanding sport context is necessary (Papaioannou, Karastogiannidou, & Theodorakis, 2004).

Cognitive domain

The last domain (cognitive), can be affected by physical education and sport as it might enhance academic performance by "increasing the flow of blood to the brain, enhancing mood, increasing mental alertness, and improving self-esteem" (Bailey, 2006, p. 399). In a review (Singh, Uijtdewilligen, Twisk, van Mechelen, & Chinapaw, 2012) about the influence of physical activity on performance at school, it is concluded that literature examining this influence provides inconclusive evidence on a positive relationship. Research is ongoing to get a better understanding of the effect of physical activity on academic performance (Singh et al., 2012).

Firm conclusions about the effect of physical activity and sport on the five domains of children's development cannot yet be drawn. Many underlying mechanisms are still not known, therefore it is important that research examining positive effects of physical activity and sport on the development of youth continues. Examining the relationship between sport climate and life skills development in this thesis, will contribute to more knowledge.

2.2 Life skills

In regards to the five domains of youth development as outcomes of physical education and sport, life skills fit well in the affective (e.g. self-esteem and emotional control), social (e.g. communicating effectively with peers and adults) and cognitive domains (e.g. goal setting and effective decision making), because of the overlapping content of these domains with life skills.

Definition of life skills

What exactly are 'life skills'? Steve Danish of the Life Skills Center at Virginia Commonwealth University (one of the leading advocates for life skills development in youth) and his colleagues argue that youth should be assessed, not in terms of their problems or lack of problems, but in terms of their

potential. This thesis shares this view, as the focus will lie on how youth can increase their potential by developing life skills via sport participation. Being competent and successful is more than being problem-free. Youth should be taught the skills, values, attitudes and knowledge to enable them to grow confidence in the future, to get a better sense of personal control over themselves and their physical and social environment, and to become better citizens (Danish et al., 2004). Danish and his colleagues define life skills as "those skills that enable individuals to succeed in the different environments in which they live, such as school, home and in their neighbourhoods. Life skills can be behavioural (communicating effectively with peers and adults) or cognitive (making effective decisions); interpersonal (being assertive) or intrapersonal (setting goals)" (Danish et al., 2004, p. 40). Another definition of life skills is given by Gould & Carson (2008), who did a literature review about life skills development through sport. They defined life skills as "those internal personal assets, characteristics and skills such as goal setting, emotional control, self-esteem, and hard work ethic that can be facilitated or developed in sport and are transferred for use in non-sport settings" (Gould & Carson, 2008, p. 60). Essential in both definitions is that the skills have to be transferable to other life situations.

Development of life skills through sport

According to the World Health Organisation (1999) the teaching of life skills is essential for the promotion of healthy child and adolescent development, and for preparing youth for their changing social conditions. It is argued that life skills can be learned in the same way as physical skills, through demonstration and practice. Some important skills that can be learned in sport that are transferable to other life domains include: "the abilities to perform under pressure, solve problems, meet deadlines and/or challenges, set goals, communicate, handle both success and failure, work with a team and within a system, and receive feedback and benefit from it (Papacharisis, Goudas, Danish, & Theodorakis, 2005, p. 248). Something can qualify as a life skill, when efforts are made to transfer skills to other domains of life (Gould & Carson, 2008). An example of an effort to transfer a skill to other life situations is when a trainer/coach emphasizes the importance of transferring a certain skill to other life situations.

An important question is: Are life skills developed through sport participation? Results of studies examining whether life skills are developed through sport are inconsistent (Gould & Carson, 2008). Some studies show that life skills are not developed through sport and other studies show that, under the right conditions, sport can be important in facilitating the development of life skills (Gould & Carson, 2008). Researchers conclude that sport has the potential to facilitate the development of life skills, however they must be specifically targeted in the sport program (Gould & Carson, 2008). Intervention studies have been held to assess the efficacy of certain sport programs aiming to develop

youth life skills. Papacharisis et al. (2005) examined a sport life skills program with an intervention and a control group. The intervention group followed 15-minutes sessions where goal setting, problem solving and positive thinking was the focus. The results indicated that the intervention group showed better knowledge of life skills taught, had better belief about problem solving, more constructive thinking about goal setting, and also performed better physically than the control group (Papacharisis et al., 2005). Another study by Holt et al. (2008) examined how youth learned life skills through their participation in a high school soccer team. They did not find evidence for direct learning of life skills, however they identified the importance of the structure and context (climate) of the sport program to facilitate positive outcomes of sport participation. The relationship between the coach and the young athletes, and the conditions that are created by the coach to teach the young athletes certain skills are important (Holt, Tink, Mandigo, & Fox, 2008). Gould et al. (2006, 2007) examined high school football coaches who are recognised for their abilities to teach life skills in youth. They conducted interviews and they indicated four sets of factors that were important characteristics of the coaches. First, the coaches had well-developed coaching philosophies that emphasised the importance of teaching life skills. Second, the coaches were able to form strong relationships and connections with their players. Third, the coaches had several well-thought out strategies about how to teach life skills. The last factor was the recognition of the influence of the social environment (e.g. socioeconomic status, parents) on the development of life skills, and the adaptation to resolve certain issues because of the social environment (Gould, Chung, Smith, & White, 2006; Gould, Collins, Lauer, & Chung, 2007). The coaches in the study by Gould et al. (2006, 2007) viewed the teaching of life skills as an integrated activity from their general coaching duties. They infused the teaching of life skills in their on-the-field coaching. As indicated by the inconsistent results of studies, more research is needed to get a better understanding of if and how life skills are developed through sport and what the role of coaches is in the facilitating of teaching life skills.

Model of coaching life skills through sport

Gould & Carson (2008) developed a model (figure 1) based on their review of literature on positive youth development through extracurricular activities, sport psychological life skills and positive youth development through sport. This model was made as a research guide and as a framework for sport programs that aim to develop life skills. The authors emphasize that the model is a starting point and has not been directly tested (Gould & Carson, 2008). The model will be adapted in the next chapter to better fit the purpose of this thesis.

The model begins on the left with internal and external assets, which create the pre-existing state of the young athlete. The key point is that young people who start participating in a sport program already possess certain competencies, life skills and external resources. These competencies, life skills and resources will have an effect on the success a program will have in teaching life skills (Gould & Carson, 2008).

The next component is the sport participation experience, which emphasizes the teaching and coaching of life skills. This is important because coaches/trainers are highly involved in creating a motivational context for youth and a coach's attitude and behaviour are important factors that influence the ability to facilitate life skills development (Gould & Carson, 2008). The sport participation experience component of this model is therefore closely related to the sport climate. A study by Jowett et al. (2005) showed that the philosophy about teaching life skills of a coach and the ability to establish relationships with his or her athletes are key factors to an individual's ability for teaching life skills (Jowett, Paull, Pensgaard, Hoegmo, & Riise, 2005). This was also found in a study by Gould et al. (2007)
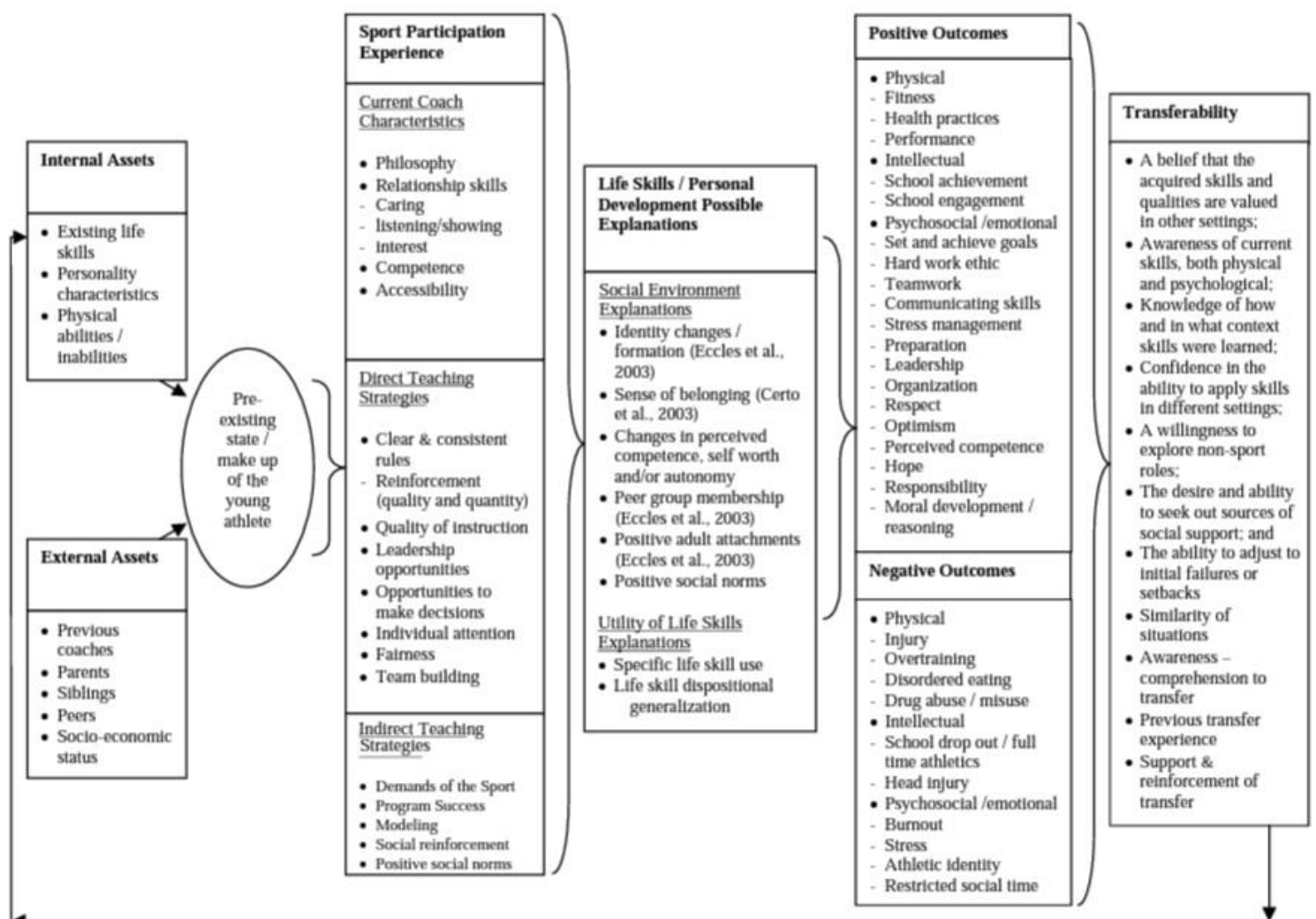

Figure 1. A model of coaching life skills through sport. (Gould & Carson, 2008)

as mentioned earlier. A coach's competence and accessibility are also very important. Coaches use direct and indirect strategies to teach life skills, the specific strategies are listed in the model. A coach has less control over the indirect strategies (Gould & Carson, 2008).

The third component of the model include possible explanations of life skills/personal development. The model includes two sets of explanations, explanations based on the social environment, and explanations based on utility of life skills strategies (Gould & Carson, 2008). In the model different theories related to the social environment are listed. The utility of specific life skills implies that certain skills (e.g. stress management, goal setting) might be directly transferred to contexts outside of sport. Additionally, life skills include the development of general traits as self-esteem and confidence. These general traits can generalize to other aspects of life (Gould & Carson, 2008). For example when someone improves his or hers self-esteem by becoming better at playing a certain sport, this improved self-esteem can positively influence other aspects of his or hers life.

A note to the development of life skills is that research did not yet identify clear explanations for how life skills can improve a young person's life and wellbeing. The general idea is that the competencies and traits learned from the development of life skills, lead to beneficial outcomes for the individual who develops the life skills (Gould & Carson, 2008). These positive outcomes are listed in the fourth component of the model. The positive outcomes are categorised as physical, intellectual and psychosocial/emotional. The negative outcomes in the model will not be discussed in this thesis.

The final component of the model is about factors that influence the transferability of life skills developed during a sport program to contexts outside of sport. Because life skills do not automatically transfer to non-sport contexts this component of the model is very important. Various factors that may influence if and to what degree life skills transfer over to other life aspects are listed in figure 1. The feedback loop depicted by the arrows in the model, indicates that the outcomes of the life skill development influence the internal assets component.

2.3 Sport climate

An important note to the beneficial effects of sport and physical education in the development of youth, is that these effects do not occur automatically. The effects are dependent on the context that is influenced by several factors. Examples of those factors include the background and competences of sport coaches or trainers and the social environment of the sport participants. Additionally, skills have to be intentionally taught throughout the sport experience. There are different characteristics (e.g. positive social norms, appropriate adult supervision) necessary to create a positive development context (Danish et al., 2004). The development of social skills and values in youth is the most likely to occur in contexts supported by suitable trainers/coaches (Bailey, 2006), proper supervision and attention is necessary (Boonstra & Hermens, 2011). The actions and interactions of trainers/coaches

mostly determine whether youth experience these positive aspects of physical education and sport, and whether youth realize the potential for development. Contexts emphasizing positive experiences based on enjoyment, diversity, and the engagement of all, are fundamental (Bailey, 2006). Therefore, to create positive youth development through sport, the sport context or climate has to be positive as well. The sport climate is a psychological atmosphere combined by the motivational sport climate and the caring sport climate.

