
AN EXPLORATION OF LIFE EXPERIENCES IN THE SPORT SETTING THAT CONTRIBUTE TO PERCEIVED PERSONAL DEVELOPMENT IN SOCIALLY VULNERABLE YOUTHS

A SALUTOGENIC PERSPECTIVE



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For quality of life

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ABSTRACT

Subject overview: This study is part of the PhD project 'Youth, Care and Sport'. The aim of this project is to unravel the inherent value of sports for socially vulnerable youths. This is important because sports could be a valuable tool to promote positive personal development of youths. Increased knowledge could help to optimize the organization of youth care. Nevertheless, it is unclear how youths learn in the sport setting and if and how those skills are also transferred to daily life. Therefore, the research question in this study was: 'What life experiences in the sport setting contribute to perceived personal development in socially vulnerable youths'?

Methodology: The approach for this study was an exploratory qualitative narrative study design. The research question best fitted the narrative research approach in which the life course perspective provided the overall framework. The data collection method was a combination of the drawing of a timeline and an in-depth interview based on the timeline. 10 participants were recruited by following purposive sampling. A thematic analysis was conducted based on Antonovsky's salutogenic model because it provides insights into how development towards health occurs.

Results: The results show that the sport setting has the potential to facilitate personal development because 1) life experiences in the sport setting contributed to skill development that were also transferred to non-sport settings and 2) life experiences in the sport setting were related to the four sense of coherence (SOC) components. However, the sport setting appeared to relate to the SOC in complex and dynamic ways. Personal development in the sport setting