Motivational sport climate

A concept related to how individuals perceive the motivational sport climate is goal orientation. Goal orientation is about how one interprets achievement (Ntoumanis & Biddle, 1999). When an individual defines success or failure, by comparing the performance of others with the performance of their own, an ego goal orientation is adopted (Nicholls, 1989). When success or failure is defined by personal improvement and personal learning, a task goal orientation is adopted (Nicholls, 1989). An ego- or task goal orientation, signals the reasons, development and consequences for someone's motivation, not the amount of motivation (Ntoumanis & Biddle, 1999). Whether an individual is task- or ego goal oriented in a situation is dependent on someone's disposition for task- or ego goal orientation and factors from the social climate (Ntoumanis & Biddle, 1999). Also in sport environments the factors from the social sport climate play a role in what type of goal orientation individuals adopt. Knowledge of the factors from the social climate that influence the type of goal orientation an individual might adopt, is mainly based on the work of Ames (Ames, 1992a, 1992b). Ames examined motivational climates in academic settings and explained motivational climates in two different perceptions: mastery (task) and performance (ego) (Ames, 1992a). Ames indicated six variables that differ between a mastery and a performance climate: "Task (design of tasks), Authority (location of decision-making), Recognition (distribution of rewards), Grouping (manner and frequency of grouping), Evaluation (standards for performance) and Time (pace of learning)" (Ntoumanis & Biddle, 1999, p. 644). The combination of the six variables are named TARGET. Students will perceive their classroom climate as a mastery climate when they are involved in decision making, they are not grouped based on ability, when success is about individual effort and improvement and when new learning strategies are encouraged (Ames, 1992b). Mastery-oriented motivational climates are linked to the use of effective learning strategies, increased effort and more positive viewpoints towards activities (Ames & Archer, 1988). On the other hand, when the focus of learning is on comparison between students, assessments are based on normative standards, students are grouped based on ability and when time for learning is not flexible, then it is expected that students perceive their classroom climate as a performance climate (Ames, 1992b). Students in a performance climate tend to see failure as a lack of ability, use ineffective learning strategies and have low effort and persistence

(Ames & Archer, 1988). The theories of Ames and the research findings in academic settings are important in explaining how different factors of motivational climates influence the motivational processes individuals use, such as effort, persistence, cognitions, emotions and behaviour (Ntoumanis & Biddle, 1999). Also in physical activity and sport settings the motivational climate is important in how people perceive their participation. Ntoumanis & Biddle (1999) did a literature review about the influence of different factors of motivational climates on sport, physical education and exercise participants. They reviewed 14 articles about motivational climates in physical activity, and indicated magnitude of relationships between different motivational climates and cognition and affect, by accumulating effect sizes of these 14 studies (Ntoumanis & Biddle, 1999). In general the results showed that when the motivational physical activity climate is perceived as a mastery climate, and when instructions are task-oriented, individuals are more likely to show effective and positive cognitive, affective and behavioural motivational processes. When the climate is perceived as performance-oriented and instructions are ego-oriented, individuals are more likely to show more negative motivational processes (Ntoumanis & Biddle, 1999). Also studies that specifically examined sport settings, showed that the perception of a mastery climate was associated with positive patterns, such as increased perceived competence, task-goal orientation, self-efficacy, effort and enjoyment. In contrast, the perception of a performance climate was associated with more negative patterns, such as increased worry, focus on ability and an ego goal orientation (Ntoumanis & Biddle, 1999).

There is much interest in understanding the influence of the sport experience on positive personal and life skills development of youth (Gould et al., 2012). The motivational sport climate is one variable that is likely to be related to personal and life skills gains by young athletes. When the focus is on a mastery-oriented climate, the sport environment can facilitate young athletes to be more encouraged and focused on self-improvement. An ego-orientation climate may result in young athletes to focus more on ability and on performing better than others, instead of improving personal and life skills (Gould et al., 2012).

Caring sport climate

Another variable likely related to personal and life skills gains by young athletes is the caring climate supported by coaches. The caring climate is about how someone perceives the sport context as safe, inviting and supportive, also feeling valued and respected is part of the caring climate (Fry & Gano-Overway, 2010; Gould et al., 2012). Caring climates are likely to develop personal and life skills in young athletes, because coaches of positive caring climates are more focused on the personal development of their athletes. Also good relationships with adults can be a source of empathy and acceptance for youth, which helps youth to control emotions and deal with possible negative stimuli affecting their self-esteem (Gould et al., 2012). Caring climates can increase enjoyment and commitment, and

increases caring and positive attitudes and behaviours of athletes towards their coaches and teammates (Fry & Gano-Overway, 2010). By providing a caring climate, coaches can stimulate more involvement in sport by their athletes. This increased involvement is important in increasing the chance of positive youth development and promoting life-long physical activity through sports (Fry & Gano-Overway, 2010).

More research is needed to get a better understanding of the relationship between the sport climate and the development of personal and life skills, and to test whether the theories about the relationship that are known now are accurate.

2.4 Selected concepts and modified model

To examine the relationship between the sport climate and life skills, choices had to be made in selecting certain life skills to investigate in this thesis because of time restraints and limiting the total length of the survey for people to fill in.

Self-regulatory skills

This thesis will examine self-regulatory (life) skills. This is chosen, because it has been found that self-regulation is positively related to skill and performance level in different domains, such as academic performance, sport and music (Toering, Elferink-Gemser, Jonker, van Heuvelen, & Visscher, 2012). This makes self-regulatory skills interesting as they fit well with the purpose of life skills to carry over to different domains of life. "Self-regulation is the degree to which learners are metacognitively, motivationally, and behaviourally proactive participants in their own learning process" (Jonker, Elferink-Gemser, Toering, Lyons, & Visscher, 2010, p. 1606; Zimmerman, 1986). The sporting environment is suitable for the development of self-regulatory skills as athletes can develop them by setting goals of improvement and achievement and by getting continuous feedback from coaches/trainers (Jonker et al., 2010). The metacognitive component of self-regulation indicates the knowledge and consciousness of an individual's own thinking, it consists of planning, self-monitoring, evaluation, and reflection (Jonker et al., 2010). Planning is important as it eases the execution of a task and increases the chance to accomplishing a task. Self-monitoring involves awareness of what one is doing, being conscious of following one's plan, and knowing what to do next. Evaluation involves both evaluating the process and the outcome. Evaluation is important to know to what extent a goal is achieved and to determine how effective one was in achieving this goal. Reflection makes it possible for one to learn about and consider their planning, monitoring and evaluating during and after the different stages (Ertmer & Newby, 1996). The motivational component indicates the extent to which individuals are autonomously, self-efficaciously, and motivated to achieve certain goals. Effort and self-

efficacy are subcomponents of motivation (Jonker et al., 2010). To reach optimal levels of performance effort is necessary (Ericsson, Krampe, & Tesch-Römer, 1993) and self-efficacy refers to one's belief that they can cope with requirement and difficulties of certain tasks, which will increase their motivation (Bandura, 1993).

Sense of coherence

In addition to self-regulation, this thesis will also examine the relationship between sense of coherence and the sport climate. Sense of coherence provides an explanation of the role of difficulties and stress in the functioning of individuals (Antonovsky, 1993). Sense of coherence fits well in this thesis as the concept of sense of coherence is important in coping with stressors, which could also come up in the sport climate affecting the sport participation experience of young athletes. In a study by Endo et al. (2012), the level of sense of coherence was compared between athletes and non-athletes. Results showed the possibility that sport is related to sense of coherence, as athletes showed higher levels of sense of coherence than non-athletes (Endo, Kanou, & Oishi, 2012). The same results were found in another study by Myrin & Lagerström (2006), who also found that sense of coherence was higher among children who participated in sport in comparison with children that did not participate in sport (Myrin & Lagerström, 2006). The findings of these studies suggest that sport can strengthen sense of coherence, however this is not yet investigated. No literature could be found which examined the factors of sport that might have an influence on sense of coherence. Because of the interesting assumption that sense of coherence can be higher in athletes compared to non-athletes, this thesis will examine the relationship between the sport climate and sense of coherence. To examine this it is important to understand the theory behind sense of coherence.

Sense of coherence comes from salutogenesis. Salutogenesis is a model developed by Antonowsky (1979), it describes an approach that focuses on factors that support health and wellbeing, instead of factors that can cause negative effects on health. In salutogenesis the relationship between health, stress and coping is important (Antonovsky, 1979). The idea behind salutogenesis is that individuals during their life are in conflict with various difficulties and stressors. So called 'generalised resistance resources' (GRRs), are resources that help individuals to cope with or help avoid certain difficulties and stress. The quantity and quality of these GRRs acquired in one's life, build sense of coherence. Sense of coherence determines how effective an individual can use his or hers GRRs to overcome difficulties and stress (Antonovsky, 1979). Sense of coherence consists of three components: (1) comprehensibility, (2) manageability, (3) meaningfulness and is defined as "a global orientation that expresses the extent to which one has a pervasive, enduring though dynamic feeling of confidence that (1) the stimuli deriving from one's internal and external environments in the course of living are structured, predictable, and explicable; (2) the resources are available to one to meet the demands

posed by these stimuli; and (3) these demands are challenges, worthy of investment and engagement" (Antonovsky, 1987, p. 19). In other words, comprehensibility means that an individual can understand stimuli in life, and is able to broadly predict what kind of stimuli will appear. Manageability means that an individual feels that he or she has enough (life) skills, support and resources to manage certain stimuli, and that one has control over these stimuli or accepts that it is not possible to have control over certain stimuli. Meaningfulness means that an individual feels that certain stimuli in life are interesting and are worth to engage and put effort in.

Model of the relationship between the sport climate and life skills (development)

In figure 2, the motivational- and caring climate, sense of coherence and self-regulatory skills are included in a modified model. This modified model is based on the model of coaching life skills through sport (figure 1) by Gould & Carson (2008), but only includes the concepts that are examined in this
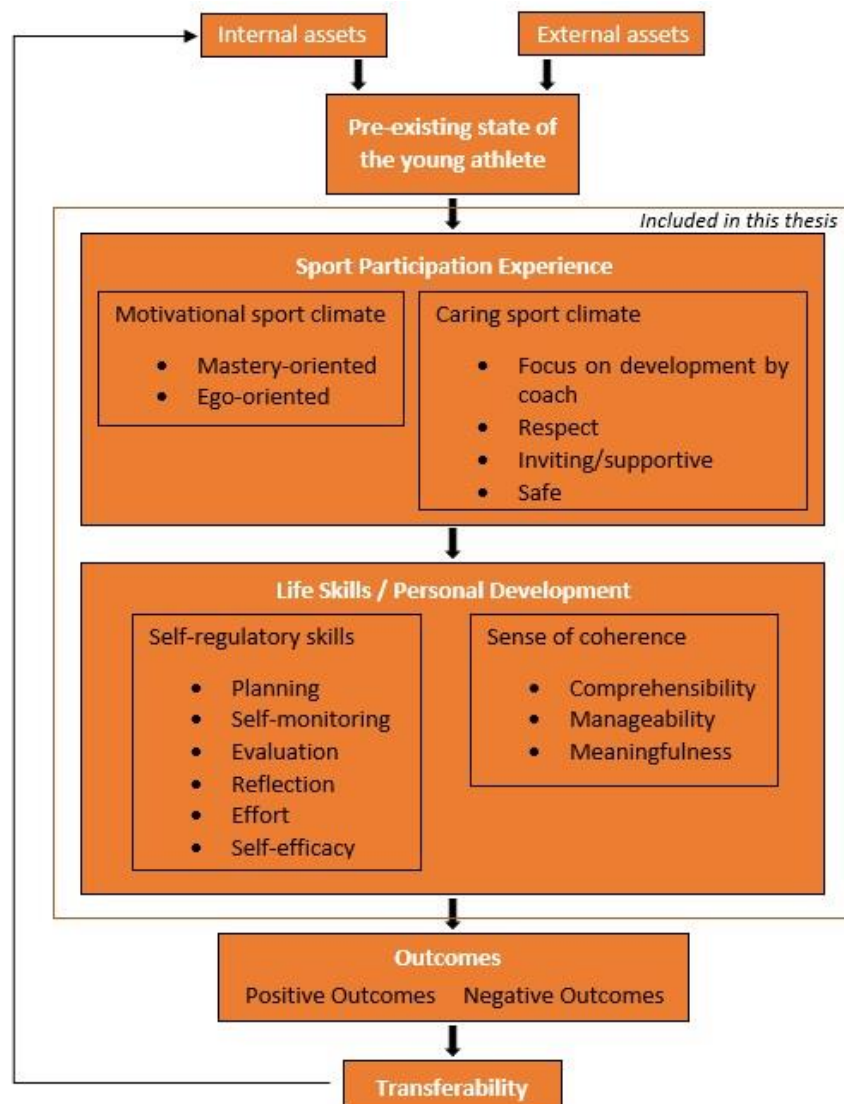

Figure 2. A model of the relationship between the sport climate
and life skills (development).

thesis. The modified model illustrating the relationship between the sport climate and life skills consists of the same components as the model shown in figure 1. In this thesis only the 'Sport Participation Experience' and the 'Life Skills/Personal Development' components will be examined, as indicated by the box around these two components. The model is meant as a visual representation of how sport can facilitate the development of life skills and what the influence is of the sport climate on this facilitation.

2.5 Research questions and hypotheses

The aim of this thesis is to contribute to knowledge on the relationship between the sport climate and the development of life skills in youth. The central research question is: What is the relationship between the sport climate and life skills in youth of 12 to 20 years old who are active in a team sport? To answer this question, the following research sub-questions are formulated:

1. What is the relationship between the motivational sport climate and self-regulatory skills in youth of 12 to 20 years old who are active in a team sport?
2. What is the relationship between the motivational sport climate and sense of coherence in youth of 12 to 20 years old who are active in a team sport?
3. How do coaches influence the sport climate?
4. How do coaches influence life skills development?

The model of the relationship between the sport climate and life skills (figure 2) will be used to answer these questions. To answer the first two sub-questions, which will be answered by quantitative research (survey), the following hypotheses will be tested:

- Mastery-oriented motivational sport climate is positively related to self-regulatory skills.
- Mastery-oriented motivational sport climate is positively related to sense of coherence.
- Ego-oriented motivational sport climate is negatively related to self-regulatory skills.
- Ego-oriented motivational sport climate is negatively related to sense of coherence.

The third and fourth sub-question will be answered by qualitative research (interviews).

Some core concepts are operationalised in Box 1.

Box 1. Core concepts

- Sport climate: A psychological atmosphere combined by the motivational sport climate (mastery-oriented or ego-oriented) and the caring sport climate (supported by coaches).

- Life skills: "Those skills that enable individuals to succeed in the different environments in which they live, such as school, home and in their neighbourhoods. Life skills can be behavioural (communicating effectively with peers and adults) or cognitive (making effective decisions); interpersonal (being assertive) or intrapersonal (setting goals)" (Danish et al., 2004, p. 40).

- Self-regulatory skills: "The degree to which learners are metacognitively, motivationally, and behaviourally proactive participants in their own learning process" (Jonker et al., 2010, p. 1606; Zimmerman, 1986).

- Sense of coherence: "a global orientation that expresses the extent to which one has a pervasive, enduring though dynamic feeling of confidence that (1) the stimuli deriving from one's internal and external environments in the course of living are structured, predictable, and explicable; (2) the resources are available to one to meet the demands posed by these stimuli; and (3) these demands are challenges, worthy of investment and engagement" (Antonovsky, 1987, p. 19).

- Team sport: Any sport that involves individuals participating together in a group, to accomplish a shared goal.

3. Methods

In this chapter the methods used to examine the theoretical concepts explained in the previous chapter and shown in figure 2, are discussed. In this thesis both quantitative and qualitative research methods are used. Both types of research can be used complementary to each other and can result in different results, knowledge and more insight. In this thesis, both types of research are combined to give more insight into the relationship between the sport climate and life skills in youth. First the quantitative sample and procedures, measures and data analysis are discussed. The chapter is closed with an explanation of the qualitative sample and procedures, measures and data analysis.

3.1 Quantitative methods

Sample and procedures

In the summer of 2014, self-administered data were collected from a cross-sectional survey, which targeted Dutch youth aged 12 to 20. The aim was to get around 100 to 200 completed surveys. Only people who were 12 to 20 years old, who were active in a team sport, who were a member of a sport association and who had a trainer or coach participated in this survey. People who did not meet these criteria were excluded from participation. The aim of 100 to 200 completed surveys was achieved as eventually 173 people participated in the survey, of which 127 participants completely filled in the questionnaire and 46 participants partially filled in the questionnaire. The sample of participants consisted of 88 females (50.9%) and 85 males (49.1%). The mean age of the participants was 15.48 (SD = 2.29). A cross-sectional survey fits the purpose of this thesis well, as it results in data that makes it possible to examine the relationship between the sport climate and life skills. In addition, because of time and resource limitations of this thesis, a cross-sectional survey is a good choice (Bowling & Ebrahim, 2005). The survey was digital and made by using the online survey software Qualtrics. An advantage of using a digital survey is that it was possible to make sure that every item of the survey was answered, thereby reducing the problem of item non-response.

Participants of the survey were recruited by contacting two high schools, sending e-mails to 33 different sport associations across the Netherlands, making a post on an internet forum (forum.scholieren.com), by sending an e-mail to students in their first study year of Wageningen University (only those who were 20 years or younger were asked to fill in the survey) and by using the social network of friends and relatives of the author of this thesis. Also a flyer was used to support the recruitment of participants, the flyer can be found in appendix I. To enhance the response rate, a lottery was linked to participation. The survey started with a consent form, where data confidentiality and anonymity were explained. This was especially important for participants who entered the lottery and gave their contact information. The survey results of the participants were used anonymously and only by the researchers involved in this thesis, the data was saved in an encrypted file. The names and

contact information of the participants who entered the lottery were not linked with their survey results, and were saved in an encrypted file. When the thesis was completed, this file was destroyed.

<u>Measures</u>

As quantitative measures, a questionnaire consisting of three scales was used: motivational sport climate, self-regulatory skills and sense of coherence. The questionnaire can be found in appendix III. In addition, age, gender, ethnicity, educational level, frequency of participating in sport, type of sport and enjoyment of sport were assessed.

Age was measured and coded as: age of 12 = 1, …, age of 20 = 9. Ethnicity was assessed by asking the country of birth of the participant's mother and the country of birth of the participant's father. The answer options were based on similar questionnaire items used by GGD's in the Netherlands (RIVM, 2005). Educational level was measured by asking what the level of the participants' current education program was (coded as: lowest educational level = 1, highest educational level = 7). When a participant had no current education program, the level of the highest completed education was asked. Frequency of participating in sport was assessed by asking the amount of training sessions in a usual week (coded as: once per week = 1, seven times per week = 7) and the average duration of these training sessions (coded as: 0-1 hours = 1, 3-4 hours = 4). The type of sport was measured by asking the sport the participants are active in. The answer options of this item were based on popular team sports in the Netherlands. Enjoyment of sport was assessed by asking how much the participants enjoy their sport on a four-point Likert scale ranging from (1) *no fun at all* to (4) *very fun.*

Motivational sport climate

The motivational sport climate scale is named "Motivational Climate Scale for Youth Sports" (Smith et al., 2008), translated in Dutch: "Motivationeel Sport Klimaat voor Jeugdsport". The items of the scale were translated by the author of this thesis. The scale consists of 12 items, six mastery-oriented sport climate items ($\alpha = .79$) and six ego-oriented motivational sport climate items ($\alpha = .70$). The items were filled in by the participants on a five-point Likert scale ranging from (1) *not at all true* to (5) *very true*. Average values for both types of motivational sport climate were computed for each participant, where higher values indicate a higher score for the specific motivational sport climate.

Self-regulatory skills

The self-regulatory skills scale is named "Zelf-regulatie in leersituaties – selfreport vragenlijst" (Toering et al., 2012), translated in English: "Self-Regulation of Learning - Self-Report Scale" (SRL-SRS). The SRL-SRS is based on English subscales of different authors, these subscales were translated and combined by the Dutch authors (Toering et al., 2012). The scale consists of 46 items related to the six

components of self-regulatory skills (planning, self-monitoring, evaluation, reflection, effort and self-efficacy). The eight planning items (α = .84), the six monitoring items (α = .74), the ten self-efficacy (α = .78) items and the nine effort items (α = .87) were filled in by participants on a four-point Likert scale from (1) *almost never* to (4) *almost always*. The next five reflection items (α = .69), were filled in on a five-point Likert scale ranging from (1) *totally agree* to (5) *totally disagree*. The final eight evaluation items (α = .83), were filled in on a five-point Likert scale from (1) *never* to (5) *always*. Average values for the six skills were computed for each participant, where higher values indicate higher levels of the specific self-regulatory skill.

Sense of coherence

The sense of coherence scale is named "Sense of Coherence vragenlijst voor Kinderen" (SOC-K), translated in English: "Sense of Coherence questionnaire for Children" (Jellesma, Meerum Terwogt, & Rieffe, 2006). The SOC-K is based on SOC-13, a questionnaire that is based on a shortened version of the 'Orientation to Life Questionnaire' that measured sense of coherence in adults (Jellesma et al., 2006), which has been used in literature about sense of coherence in many different populations (Jellesma, Rieffe, Meerum Terwogt, & Westenberg, 2011). SOC-K consists of 13 items (α = .85) about thoughts someone can have and situations someone can experience. There are 11 items where participants indicated their answer on a five-point Likert scale ranging from (1) *(almost) always* to (5) *(almost) never*. Two items were filled in on another scale from (1) *do not like it at all* to (5) *like it a lot*. Average values were computed for each participant, where higher values indicate higher levels of sense of coherence.

Data analysis

The data of the survey were analysed with IBM SPSS Statistics (version 22). First descriptive statistics were given for all variables. The mean and the standard deviation of the scores on sport climate, sense of coherence, self-regulatory scores, age, educational level and frequency of participating in sport were calculated. The data of these variables were checked for normality by making histograms. To use the categorical variable ethnicity in the analysis tests, dummy coding was used. EtBothNL is the code for both parents are born in the Netherlands, Et1NL1NotNL for one parent born and one parent not born in the Netherlands, EtBothNotNL for both parents are not born in the Netherlands. To test the relationship between the different variables, bivariate correlation analysis was conducted. To get more insight into the relationship between the sport climate and self-regulatory skills and the sport climate and sense of coherence, hierarchical multiple regression analysis was conducted. For the hierarchical multiple regressions analysis tests, relevant assumptions were tested first to check whether multiple regression was appropriate to use for the collected data in order to give valid results. The assumptions

tests were done for every single multiple regression that was performed. An analysis of standard residuals was carried out, which showed that the data contained no outliers. It was checked if the data met the assumption of collinearity, the tolerance statistics and the variance inflation factor statistics indicated that multicollinearity was not a concern. Durbin-Watson values indicated that the data met the assumption of independent errors. Histograms of standardised residuals indicated that the data contained approximately normally distributed errors. The P-P plots of the standardised residuals indicated the same, as all points were close to the line. Lastly, the scatterplots of the standardised predicted values indicated that the data met the assumption of homogeneity of variance and linearity. By doing hierarchical multiple regression analysis it is possible to test what the influence is of other variables (age, gender, ethnicity, educational level, frequency of participating in sport, and enjoyment of sport) as predictors (Field, 2009) for sense of coherence and self-regulatory skills. By controlling for these variables, the relationship between the sport climate and life skills can be examined more accurately. Sense of coherence and the six self-regulatory skills were the dependent variables and mastery-oriented sport climate, ego-oriented sport climate, age, gender, ethnicity (EtBothNL was left out of the regression, and served as the reference variable for the other two dummy codes), educational level, frequency of participating in sport, and enjoyment of sport were the independent variables (the predictors). The hierarchical multiple regressions were performed in three steps per regression. In the first step only the sport climate scores were entered in the regression. In the second step, to check what the influence is of controlling for demographic variables on the variance explained by the motivational sport climate, demographic variables (age, gender, educational level and ethnicity) were placed in the first block of the regression and the sport climate scores were placed in the second block. In the third step, to check what the influence is of also controlling for sport variables on the variance explained by the motivational sport climate, demographic variables and sport variables (sport participation frequency, duration of sport trainings and enjoyment of sport) were placed in the first block of the regression, and the sport climate scores were placed in the second block.

3.2 Qualitative methods

Sample and procedures

The aim of the interviews was to examine how coaches influence the sport climate and life skills development. Due to time limitations it was chosen to do three interviews. By doing semi-structured interviews a framework of themes can be explored. The questions are planned, but flexible. The semi-structured interviews make it possible for the participants to expand on areas which they feel are important (Britten, 1995).

To maximise the added value of the interviews, the coaches that were interviewed were selected based on the focus they placed on the personal development of their athletes. Sport associations that

place emphasis on personal development of their athletes were contacted to ask if they had coaches that wanted to participate in an interview. When a sport association was contacted, an interview information form was sent, which included information about this thesis and the procedure of the interview. This form was also shortly discussed at the start of the interviews. The information form can be found in appendix II. To build rapport during the interview, the body language of the participants was subtly mirrored, some responses were repeated or summarised by the interviewer, and at the end of the interviews the participants were thanked for their participation and a small gift was given. The interview results were used anonymously and only by the researchers involved in this thesis. The transcripts of the interviews were saved in an encrypted file. The audio files of the interviews were destroyed when the thesis was completed.

Three semi-structured interviews were held, in which four coaches were interviewed. The first interview was held on a Friday morning at 09:00 am in an office room. The duration of the interview was 40 minutes. The interviewee was a male basketball coach with 13 years of coaching experience. The second interview was held on a Friday morning at 10:00 am in an office room. The duration of this interview was 66 minutes. The interviewee was a male basketball coach who had 15 years of coaching experience. The third interview was held on a Wednesday evening at 21:00 pm in a storage room. The duration of the interview was 67 minutes. This interview was held with two interviewees: a male basketball coach and a female assistant basketball coach. They had been coaching together for 12 years. The female assistant coach was involved in the interview by request of the male coach, as the assistant coach focused more on the personal development of their athletes.

Measures

The main topics of the interviews with coaches were the sport climate and personal development of youth. To get insight into the caring climate, the interviews included questions about the focus on development, respect, inviting and supporting players and the type of context the coaches create (e.g. how is the respect between you and your players, and between the players themselves?). To get insight into the motivational climate the coaches create, the interviews included questions about factors that are important in a positive motivational climate. For example the way coaches look upon and react to success and failure and the role of enjoyment.

Questions related to personal development of youth were based on the four sets of factors (coaching philosophies, relationships, teaching strategies and social environment) that were important characteristics of the coaches examined by Gould et al. (2006, 2007). These factors are part of the model (figure 1) by Gould & Carson (2008) and questions referring to these factors were included in the interviews of this thesis. The interview also included questions about the development of life skills

in the athletes, and the strategies the coaches used to develop these skills (e.g. which specific skills have your focus in the development of your players and why?).

The interviews by Gould et al. (2007) examined how high school coaches developed life skills in their players. Because of the overlap with the aim of the interviews in this thesis, the questions asked by Gould et al. (2007) were also useful in this thesis. Therefore, the specific questions that were asked to the participants of the interviews in this thesis, were based on the questions that were asked to the participants of the interviews in the research of Gould et al. (2007). The interviews consisted of three questions about the background of the coach, six questions about team information, six questions about coaching philosophy, nine questions about coaching style, three questions about the development of life skills, four questions about player characteristics, and five questions about reflection of the development of the athletes. The list of questions used in these semi-structured interviews can be found in appendix IV.

Data analysis

Written transcripts of the interviews were made after the interviews were conducted. To assist the qualitative data analysis of the interviews, the software 'QDA Miner Lite v1.3' was used. The interviews were analysed by using hierarchical content analysis. Hierarchical content analysis involves the use of coding. The aim of hierarchical content analysis is to recognise patterns (by connecting codes) in the data collected and to explore how these patterns interact with each other hierarchically (by ordering codes into sub-themes and sub-themes into higher-order themes) (Sparkes & Smith, 2013). The following steps were taken to analyse the transcripts:

1. *Immersion*: The audio recorded interviews were listened to several times from an empathetic view point, and the interview transcripts were read thoroughly.
2. *Coding:* Codes of each participant's responses were searched for and identified, and a label was given to these codes.
3. *Connecting and ordering codes:* Codes that seemed to connect and fit well together were clustered. This created more meaningful categories or sub-themes, which were labelled. These sub-themes were then clustered into larger, more inclusive categories or higher-order themes, which were also given labels that represent the sub-themes they contained.
4. *Checking:* The data codes and themes were examined again, and it was made sure that all codes and themes derived from the written interview transcripts were represented.
5. *Table:* The results were ordered in a table, which shows the hierarchically nature of the codes and themes created.

The framework that was used to code the interviews, is the second component of the model (figure 1) by Gould & Carson (2008). This second component is closely related to the sport climate and life skill development supported by coaches, which are the main topics of the interviews. The model was mainly used to structure the table in line with the theoretical framework of this thesis.

4. Results

This chapter starts with the quantitative results derived from the analyses of the questionnaire data, followed by the qualitative results of the interviews.

4.1 Quantitative results

Descriptive analysis

Table 1 shows descriptive statistics of the sample of participations of the survey (percentages are given for gender, ethnicity, education and sport types). In table 2, means and standard deviations of the variables used in this thesis are presented.

Table 1
Statistics for gender, ethnicity, education and sport types

	%
Gender	
Men/women	49.1/50.9
Ethnicity	
Both parents born in the Netherlands/one parent born, one parent not born in the Netherlands/both parents not born in the Netherlands	71.7/12.7/15.6
Parent born in the Netherlands (mother/father)	(76.9/76.3)
Parent born in Suriname, Netherlands Antilles, Aruba, Turkey or Morocco (mother/father)	(11.7/14.5)
Parent born in other countries (mother/father)	(11.6/9.2)
Education	
Elementary school	0.6
VMBO	4.0
MBO	1.2
HAVO	26.0
VWO	41.6
HBO	1.7
University	22.0
No currrent education (highest finished education)	2.9 (1.7 elementary school, 1.2 VWO)
Sport types	
Soccer	32.7
Basketball	13.5
Volleyball	11.7
Field hockey	9.9
Korfball	9.9
Handball	5.3
Water polo	2.3
Other sports	13.5

Table 2
Means (*M*) and standard deviations *(SD)* for the variables used in this thesis.

Variables	M	SD
Mastery-oriented motivational sport climate[a]	4.09	0.57
Ego- oriented motivational sport climate[a]	2.28	0.62
Planning[b]	2.62	0.55
Monitoring[b]	2.79	0.52
Self-efficacy[b]	2.83	0.42
Effort[b]	2.86	0.51
Reflection[a]	3.90	0.50
Evaluation[a]	3.62	0.57
Sense of coherence[a]	3.21	0.57
Age[c]	4.48	2.29
Educational level[d]	5.03	1.31
Sport participation frequency[e]	2.81	1.54
Duration of sport trainings[f]	2.03	0.44
Enjoyment of sport[g]	3.78	0.44

[a] Lowest score = 1, highest score = 5.
[b] Lowest score = 1, highest score = 4.
[c] Age of 12 = 1, age of 20 = 9.
[d] Lowest educational level = 1, highest educational level = 7
[e] Once per week = 1, seven times per week = 7
[f] 0-1 hours = 1, 3-4 hours = 4
[g] Lowest enjoyment = 1, highest enjoyment = 4

Correlation analysis

To test the relationship between the different variables in the survey, a bivariate analysis was performed. Table 3 presents Pearson correlation-coefficients for the examined variables. Mastery-oriented motivational sport climate (MMC) was significantly positively correlated with four out of six self-regulatory skills, namely planning ($r = .26$, $p < .01$), self-efficacy ($r = .24$, $p < .01$), effort ($r = .29$, $p < .01$), and reflection ($r = .20$, $p < .05$). Ego-oriented motivational sport climate (EMC) was significantly negatively correlated with one out of six self-regulatory skills, namely effort ($r = -.20$, $p < .05$).

Other interesting findings are that MMC was significantly negatively correlated with age ($r = -.28$, $p < .01$) and educational level ($r = -.17$, $p < .05$), and significantly positively correlated with sport participation frequency ($r = .27$, $p < .01$) and enjoyment of sport ($r = .39$, $p < .01$). EMC was significantly positively correlated with age ($r = .35$, $p < .01$) and educational level ($r = .19$, $p < .05$), and significantly negatively correlated with enjoyment of sport ($r = -.24$, $p < .01$) and gender ($r = -.16$, $p < .05$). Sport participation frequency was significantly positively correlated with four out of six self-regulatory skills, namely planning ($r = .28$, $p < .01$), self-efficacy ($r = .27$, $p < .01$), effort ($r = .32$, $p < .01$) and reflection ($r = .26$, $p < .01$). In addition, sport participation frequency was significantly negatively correlated with age ($r = -.21$, $p < .01$) and educational level ($r = -.22$, $p < .01$). Gender was significantly positively correlated with one out of six self-regulatory skills, monitoring ($r = .29$, $p < .01$), and significantly negatively correlated with sense of coherence (SOC) ($r = -.25$, $p < .01$). Educational level was significantly positively correlated with one out of six self-regulatory skills, namely reflection ($r = .18$, $p < .05$). Lastly, enjoyment of sport was significantly positively correlated with two out of six self-regulatory skills, monitoring ($r = .18$, $p < .05$), and reflection ($r = .21$, $p < .05$).

Table 3
Pearson correlation-coefficients for the examined variables.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. MMC	1.00																	
2. EMC	-.44**	1.00																
3. Planning	**.26****	-.06	1.00															
4. Monitoring	.14	-.09	.57**	1.00														
5. Self-efficacy	**.24****	-.12	.49**	.41**	1.00													
6. Effort	**.30****	<u>-.22*</u>	.43**	.47**	.61**	1.00												
7. Reflection	**.20***	-.10	.28**	.35**	.17*	.17*	1.00											
8. Evaluation	.15	-.07	.47**	.66**	.32**	.44**	.31**	1.00										
9. SOC	-.04	.06	-.01	-.02	.22*	-.01	.02	.01	1.00									
10. Age	-.28**	.35**	-.08	.07	-.12	-.18	.10	-.01	-.04	1.00								
11. Gender[a]	.10	-.16*	.14	.29*	-.02	.17	.13	.15	-.25**	.18*	1.00							
12. Educational level	-.17*	.19*	-.07	.17	-.03	-.03	.18*	.07	.08	.56**	.19*	1.00						
13. EtBothNL[b]	-.08	.04	-.09	.02	-.07	-.09	-.08	-.10	-.06	.41**	.15*	.24**	1.00					
14. Et1NL1NotNL[c]	.01	-.03	.02	.03	-.01	.07	-.02	-.02	-.03	-.27**	-.08	-.06	-.61**	1.00				
15. EtBothNotNL[d]	.09	-.02	.09	-.05	.09	.05	.12	.14	.10	-.26**	-.12	-.23**	-.68**	-.16*	1.00			
16. Sport participation frequency	.27**	-.03	.28**	.15	.27**	.31**	.26**	.11	.13	-.21**	-.08	-.22**	-.02	.04	-.01	1.00		
17. Duration of sport trainings	.10	-.02	-.02	-.02	-.01	.01	-.07	-.02	.07	.01	-.15	-.14	-.13	.17*	.01	.18*	1.00	
18. Enjoyment of sport	.39**	-.24**	.07	.18*	.17	.16	.21*	-.04	.15	-.04	.19*	.14	.21**	-.08	-.18*	.07	.03	1.00

Notes. Significant correlation coefficients between MMC and the six self-regulatory scores are given in bold numbers. Significant correlation coefficients between EMC and the six self-regulatory skills are underlined.
[a] Men (=0) and women (=1).
[b] EtBothNL [both parents born in the Netherlands] (=1) and other (=0)
[c] Et1NL1NotNL [one parent born, one parent not born in the Netherlands] (=1) and other (=0)
[d] EtBothNotNL [both parents not born in the Netherlands] (=1) and other (=0)
** $p < .01$.
* $p < .05$.

Hierarchical multiple regression analysis

A hierarchical multiple regression analysis was used to test the relationship between the motivational sport climate and the self-regulatory skill 'planning', while controlling for the other variables used in this thesis. The results of the first hierarchical multiple regression with planning as the dependent variable are presented in table 4. In step 1 the results indicated that MMC and EMC

Table 4
Hierarchical regression analysis with planning as the dependent variable.

Variables	$\beta^a_{step 1}$	β_{step2}	β_{step3}
Step 1: Motivational sport climate			
MMC	.28**	.29**	.21
EMC	.05	.10	.06
Step 2[b]: + Demographic variables			
Age		-.07	-.00
Gender		.13	.14
Educational level		.01	.01
Et1NL1NotNL		-.06	-.01
EtBothNotNL		.05	.08
Step 3[c]: + Sport variables			
Sport participation frequency			.23*
Duration of sport trainings			-.04
Enjoyment of sport			-.01
Model summary			
Model F	4.762*	1.963	1.987*
df	2, 132	7, 122	10, 119
R^2	.07	.10	.14
R^2 explained by MMC and EMC	.07*	.06*	.03

[a] β are the standardized regression coefficients
[b] In step 2, demographic variables were placed in the first block of the regression. MMC and EMC were placed in the second block.
[c] In step 3, demographic variables and sport variables were placed in the first block of the regression. MMC and EMC were placed in the second block.
** $p < .01$.
* $p < .05$.

explained 7% of the variance in planning. The standardised regression coefficients of step 1 are not discussed as they provide the same information as the Pearson correlations in table 3. In step 2, while controlling for the demographic variables, results indicated that MMC and EMC explained 6% of the variance. It was found that MMC significantly predicted planning (β = .29, p < .01). In step 3, while controlling for the demographic and sport variables, the results showed that MMC and EMC not significantly explained variance. Planning was not significantly predicted by MMC (β = .21, p = n.s). However, sport participation frequency significantly predicted planning (β = .23, p < .05). In steps 2 and 3, it was found that planning was not significantly predicted by EMC (β = .10, β = .06, p = n.s).

Another hierarchical multiple regression analysis was performed to test the relationship between the motivational sport climate and the self-regulatory skill 'monitoring', while controlling for the other variables used (see table 5). In all three steps the results indicated that MMC and EMC not significantly explained variance in monitoring. In step 2 and 3, monitoring was not significantly predicted by MMC (β = .16, β = .09, p = n.s) or EMC (β = -.01, β = -.03, p = n.s). However it was found that gender significantly predicted monitoring (β = .22, β = .21 p < .05).

Table 5
Hierarchical regression analysis with monitoring as the dependent variable.

Variables	$\beta^a_{step 1}$	β_{step2}	β_{step3}
Step 1: Motivational sport climate			
MMC	.13	.16	.09
EMC	-.03	-.01	-.03
Step 2[b]: + Demographic variables			
Age		-.05	.01
Gender		.22*	.21*
Educational level		.21	.18
Et1NL1NotNL		-.03	.00
EtBothNotNL		.00	.04
Step 3[c]: + Sport variables			
Sport participation frequency			.15
Duration of sport trainings			-.04
Enjoyment of sport			.07
Model summary			
Model F	1.447	2.209*	1.858
df	2, 132	7, 122	10, 119
R^2	.02	.11	.14
R^2 explained by MMC and EMC	.02	.02	.01

[a] β are the standardized regression coefficients
[b] In step 2, demographic variables were placed in the first block of the regression. MMC and EMC were placed in the second block.
[c] In step 3, demographic variables and sport variables were placed in the first block of the regression. MMC and EMC were placed in the second block.
** p < .01.
* p <.05.

Table 6
Hierarchical regression analysis with self-efficacy as the dependent variable.

Variables	$\beta^a_{step\ 1}$	β_{step2}	β_{step3}
Step 1: Motivational sport climate			
MMC	.23*	.26*	.16
EMC	-.02	-.00	-.02
Step 2^b: + Demographic variables			
Age		-.14	-.07
Gender		-.06	-.06
Educational level		.13	.10
Et1NL1NotNL		-.12	-.08
EtBothNotNL		.01	.06
Step 3^c: + Sport variables			
Sport participation frequency			.20*
Duration of sport trainings			-.04
Enjoyment of sport			.11
Model summary			
Model F	4.089*	1.662	1.791
df	2, 132	7, 122	10, 119
R^2	.06	.09	.13
R^2 explained by MMC and EMC	.06*	.06*	.02

^{a} β are the standardized regression coefficients
^{b} In step 2, demographic variables were placed in the first block of the regression. MMC and EMC were placed in the second block.
^{c} In step 3, demographic variables and sport variables were placed in the first block of the regression. MMC and EMC were placed in the second block.
** $p < .01$.
* $p < .05$.

The relationship between the motivational sport climate and the self-regulatory skill 'self-efficacy', while controlling for the other variables, was also tested (see table 6). In step 1 and 2 the results indicated that MMC and EMC explained 6% of the variance in self-efficacy. In step 2, MMC significantly predicted self-efficacy ($\beta = .26$ p < .05). In step 3, results showed that MMC and EMC not significantly explained variance. Self-efficacy was not significantly predicted by MMC ($\beta = .16$, p = n.s). However, it was found that sport participation frequency significantly predicted self-efficacy ($\beta = .20$, p < .05). In steps 2 and 3, it was found that self-efficacy was not significantly predicted by EMC ($\beta = -.00$, $\beta = -.02$, p = n.s).

The next hierarchical multiple regression was performed to test the relationship between the motivational sport climate and the self-regulatory skill 'effort', while controlling for the other variables (see table 7). In step 1 results indicated that MMC and EMC explained 10% of the variance in effort. In step 2, results indicated that MMC and EMC explained 7% of the variance. It was found that MMC significantly predicted effort ($\beta = .26$ p < .05). In step 3, results showed that MMC and EMC not significantly explained variance. Effort was not significantly predicted by MMC ($\beta = .15$, p = n.s). Sport participation frequency significantly predicted effort ($\beta = .26$, p < .01). In steps 2 and 3, effort was not significantly predicted by EMC ($\beta = -.05$, $\beta = -.08$, p = n.s).

Table 7
Hierarchical regression analysis with effort as the dependent variable.

Variables	β[a] step 1	β step2	β step3
Step 1: Motivational sport climate			
MMC	.25**	.26*	.15
EMC	-.11	-.05	-.08
Step 2[b]: + Demographic variables			
Age		-.22	-.15
Gender		.14	.15
Educational level		.16	.15
Et1NL1NotNL		-.05	-.01
EtBothNotNL		.00	.04
Step 3[c]: + Sport variables			
Sport participation frequency			.25**
Duration of sport trainings			-.00
Enjoyment of sport			.03
Model summary			
Model F	7.525**	2.987*	2.975**
df	2, 132	7, 122	10, 119
R^2	.10	.15	.20
R^2 explained by MMC and EMC	.10*	.07*	.03

[a] β are the standardized regression coefficients
[b] In step 2, demographic variables were placed in the first block of the regression. MMC and EMC were placed in the second block.
[c] In step 3, demographic variables and sport variables were placed in the first block of the regression. MMC and EMC were placed in the second block.
** $p < .01$.
* $p < .05$.

Another hierarchical multiple regression was performed to test the relationship between the motivational sport climate and self-regulatory skill 'reflection', while controlling for the other variables (see table 8). In step 1 and 3 results indicated that MMC and EMC not significantly explained variance in reflection. In step 2, results indicated that MMC and EMC explained 5% of the variance. It was found that MMC significantly predicted reflection ($β = .24$ $p < .05$). Also EtBothNotNL significantly predicted reflection ($β = .19$ $p < .05$). In step 3, reflection was not significantly predicted by MMC ($β = .10$, $p =$ n.s). However, it was found that sport participation frequency significantly predicted reflection ($β = .31$, $p < .01$). Also age ($β = .31$ $p < .05$) and EtBothNotNL ($β = .23$ $p < .05$) significantly predicted reflection. In steps 2 and 3, reflection was not significantly predicted by EMC ($β = -.02$, $β = -.07$, $p =$ n.s).

The next hierarchical multiple regression was performed to test the relationship between the motivational sport climate and self-regulatory skill 'evaluation', while controlling for the other variables (see table 9). In all three steps, results indicated that MMC and EMC not significantly explained variance in evaluation. In step 2 and 3, It was found that evaluation was not significantly predicted by MMC ($β = .13$, $β = .12$, $p =$ n.s) or EMC ($β = -.00$, $β = -.04$, $p =$ n.s).

Table 8
Hierarchical regression analysis with reflection as the dependent variable.

Variables	β[a]$_{step 1}$	β$_{step2}$	β$_{step3}$
Step 1: Motivational sport climate			
MMC	.19[*]	.24[*]	.10
EMC	-.02	-.02	-.07
Step 2[b]: + Demographic variables			
Age		.17	.31[*]
Gender		.04	.02
Educational level		.18	.10
Et1NL1NotNL		.01	.09
EtBothNotNL		.19[*]	.23[*]
Step 3[c]: + Sport variables			
Sport participation frequency			.31[**]
Duration of sport trainings			-.16
Enjoyment of sport			.11
Model summary			
Model F	2.757	2.472[*]	3.403[**]
df	2, 128	7, 118	10, 115
R^2	.04	.13	.23
R^2 explained by MMC and EMC	.04	.05[*]	.01

[a] β are the standardized regression coefficients
[b] In step 2, demographic variables were placed in the first block of the regression. MMC and EMC were placed in the second block.
[c] In step 3, demographic variables and sport variables were placed in the first block of the regression. MMC and EMC were placed in the second block.
[**] $p < .01$.
[*] $p < .05$.

Table 9
Hierarchical regression analysis with evaluation as the dependent variable.

Variables	β[a]$_{step 1}$	β$_{step2}$	β$_{step3}$
Step 1: Motivational sport climate			
MMC	.14	.13	.12
EMC	-.01	-.00	-.04
Step 2[b]: + Demographic variables			
Age		-.06	-.05
Gender		.14	.15
Educational level		.16	.18
Et1NL1NotNL		-.03	-.02
EtBothNotNL		.17	.16
Step 3[c]: + Sport variables			
Sport participation frequency			.07
Duration of sport trainings			.00
Enjoyment of sport			-.13
Model summary			
Model F	1.387	1.394	1.216
df	2, 128	7, 118	10, 115
R^2	.02	.08	.10
R^2 explained by MMC and EMC	.02	.01	.01

[a] β are the standardized regression coefficients
[b] In step 2, demographic variables were placed in the first block of the regression. MMC and EMC were placed in the second block.
[c] In step 3, demographic variables and sport variables were placed in the first block of the regression. MMC and EMC were placed in the second block.
[**] $p < .01$.
[*] $p < .05$.

Lastly, the relationship between the motivational sport climate and sense of coherence, while controlling for the other variables, was tested (see table 10). In all three steps results indicated that MMC and EMC not significantly explained variance in SOC. In steps 2 and 3, SOC was not significantly predicted by MMC (β = -.04, β = -.15, p = n.s) or EMC (β = -.02, β = .01, p = n.s). In step 3, gender significantly predicted SOC (β = -.26, p < .01). In addition, enjoyment of sport significantly predicted SOC (β = .23, p < .05).

Table 10
Hierarchical regression analysis with SOC as the dependent variable.

Variables	$\beta^a_{step\ 1}$	β_{step2}	β_{step3}
Step 1: Motivational sport climate			
MMC	-.02	-.04	-.15
EMC	.05	-.02	.01
Step 2^b: + Demographic variables			
Age		-.06	-.11
Gender		.14	-.26**
Educational level		.16	.16
Et1NL1NotNL		-.03	-.04
EtBothNotNL		.17	.10
Step 3^c: + Sport variables			
Sport participation frequency			.14
Duration of sport trainings			.04
Enjoyment of sport			.23*
Model summary			
Model F	.282	1.753	2.132*
df	2, 124	7, 114	10, 115
R^2	.00	.10	.16
R^2 explained by MMC and EMC	.00	.00	.02

^{a} β are the standardized regression coefficients
^{b} In step 2, demographic variables were placed in the first block of the regression. MMC and EMC were placed in the second block.
^{c} In step 3, demographic variables and sport variables were placed in the first block of the regression. MMC and EMC were placed in the second block.
** p < .01.
* p < .05.

4.2 Qualitative results

The aim of the interviews was to examine how coaches influence the sport climate and life skills development. The steps that were taken to analyse the three interviews, resulted in 61 different raw data codes, which converged into 14 sub-themes and five higher-order themes. The five higher-order themes were then placed into two clusters. The first cluster is named sport participation experience and includes the four higher-order themes of relationships, teaching strategies, the coach and others. The second cluster is named player development and includes the higher-order theme personal development players. The themes give a reflection of the coaches' responses to the questions of the interviews. Table 11 gives an overview of these two clusters, five higher-order themes and 14 sub-

themes. In appendix V, an extended version of table 11 can be found which includes the 61 raw data codes.

Table 11

Interview findings clusters, higher-order themes and sub-themes.

Sport participation experience
Relationships
- *Communication* (e.g., communicate respectfully)
- *Make connections with players* (e.g., get to know the players)
Teaching strategies
- *Individualized* (e.g., individual attention)
- *Team orientation* (e.g., team building)
- *Positive sport climate* (e.g., create safe environment)
- *Focus on the positive* (e.g., every player has qualities)
- *Opportunities to make decisions* (e.g., players have to think themselves)
The coach
- *Coach characteristics* (e.g., admit making mistakes as a coach)
- *Coach development* (e.g., reflection and learning by coach)
Others
- *Dealing with referees* (e.g., no arguing with referees by players)
- *Dealing with parents* (e.g., parents should not conflict with what coaches tell players)
Player development
Personal development players
- *Importance of personal development* (e.g., sport as a means for success later in life)
- *(Life) skills* (e.g., teaching discipline and responsibility)
- *Dealing with problems* (e.g., talk about problems)

Sport participation experience

The following findings are part of the sport participation experience cluster. Coaches indicated that it is important to communicate with players respectfully, as one coach indicated:

> … for example I would never, I would never curse to a player. Never, I would never do that. Not because I am religious or something, but because you really should not do that. We are dealing with youth athletes who are in a learning mode…

Another coach also mentioned the importance of respect from the players themselves. And that he felt getting a lot of respect from his players. Respect is also something the athletes are learning. The same coach explained that he is teaching his players to be respectful. To be respectful towards their coach, their personal belongings, their sports outfit, the material of the sport association, towards their parents, teachers and their fellow team members.

One coach indicated having different connections with different players. He mentioned that with some people you have a natural and automatic connection, and with others you do not have this natural connection. The coach mentioned that it is important to have the willingness to build a good connection with the players you do not have a natural connection with. When working with youth and developing them, the relationship or connection you have with them as a coach is important.

The coaches mentioned creating a safe environment for their players. One of the coaches indicated trying to make a safe environment for his players, an environment where players dare to speak, he said:

> You always try for the children, for example when something happened, to be there for them to help. As a coach, you try to create a safe environment, an environment where the children dare to speak about things that is difficult for them.

Another coach also indicated players' feelings about safety. He mentioned that by having clear rules and guidelines, and by giving positive feedback he creates a safe sports context for his players.

One of the coaches explained how he tries to let players not think about the scoreboard during games, but to focus on effort. The coach does not want his players to define their success or failure by the comparison of performance with opponents. He explained:

> We think about how we can make sure that our players are not focused on the scoreboard. Because for us it doesn't matter if we win or not. Learning how to win, that's something you learn in a later stage. Because when you make winning the most important thing, then you will be easily inclined to make concessions to development and enjoyment. Then we came up with effort points, which are points our players can always have influence on. The effort points are about their effort, for example certain defensive and hustle plays (…), that is what our players get points for. The effort points provide guidance for the players to check how well they are performing. Thus the score is not important.

He added to this by mentioning that the effort points are also used for the evaluation of games. When his team wins a game by a big margin, but they did not achieve enough effort points, then he tells his players how they could have got more effort points. Also when his team lost a game, but they did achieve enough effort points, than he addresses it. No comparing of performance with others, adds to the focusing on effort, by not defining success by comparing performance with opponents. When you do compare performance then you might be satisfied when you win, but you could have won because the opponent is just not as skilled. Or you might be dissatisfied when you lost, even though you played very well against an extremely skilled opponent. So the coach indicated not comparing performance with others. In addition, the coach mentioned that sometimes other teams are just better, and you have to accept that. Winning is not the most important, one of the coaches said that when you prioritise winning, you are inclined to make concessions towards development and enjoyment. However, even though the coach told players that it is not about winning, the players always still want to win. The coach also said he is competitive and want his players to win, but he does not focus on the

winning itself. During the coaching he focuses on the effort points and making sure his players do that as well.

Two coaches further touched upon enjoyment. One coach mentioned that it is important to find a good combination of performance and enjoyment. He added to this that the players should not feel any pressure to perform well. If they do, the coaching staff will try to make sure this feeling of pressure goes away. Another coach and his assistant coach mentioned asking their players in the beginning of the season what they want to focus on, performance or enjoyment. When players tell them they mostly want enjoyment, then the coach and his assistant will mainly focus on enjoyment. They mentioned that as coaches you also have to adapt to the persons you are coaching.

One of the coaches indicated it is important to create space to make mistakes. He said:

> I am very focused on a high intensity, in which I encourage, almost force players to make mistakes. When they make mistakes, then they will develop themselves and do this with enjoyment.

Another coach also mentioned making space for people to make mistakes, and when they make mistakes the coach creates room to give individual feedback.

One of the coaches indicated not believing in the saying that you should treat someone as you want to be treated yourself. He explained that you should treat someone as you think that person wants to be treated. Instead of projecting your way onto someone, emphasize with the person. He mentioned that in his approach to his players he does not approach every player the same way. He added to this that even though he does not approach every player the same way, they all have the same framework of core values and rules to follow. Another coach mentioned giving specific instructions but being aware of that not everybody learns in the same way. He explained that when giving instructions to a person it is important to be specific to make it easier for the player to understand. Being aware of that not everybody learns in the same way, helps with making instructions understandable for everybody. For example when giving instructions for an exercise the coach makes sure he explains it well in words, but also by showing it.

The coaches said to focus primarily on what went well, to focus on the positive. An example is that when analysing a game, a coach always asks what went well first. Followed by asking the players what can be improved? This also invites the players to reflect upon themselves and the team. Another coach mentioned never asking: what did not go well? But instead asking about what can be improved. The same coach also indicated making a supportive environment by making clear that every player of the team has qualities. He said:

> Every player of the team has qualities. Sometimes that is hard for a coach to see, but as a coach you have to work on willingness to see qualities, and when you do, you do see the qualities of every player.

His assistant coach added to the statement that they also want their players to see the qualities of each other. To respect and support each other by giving constructive and positive feedback when someone makes a mistake for example. The coach tells players to help and support fellow team members, and not to criticize them.

The coaches mentioned the importance of parents in supporting their children in the right way. Two coaches mentioned organising a meeting with parents at the beginning of the season, in which they tell parents some guidelines they would like the parents to follow. One of the coaches explains to the parents that he values the support parents give their children, but that he would like them to always be positive and ask their children if they enjoyed themselves. The coach explained that he tells parents to not interfere with what he says to the players, otherwise it might create confusion for the children. The other coach mentioned something similar. He explained telling parents to always positively support their children during games. The coach tells parents that when they say or yell something during games it has to be positive, so no cursing. He added that parents should not act as additional coaches.

Player development

The following findings are part of the player development cluster. A coach and his assistant coach indicated that their main focus is enjoyment. However, development is also very important for them. They indicated they want to see growth during a season. The most important thing is that the players enjoy themselves, but they also want to see growth to be satisfied as coaches.

Coaches indicated that they see sport as a means for success later in life. Every coach mentioned that sport can be important in someone's whole life. One coach mentioned:

> You know, what we want to teach our players is that they can use basketball as a means for later. We try to teach them discipline, responsibility, which the children…later in life, in an academic education or in their societal education will profit from.

Another coach indicated teaching skills that are important in different domains of life. He mentioned teaching his players unselfishness, acting stoically, responsibility and mental hardness. The coach explained that those skills not only apply to the basketball court, but he wants his players to always apply the skills. He called the skills life skills and a way of life. If children are able to apply those skills, than they will become successful in school and later in life while studying and working. Another coach indicated the impact a good coach can have on someone's life, he said:

> A coach can have such a big impact on you. When you have a good coach on all aspects during your youth, yes that has such a big impact. You will carry that with you your whole life.

In regards to specific life skills, one of the skills a coach mentioned was discipline. The coach explained that discipline is important, especially for things someone might not really enjoy. He gave the example of fitness, which can be boring for some people. However his players are doing it because it is beneficial for their sport, which they do enjoy. The coach mentioned that if someone is not able to have the discipline to do something for the sport he or she enjoys, than that person will also have problems having discipline in school for example. Another coach mentioned focusing on mindfulness. He said:

> We do mindfulness, which is a mental training… also for children, for adults but also for children. It implies that you have to be focused on 'now'. So not on what has happened, and also not on what is going to happen. What has happened, has happened. And what is going to happen, you never know exactly what is going to happen. Mindfulness is to make you aware of the 'now', what is happening now.

The coach explained that the skill helps with making good and fast decisions, which is important in the sport he coaches and might also be useful outside the sports field. A skill that was mentioned by every coach, was responsibility. They all indicated that they emphasize to their players to take responsibility. To do what is asked of them, on the sports field, but also in school for example.

The coaches were asked what they would recommend to other coaches that want to also work on the personal development of their players next to the sport itself. One of the coaches indicated that the most important thing it that the child is central. Not the coach or winning, but the child and its development. He said:

> My opinion is that when you develop your players, you can still do the winning, but the child is also developing. The player has to be central, it's all about the child. The child has to develop.

Another coach mentioned the most important thing is to immerse yourself with every player, when a coach uses a 'one size fits all' approach, than he will not be successful. He added that in addition of immersing yourself with every player, it is important to show you are also a human, and admit that you also make mistakes. The other coach and his assistant coach mentioned that it is important to always be positive. When you give feedback to a player, be positive, do not tell players what they are doing wrong, but how they can improve something. In addition when giving positive feedback, a coach

has to be sincere and specific, while being aware that not everybody learns in the same way. A coach should not give positive feedback, just for the sake of it. They have to mean it. If a coach does not mean it, the children will feel that and it will not work.

5. Discussion

A cross sectional survey and interviews have been used in this thesis, to contribute to knowledge about the relationship between the sport climate and the development of life skills in youth. First, the quantitative findings are discussed, followed by a discussion of the qualitative findings. The thesis is closed with a conclusion.

Discussion of quantitative findings

This thesis has focused on self-regulatory skills and sense of coherence as life-skills. To study the relationship between the motivational sport climate and self-regulatory skills and sense of coherence, a cross sectional survey has been used. The results of the cross sectional survey are used to answer the first and second research sub-questions:

1. What is the relationship between the motivational sport climate and self-regulatory skills in youth of 12 to 20 years old who are active in a team sport?
2. What is the relationship between the motivational sport climate and sense of coherence in youth of 12 to 20 years old who are active in a team sport?

It was hypothesised that the mastery-oriented motivational sport climate is positively related to self-regulatory skills and sense of coherence. Furthermore, it was hypothesised that the ego-oriented motivational sport climate is negatively related to self-regulatory skills and sense of coherence.

Reflecting on the first research sub-question, findings of this thesis show there is no relationship between an ego-oriented motivational sport climate and self-regulatory skills. The significant positive correlations found between the mastery-oriented motivational sport climate and four (planning, self-efficacy, effort and reflection) self-regulatory skills (which are in line with the findings of others that a mastery-oriented climate is linked to increased effort (Ames & Archer, 1988; Ntoumanis & Biddle, 1999) and self-efficacy (Ntoumanis & Biddle, 1999)), together with a trend of a positive relationship in the hierarchical multiple regression tests when controlling for only demographic variables, suggest that a mastery-oriented motivational sport climate might be important for the development of self-regulatory skills. At the very least it is an indication that more research is needed to get a better insight into the relationship between the two concepts. However, when the hierarchical multiple regression tests also controlled for the sport variables, no relation was found anymore between the mastery-oriented motivational sport climate and the self-regulatory skills. Findings point towards the importance of the sport participation frequency as it had a positive relationship with planning, self-efficacy, effort and reflection, when the hierarchical multiple regressions corrected for all variables. This is an indication that the frequency of sport participation is the strongest predictor for the self-regulatory skills, and a significant confounder for the relationship between the mastery-oriented

motivational sport climate and the four self-regulatory skills. In addition, the positive and significant correlation found between the mastery-oriented climate and sport participation frequency, point towards the possibility that youth who sport in a mastery-oriented climate are more likely to participate in sport or that youth who often participate in sport are more likely to sport in a mastery-oriented climate.

Reflecting on the second research sub-question, it has to be concluded that there is no relationship between the motivational sport climate and sense of coherence. In other words, participating in sport in a mastery-oriented or ego-oriented sport climate seems to be unrelated to development of sense of coherence. Nonetheless, results indicate a positive relationship between enjoyment of sport and sense of coherence. A mastery-oriented motivational sport climate is often associated with increased enjoyment (Ntoumanis & Biddle, 1999; Smith et al., 2008), a similar association has been found in this thesis as a strong positive correlation was found between the mastery-oriented motivational climate and enjoyment of sport. Therefore, the positive relationship found between enjoyment of sport and sense of coherence suggests that the relationship between a mastery-oriented motivational sport climate and sense of coherence is more important than is shown by the findings in this thesis. This in combination with the findings of Endo et al. (2012) and Myrin & Lagerström (2006), who showed the possibility that sport is related to sense of coherence, as people who participate in sport showed higher levels of sense of coherence than people who do not participate in sport, is an indication for more research to gain additional insight.

Additionally, sport participation frequency was found to be negatively and significantly correlated to age. This means that when youth grow older they participate in sport less often. This finding is in line with the findings of the Amsterdam Longitudinal Growth and Health Study (van Mechelen et al., 2000), who found a significant decrease in physical activity over time. The negative relation between educational level and sport participation frequency indicates that youth who are in a lower education have a higher frequency of participating in sport. This is in contrast with findings by others (e.g. nationaalkompas.nl) that lower educated people sport less often than higher educated people.

Limitations of the cross sectional survey used in this thesis are that no causality could be determined. Also, there could have been differences in comprehensibility of questionnaire items and social desirability bias (Bowling & Ebrahim, 2005). It has to be noted that the survey results are only a snapshot, it might have been that individuals would have filled in the survey differently when in a different mood or on another time of the day for example. Because the selection of participants was not randomised, this might have resulted in a selection bias. However, to have a randomised sample was not realistic for the time and resources available for this thesis. A limitation of the sample group of people is that mostly higher educated people (havo, vwo, university) filled in the survey. The same applies for the ethnicity of the sample group (mostly native Dutch). The limitations are a threat to the

internal validity (is what was intended to measure, really measured?) and the external validity (can findings be generalised to other sample groups of people or populations?) of this thesis. Therefore findings of this thesis about the relationship between the motivational sport climate and self-regulatory skills and sense of coherence have to be seen as preliminary and have to be interpreted with caution.

Discussion of qualitative results and limitations

To get a better understanding of the relationship between the sport climate and life skills, the influence of coaches has also been examined in this thesis by doing three semi-structured interviews. The aim of the interviews was to examine how coaches influence the sport climate and life skills development. This is important as it has been found that coaches are a key factor in creating a motivational context and in facilitating life skills development (Gould & Carson, 2008). The results of the interviews are used to answer the third and fourth research sub-questions:

3. How do coaches influence the sport climate?
4. How do coaches influence life skills development?

Several findings can be related to the caring climate. The caring climate is about how someone perceives the sport context as safe, inviting and supportive, also feeling valued and respected is part of the caring climate (Fry & Gano-Overway, 2010; Gould et al., 2012). The creation of a safe environment as mentioned in the interviews, can be linked towards the perception of the sport context as safe. 'Safe' in the sense that players feel like that they can tell their coaches what bothers them, and knowing what is expected from them by having clear rules and guidelines. Focussing on the positive and player qualities, giving positive feedback and a positive support of parents, can be linked towards the perception of an inviting and supportive context. The key here, is that the players do not feel pressured to perform, and feel like they are invited to enjoy their sport participation. The respectful communication of coaches towards their players and the positive and constructive feedback (also from fellow team members), can be related to feeling valued and respected as part of the caring climate. It is important that the players do not feel criticised or inferior. When examining the responses given by the coaches interviewed in this thesis that can relate to the caring climate, the overlapping idea in all responses is the essentiality of making the sport context positive and enjoyable to the young athletes.

Some findings can be related to the motivational sport climate. The focussing on effort and not on winning, by the coaches interviewed in this thesis, relates well to the mastery-oriented motivational sport climate as such a climate is linked to increased effort (Ames & Archer, 1988; Ntoumanis & Biddle, 1999). An ego-oriented motivational climate is associated with an ego goal orientation (comparing with performance of others) and with increased worry (Ntoumanis & Biddle, 1999). In the interviews with the coaches it was clear that the coaches try to avoid the factors associated with an ego-oriented

sport climate, as they mentioned they do not want to compare performance with others, and try to take away their players' worries by giving them space and almost inviting them to make mistakes, which the players can learn and develop from. Also the coaches want their players to enjoy themselves. An enjoyable context is essential in the responses of the coaches that can be linked to the caring climate. Additionally, the importance of enjoyment placed by the coaches of this interview relates to a mastery-oriented sport climate, as such a climate is associated with increased enjoyment (Ntoumanis & Biddle, 1999).

Several findings can be linked to the influence coaches have on life skills development, based on the model of coaching life skills through sport (figure 1) by Gould and Carson (2008). Also there are findings of the interviews in this thesis that can be related to the four sets of factors (coaching philosophies, relationships and connections with players, teaching strategies and the social environment) that were important characteristics of the coaches (who were successful in developing life skills in their athletes) examined using interviews by Gould et al. (2006, 2007). The importance of teaching life skills relevant in different domains of life and seeing sport as a means for success later in life, can be linked to the coaching philosophies of the coaches interviewed by Gould et al. (2006, 2007), who saw teaching life skills as an integral part of their coaching. The coaches interviewed in this thesis also emphasised the importance of the development of the players and to teach them valuable skills. In relation to teaching strategies, the coaches interviewed in this thesis mentioned that individual attention is important and to give players specific instructions. To maximise the effectiveness of instructions, it is important to realise that not everybody learns in the same way. The individual attention and having a good quality of instructions is also part of the model of coaching life skills through sport (figure 1). Making good connections with all players was mentioned by the coaches as it is important in order to develop the players, this can be linked to the development of life skills based on figure 1 and the similarity with the outcome of the interviews by Gould et al. (2006, 2007). Important findings related to the life skills development derived from the interviews of this thesis, not found in the model of coaching life skills through sport (figure 1) or the interviews done by Gould et al. (2006, 2007), are the importance of seeing the child and its development as central and essential. Additionally the focus of always being positive (when giving feedback, when asking players about how they played) and showing players that coaches are human as well and when a coach makes mistakes it has to be admitted.

In sum, reflecting on the third research sub-question regarding the influence of coaches on the sport climate, findings indicate that the interviewed coaches aim to have a positive impact on the caring and motivational sport climate. The coaches aim to influence the caring climate by creating a safe environment, creating an inviting and supportive environment by always focussing on the positive in order to not make players feel pressured to perform and to invite them to enjoy their sport

participation. Additionally, to let players feel valued and respected, coaches communicate respectfully towards their players and teach the children to support and have respect for fellow team members. More research examining the factors and important aspects of the caring climate in sports is needed to be able to gain more insight into the influence of coaches on the caring climate through qualitative research. Findings indicate that the coaches aim to influence the motivational sport climate by focussing on factors (focussing on effort, not comparing performance with others, giving of space to players to make mistakes and the focus on enjoyment) that are important in a mastery-oriented motivational sport climate. Additionally, reflecting back to the fourth research sub-question regarding the influence of coaches on life skills development, findings indicate it is important that coaches see the child and its development as central, see sport as a means for success later in life, teach skills relevant in different domains of life, give specific instructions and individual attention, try to build a strong relationship with every player and always focus on the positive. More research is needed that also examine the responses of coaches not specifically aiming to focus on the personal development of players to better compare differences in responses and to identify the important strategies and ideas of coaches to positively influence the sport climate and personal development.

There is overlap when comparing the responses given by the coaches interviewed in this thesis with the model of coaching life skills through sport (figure 1) by Gould and Carson (2008) and the four sets of factors that were important characteristics of the coached interviewed by Gould et al. (2006, 2007). This might be an indication that the findings of the interviews of this thesis and the research by Gould and Carson (2008) and Gould et al. (2006, 2007), reflect similar important characteristics, ideas and strategies used by coaches who are focussed on the personal development of their players. However, the questions asked in the current interviews were based on the questions asked in the interviews by Gould et al. (2006, 2007). This can be seen as a limitation of the current interviews, as the similarity in findings might not be surprising due to the overlap in questions. Nonetheless, because not much research has been done on the subject of the influence of coaches on the personal development of youth, it is still interesting to see similar findings. The added value of the interviews conducted in this thesis, is the examining of the influence of the coaches on the sport climate. No prior research has examined this by using interviews. Another limitation of the interviews conducted in this thesis is that only basketball coaches were interviewed. Responses of coaches of different sports could have resulted in additional insight. Also only coaches were interviewed who are focussed not only on coaching sport, but also on teaching and developing youth. Comparing interview findings of coaches who do not make this focus, could have resulted in extra insight into what important factors are in coaching and developing youth.

Conclusion

In conclusion, the significant positive correlations found between the mastery-oriented motivational sport climate and self-regulatory skills and the trend of a positive relationship between the mastery-oriented motivational sport climate and self-regulatory skills in the hierarchical multiple regression tests when controlling for only demographic variables, show that (despite clear significant statistical relationships when controlling for all measured variables) a positive sport climate might be a promising concept to focus on in order to develop life skills in youth through sport. Findings show that an ego-oriented motivational sport climate is not related to the examined life skills. Therefore, in order to develop life skills through sport it might be important that youth participate in a mastery-oriented motivational sport climate. Findings of the interviews show that coaches can positively influence and focus on various factors related to the creation of a positive (motivational and caring) sport climate and the facilitation of life skills development. Therefore, the influence of coaches on the relationship between the sport climate and life skills is important. Current findings indicate that more research is useful and needed to gain more knowledge on the relation between the sport climate and life skills development in youth.

Acknowledgements

I would like to express my gratitude to my supervisor Sabina Super for the feedback, remarks and help throughout the learning process of this MSc thesis. In addition I want to thank Kirsten Verkooijen for the additional feedback and guidance. I like to thank all of the participants who filled in the survey and the coaches who have willingly shared their time during the process of interviewing. I want to thank Miranda Jekhmane for supporting me throughout the process of my MSc thesis and for the encouragement boosts she often gave me. Lastly, I want to thank my family and friends for their help and support.

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BESTE TEAMSPORTER!

Ben jij tussen de 12 en 20 jaar oud? Zit je op een teamsport? Ben je lid van een sportvereniging? Heb je een trainer of coach?

En wil je meewerken aan een onderzoek naar sport en alledaagse vaardigheden? Vul dan de vragenlijst in!

Je kunt de vragenlijst vinden via Google.

Google | Qualtrics sport en alledaagse vaardigheden

Door de vragenlijst van ± 15 min. in te vullen kun je ook kans maken op 1 van de 3 bol.com cadeaubonnen t.w.v. 20 euro. Alvast bedankt!

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WAGENINGEN UR

Meer informatie op de eerste internetpagina van de vragenlijst. Vragen? Mail: roman.dingjan@wur.nl

Appendix II

INTERVIEW VOOR MSC THESIS "SPORT CLIMATE AND LIFE SKILLS: EXAMINING THE RELATIONSHIP BETWEEN THE SPORT CLIMATE AND LIFE SKILLS"

INTRODUCTIE EN DOEL ONDERZOEK

Mijn naam is Roman Dingjan en ik ben bezig met mijn master scriptie voor de studie Health and Society aan de Wageningen University. Ik doe onderzoek naar de relatie tussen sport en ontwikkeling van jongeren, het doel van deze scriptie is om kennis bij te dragen over deze relatie. De invloed van coaches op de sport omgeving en de ontwikkeling van life skills, is onderdeel van dit onderzoek. Door mee te doen aan dit onderzoek zal u bijdragen aan kennis hierover. Ik wil u graag uitnodigen om te participeren in dit onderzoek door middel van een interview.

PROCEDURE

Wanneer u akkoord gaat met het participeren in het onderzoek, zal ik een interview met u houden op de tijd en locatie wat u het beste uitkomt. Het interview bevat vragen van de volgende thema's: coaching filosofie/denkwijze, relaties en connecties met spelers, coaching/leer strategieën en de invloed van de sociale omgeving op ontwikkeling. Het interview zal ongeveer drie kwartier duren. Het interview zal opgenomen worden en tijdens het interview zal ik aantekeningen maken. Het opnemen van het interview is belangrijk om de informatie die u geeft accuraat op te slaan, en zal alleen gebruikt worden voor het maken van geschreven transcripten van het interview. Wanneer u geen antwoord wilt geven op een bepaalde vraag, dan is dit geen probleem. Ook bent u niet verplicht om het interview af te maken als u tijdens het interview niet verder wilt.

VERTROUWELIJKHEID

De antwoorden en informatie die u geeft worden volledig anoniem en vertrouwelijk behandeld. Alleen de onderzoekers betrokken bij deze scriptie zullen inzicht hebben in het volledige transcript van het interview. Het transcript zal worden opgeslagen in een beveiligd bestand. De opname van het interview zal worden vernietigd wanneer het onderzoek is voltooid.

CONTACT INFORMATIE

Als u vragen heeft over deze scriptie, dan kunt u contact met mij opnemen.
E-mailadres: roman.dingjan@wur.nl
Mobiel: +31 624393618

Appendix III

Vragenlijst sport en alledaagse vaardigheden

Doel onderzoek:
Deze vragenlijst is onderdeel van een master scriptie van de opleiding 'Health and Society' aan de universiteit van Wageningen. Het doel van deze scriptie is om te onderzoeken wat de relatie is tussen sportparticipatie en alledaagse vaardigheden.

De vragenlijst:
De vragenlijst zal ongeveer 15 minuten duren. Het is belangrijk dat je iedere vraag beantwoordt. Je deelname aan deze vragenlijst is volledig vrijwillig en je kunt de vragenlijst op ieder moment beëindigen. Wanneer je de vragenlijst niet volledig invult, zullen je antwoorden niet worden gebruikt in het onderzoek.

Loting:
Door mee te doen aan dit onderzoek maak je kans op 1 van de 3 bol.com cadeaubonnen ter waarde van 20 euro. Aan het einde van de vragenlijst kan je aangeven of je mee wilt doen met deze loting. Wanneer de dataverzameling voorbij is, zal de loting plaatsvinden en zullen de drie winnaars hun cadeaubon ontvangen via e-mail.

Vertrouwelijkheid:
De antwoorden die je geeft worden volledig anoniem en vertrouwelijk behandeld. Alleen de onderzoekers betrokken bij deze scriptie zullen inzicht hebben in de resultaten van de vragenlijst.
Wanneer je mee wilt doen aan de loting moet je je e-mailadres opgeven. Je e-mailadres zal niet worden gekoppeld aan de antwoorden die je invult, en zal worden opgeslagen in een beveiligd bestand. Wanneer de scriptie is voltooid zal het beveiligde bestand met de e-mailadressen worden vernietigd.

Contact informatie:
Als je vragen hebt over deze scriptie, kun je contact opnemen met Roman Dingjan.
E-mailadres: roman.dingjan@wur.nl.

Ik erken dat ik deze informatie heb gelezen en ga akkoord met het invullen van de vragenlijst, wetende dat de antwoorden die ik geef volledig anoniem en vertrouwelijk behandeld worden en ik op ieder moment kan stoppen met de vragenlijst zonder gevolgen.

○ Ja, ik ga akkoord.

○ Nee, ik ga niet akkoord.

0% [   ] 100%

[VOLGENDE]

Deze vragenlijst is bedoeld voor deelnemers van 12 tot en met 20 jaar oud.
Ben je tussen de 12 en 20 jaar oud?

○ ja

○ nee

0% [■   ] 100%

[VOLGENDE]

Doe je aan een teamsport?

○ ja

○ nee

0% [■   ] 100%

[VOLGENDE]

Ben je lid van een sportvereniging?

○ ja

○ nee

0% ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ 100%

[VOLGENDE]

Heb je een trainer of coach?

○ ja

○ nee

0% ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ 100%

[VOLGENDE]

Hallo!

Alvast bedankt voor je deelname aan deze vragenlijst!

Beantwoord de vragen zo eerlijk mogelijk en geef je eigen mening. Er zijn geen 'goede' of ' slechte' antwoorden mogelijk!

De vragenlijst begint nu met een paar algemene vragen.

Leeftijd

Wat is je leeftijd?

12	13	14	15	16	17	18	19	20
○	○	○	○	○	○	○	○	○

In welke maand ben je geboren?

○ Januari   ○ Juli

○ Februari   ○ Augustus

○ Maart   ○ September

○ April   ○ Oktober

○ Mei   ○ November

○ Juni   ○ December

Geslacht

Wat is je geslacht?

○ man

○ vrouw

Etniciteit

Waar is je moeder geboren?

Nederland	Suriname	Nederlandse Antillen	Aruba	Turkije	Marokko	Ander land, namelijk...
○	○	○	○	○	○	○

Waar is je vader geboren?

Nederland	Suriname	Nederlandse Antillen	Aruba	Turkije	Marokko	Ander land, namelijk...
○	○	○	○	○	○	○

Educatie

Wat is het niveau van je huidige opleiding?

○ Basisschool　　　　　　　　　　○ MBO

○ VMBO　　　　　　　　　　　　○ HBO

○ HAVO　　　　　　　　　　　　○ Universiteit

○ VWO　　　　　　　　　　　　○ Niet van toepassing

0% ▮▮▮▮ 100%

[VOLGENDE]

Sportparticipatie

Hoe vaak train je, normaal gesproken, in een week?

○ 1 keer per week　　　　　　　　○ 5 keer per week

○ 2 keer per week　　　　　　　　○ 6 keer per week

○ 3 keer per week　　　　　　　　○ 7 keer per week

○ 4 keer per week　　　　　　　　○ Meer dan 7 keer per week

Hoe lang duurt een training gemiddeld?

0 tot 1 uur	1 tot 2 uur	2 tot 3 uur	3 tot 4 uur	langer dan 4 uur
○	○	○	○	○

Wat voor sport doe je?

- ○ Basketbal
- ○ Handbal
- ○ Hockey
- ○ Honkbal
- ○ Korfbal

- ○ Voetbal
- ○ Volleybal
- ○ Waterpolo
- ○ Zaalvoetbal
- ○ Anders, namelijk... [ ]

Hoe leuk vind je je sport?

erg leuk	leuk	niet zo leuk	helemaal niet leuk
○	○	○	○

0% [████░░░░] 100%

VOLGENDE

De volgende 12 vragen gaan over hoe jij je deelname aan je sport ervaart en wat de rol van je coach is hierin. Kies het antwoord dat het beste bij je past. Er zijn geen goede of foute antwoorden mogelijk.

	heel onwaar	onwaar	beetje waar	waar	heel waar
Het winnen van wedstrijden vindt de coach het meest belangrijk.	○	○	○	○	○
De coach zorgt ervoor dat spelers zich goed voelen als zij een vaardigheid verbeteren.	○	○	○	○	○
De coach heeft minder aandacht voor spelers die minder goed zijn.	○	○	○	○	○
De coach moedigt ons aan om nieuwe vaardigheden te leren.	○	○	○	○	○
	heel onwaar	onwaar	beetje waar	waar	heel waar
De coach laat ons weten welke spelers van het team de beste zijn.	○	○	○	○	○
De coach vertelt spelers dat ze elkaar moeten helpen beter te worden.	○	○	○	○	○
De coach zegt dat je best doen het meest belangrijk is.	○	○	○	○	○
De coach heeft de meeste aandacht voor de beste spelers.	○	○	○	○	○
	heel onwaar	onwaar	beetje waar	waar	heel waar
De coach zegt dat teamgenoten elkaar moeten helpen hun vaardigheden te verbeteren.	○	○	○	○	○
Spelers worden uit wedstrijden gehaald als ze fouten maken.	○	○	○	○	○
De coach zegt dat we allemaal belangrijk zijn voor het succes van het team.	○	○	○	○	○
De coach zegt dat we moeten proberen beter te zijn dan onze teamgenoten.	○	○	○	○	○

0% [████░░░░] 100%

VOLGENDE

De volgende 33 vragen gaan over hoe je problemen oplost en taken uitvoert. Dit kunnen allerlei problemen en taken zijn, bijv. op school, in je sport, bij muziek, bij klusjes doen, enz.
Kies het antwoord dat het beste bij je past. Er zijn geen goede of foute antwoorden mogeiijk.

	bijna nooit	soms	vaak	bijna altijd
Voordat ik met het oplossen begin, bedenk ik hoe ik een probleem zal oplossen.	○	○	○	○
Ik blijf doorwerken, ook als ik de taak moeilijk vind.	○	○	○	○
Ik weet hoe ik met dingen die onverwacht gebeuren om moet gaan, omdat ik goed manieren kan bedenken om met nieuwe dingen om te gaan.	○	○	○	○
Ik ga de stappen van een plan die ik moet volgen in mijn hoofd na.	○	○	○	○
Ik doe mijn uiterste best bij het uitvoeren van taken.	○	○	○	○
	bijna nooit	soms	vaak	bijna altijd
Terwijl ik een taak uitvoer, controleer ik hoe goed het gaat.	○	○	○	○
Als ik met een taak bezig ben, concentreer ik me helemaal.	○	○	○	○
Ik stel mezelf vragen over wat ik voor het oplossen van een probleem moet doen en daarna los ik het probleem op.	○	○	○	○
Ik controleer mijn werk, terwijl ik ermee bezig ben.	○	○	○	○
Ik geef niet op, ook als de taak moeilijk is.	○	○	○	○
	bijna nooit	soms	vaak	bijna altijd
Ik vertrouw er op dat ik goed zal kunnen omgaan met dingen die ik niet had verwacht.	○	○	○	○
Ik werk hard aan een taak, ook als deze niet belangrijk is.	○	○	○	○
Als ik vastloop, kan ik iets bedenken om te doen.	○	○	○	○
Ik ga de stappen van mijn plan in mijn hoofd na.	○	○	○	○
Terwijl ik de taak uitvoer, vraag ik mezelf af hoe goed ik het doe.	○	○	○	○
Ik maak een precies plan voor het oplossen van een probleem.	○	○	○	○
Ik blijf rustig bij moeilijkheden, omdat ik genoeg manieren weet om met moeilijkheden om te gaan.	○	○	○	○
Ik werk hard om het goed te doen, ook als ik een taak niet leuk vind.	○	○	○	○
Ik verbeter mijn fouten.	○	○	○	○
	bijna nooit	soms	vaak	bijna altijd
Als ik niet zo goed ben in een taak, dan kan ik dit goedmaken door hard te werken.	○	○	○	○
Als ik goed genoeg mijn best doe, lukt het mij moeilijke problemen op te lossen.	○	○	○	○
Ik zoek uit wat ik wil bereiken en wat ik moet doen om deze dingen te bereiken.	○	○	○	○
Als ik mijn best blijf doen op een taak, denk ik dat ik uiteindelijk zal slagen.	○	○	○	○
Het is makkelijk voor mij om me te concentreren op de dingen die ik wil bereiken en om deze dingen te bereiken.	○	○	○	○

	bijna nooit	soms	vaak	bijna altijd
Terwijl ik verder ga met een taak, controleer ik of ik wel nauwkeurig ben.	○	○	○	○
Ik maak een duidelijk plan voor het oplossen van een probleem.	○	○	○	○
Als ik genoeg mijn best doe, kan ik de meeste problemen oplossen.	○	○	○	○
Als ik een probleem tegenkom, weet ik meestal meerdere oplossingen.	○	○	○	○
Ik ben bereid meer aandacht aan taken te besteden, zodat ik meer leer.	○	○	○	○
	bijna nooit	soms	vaak	bijna altijd
Ik bedenk een plan voor het oplossen van een probleem.	○	○	○	○
Wat er ook gebeurt, ik kan het wel aan.	○	○	○	○
Ik beoordeel hoe goed mijn werk is.	○	○	○	○

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VOLGENDE

De volgende 5 vragen gaan over hoe je problemen oplost en opdrachten uitvoert. Dit kunnen allerlei problemen en taken zijn, bijv. op school, in je sport, bij muziek, bij klusjes doen, enz. Kies het antwoord dat het beste bij je past. Er zijn weer geen goede of foute antwoorden mogelijk.

	helemaal mee eens	mee eens	weet niet	mee oneens	helemaal mee oneens
Ik beoordeel de dingen die ik heb meegemaakt, zodat ik ervan kan leren.	○	○	○	○	○
Ik probeer na te denken over mijn sterke en zwakke punten.	○	○	○	○	○
Ik denk over mijn acties na, zodat ik ze kan verbeteren.	○	○	○	○	○
Om nieuwe dingen te begrijpen, denk ik na over de dingen die ik heb meegemaakt.	○	○	○	○	○
Ik probeer na te denken over hoe ik dingen de volgende keer beter kan doen.	○	○	○	○	○

De volgende 8 vragen gaan ook over hoe je problemen oplost en opdrachten uitvoert. Dit kunnen weer allerlei problemen en taken zijn, bijv. op school, in je sport, bij muziek, bij klusjes doen, enz. Kies het antwoord dat het beste bij je past. Geen goede of foute antwoorden mogelijk.

	nooit	zelden	soms	vaak	altijd
Ik denk aan wat ik gedaan heb en controleer of het klopt.	○	○	○	○	○
Ik controleer dingen extra goed om er zeker van te zijn dat ik het goed gedaan heb.	○	○	○	○	○
Ik controleer of mijn berekeningen goed zijn.	○	○	○	○	○
Ik denk terug om te zien of ik de goede dingen heb gedaan.	○	○	○	○	○

	nooit	zelden	soms	vaak	altijd
Ik controleer telkens mijn werk, als ik een probleem aan het oplossen ben.	○	○	○	○	○
Ik denk terug aan een probleem om te zien of mijn antwoord verstandig is.	○	○	○	○	○
Ik stop en denk na over een stap die ik al gemaakt heb.	○	○	○	○	○
Ik zorg ervoor dat ik elke stap afmaak.	○	○	○	○	○

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VOLGENDE

De volgende 13 vragen gaan over gedachten die je kunt hebben of dingen die je kunt meemaken.
Kies het antwoord dat het beste bij jou past. Denk niet te lang na over het antwoord, maar vul gewoon in wat jij denkt, dat kan niet goed of fout zijn.

	(bijna) nooit	zelden	soms	vaak	(bijna) altijd
Hoe vaak heb je het gevoel dat het je niet kan schelen wat er om je heen gebeurt?	○	○	○	○	○
Hoe vaak is het gebeurd dat je je verbaasde over het gedrag van iemand die je goed dacht te kennen?	○	○	○	○	○
Hoe vaak is het gebeurd dat iemand waarop je dacht te kunnen vertrouwen je teleur heeft gesteld?	○	○	○	○	○

	heel slecht	slecht	gewoon	fijn	heel fijn
Hoe denk je dat je je zult voelen over dingen die je later, in de toekomst, gaat doen?	○	○	○	○	○

	(bijna) nooit	zelden	soms	vaak	(bijna) altijd
Hoe vaak heb je het gevoel dat je oneerlijk bent behandeld?	○	○	○	○	○
Hoe vaak heb je het gevoel dat je in een onbekende situatie bent en je niet weet wat je moet doen?	○	○	○	○	○

	heel slecht	slecht	gewoon	fijn	heel fijn
Hoe voel je je over de dingen die je elke dag doet?	○	○	○	○	○

	(bijna) nooit	zelden	soms	vaak	(bijna) altijd
Hoe vaak gebeurt het je dat je zelf niet helemaal begrijpt wat je denkt en voelt?	○	○	○	○	○
Hoe vaak heb je gevoelens die je liever niet wilt hebben?	○	○	○	○	○
Veel mensen - zelfs met een sterk karakter - hebben wel eens het gevoel een mislukkeling te zijn. Hoe vaak heb jij je in het verleden zo gevoeld?	○	○	○	○	○
Hoe vaak heb je het gevoel dat je niet precies weet wat er gaat gebeuren?	○	○	○	○	○
Hoe vaak heb je het gevoel dat de dingen die je elke dag doet, niet zo belangrijk zijn?	○	○	○	○	○
Hoe vaak heb je gevoelens waarvan je niet zeker weet of je ze onder controle kunt houden?	○	○	○	○	○

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VOLGENDE

Afsluiting

Wil je kans maken op 1 van de 3 bol.com cadeaubonnen ter waarde van 20 euro?
Zo ja, vul hieronder je e-mailadres in.

[   ]

Heb je opmerkingen en/of suggesties? Geef ze hieronder:

[   ]

Klik op VOLGENDE om de vragenlijst te voltooien.

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VOLGENDE

INTERVIEW

Start met introductie en het informatie formulier.

<u>Vragen</u>

Coach achtergrond

- Hoe lang bent u een coach?
- Wanneer begon u met coachen?
- Waarom bent u gaan coachen?

Team informatie

- Hoeveel teams coacht u?
- Welke leeftijdsgroep coacht u?
- Hebt u specifiek voor deze leeftijdsgroep gekozen? Zo ja, waarom?
- Hoe is de opbouw van de teams qua etniciteit en opleidingsniveau?
- Spelen de teams competitie?
- Hoe vaak trainen de teams per week?

Coaching filosofie

De coaching filosofie wordt vaak gezien als hetgene dat vormgeeft aan succesvol coachen.

- Hoe zou u uw coaching filosofie of denkwijze beschrijven?
- Is uw filosofie veranderd over de tijd heen?
- Hoe legt u de nadruk op doelstellingen van winnen, plezier, en ontwikkeling? Wat vind u het belangrijkst?
- Is hier verschil in tussen trainingen en wedstrijden?
- Ervaart u conflicten tussen winnen, plezier en ontwikkeling?
- Hoe lost u deze conflicten op?

Coaching stijl

Verschillende coaches hebben verschillende stijlen van coachen. Sommige zijn rustig en ontspannen, anderen zijn strenger en meer autoritair.

- Hoe zou u uw stijl van coachen beschrijven?
- Kunt u voorbeelden geven?
- Waarom gebruikt u deze stijl van coachen?
- Wat voor soort klimaat of omgeving creëert u voor uw spelers, in mentaal en sociaal vlak? Hoe denkt u dat uw spelers zich voelen op het veld?
- Hoe zou u uw relatie of connectie met uw spelers omschrijven?
- Hoe is het respect tussen u en uw spelers, en tussen de spelers onderling?
- Hoe reageert u op slecht gedrag van uw spelers?
- Hoe reageert u op slechte keuzes van scheidsrechters?
- Hoe reageert u over het algemeen naar uw spelers toe na een overwinning of een nederlaag?

Ontwikkeling van life skills

Life skills zijn vaardigheden die belangrijk zijn in meerdere domeinen van het leven, zoals school en werk.

- Welke specifieke life skills hebben uw focus in de ontwikkeling van uw spelers. Waarom?
- Zijn er nog andere skills die u belangrijk vindt?
- Welke strategieën gebruikt u om de life skills te ontwikkelen?

Speler kenmerken

Jongeren komen verschillende uitdagingen en moeilijkheden tegen, zowel op als buiten het veld. Bijvoorbeeld etnische verschillen, problemen op school, geweld, alcohol misbruik etc.

- Wat zijn de grootste moeilijkheden die u tegen komt met uw spelers?
- Hebt u specifieke strategieën om met deze moeilijkheden om te gaan?
- Geeft u richtlijnen aan uw spelers hoe ze met problemen om kunnen gaan?
- Kunt u een voorbeeld geven?

Reflectie van ontwikkeling spelers

- Welke problemen komt u tegen bij het ontwikkelen van life skills bij uw spelers?
- Kunt u een voorbeeld geven van een situatie waarin u succesvol en onsuccesvol was in het helpen om een life skill te ontwikkelen?
- Wat is hetgene dat u leuk vindt aan het coachen en wat zorgt ervoor dat u wilt blijven coachen?
- Wat hebt u zelf geleerd van het coachen?
- Wat voor advies zou u geven aan andere coaches die een rol willen spelen in de persoonlijke ontwikkeling van hun spelers?

EINDE

- Hebt u nog vragen over het onderzoek?
- Als u contact met mij wilt opnemen dan kunt u mij mailen of bellen.
- Bedankt voor uw medewerking.

Appendix V

Table 11 (extended version)

Interview findings clusters, higher-order themes, sub-themes and raw data codes.

Sport participation experience

Relationships
- *Communication* (Be respectful - Communicate with players - Every player is equal)
- *Make connections with players* (Connection with players - Get to know the players - Try to build a strong personal connection)

Teaching strategies
- *Individualized* (Individual attention - Specific instructions - Not everyone learns the same way)
- *Team orientation* (Team building - Team instructions - Collaborate with each other)
- *Positive sport climate* (Space to make mistakes - Create climate where people can get the most out of themselves - Create safe environment - Proud on players - No focus on winning - Focus on effort - Combination of performing well and enjoyment - No comparing of performance with others - Age group determines focus on winning, enjoyment or development)
- *Focus on the positive* (Every player has qualities - Player qualities most important - Tell players what they should do, not what they are doing wrong - Primary focus on what went well and what to improve)
- *Opportunities to make decisions* (Players have to think themselves - Ask players about their view on enjoyment and performance)

The coach
- *Coach characteristics* (Admit making mistakes as a coach - Coaching is fun - Every coach has to be slightly authoritative)
- *Coach development* (Development of coach - Coaching style big change over time - Philosophy adjusted over time - Reflection and learning by coach - Use assistant coaches)

Others
- *Dealing with referees* (Coach reactions to referees changes - Coaches try not to argue with referees - No arguing with referees by players)
- *Dealing with parents* (Parents should not conflict with what coaches tell players - Importance of parents - Involving parents)

Player development

Personal development players
- *Importance of personal development* (Development and enjoyment can be combined - Development of players important for coach - Personal development youth - Sport as a means for success later in life - Players tell they benefit from mental training)
- *(Life) skills* (Core values - Coping with stress - Discipline - Mental training - Mindfulness, focus on 'now' - Teaching norms and values - Take responsibility - General guidelines for health)
- *Dealing with problems* (External help for problems - Players tell their problems to coach - Should be more focus on helping with personal problems in sports - Talk about problems - When dealing with problems personal and mental development important - Willingness to help - Observation important)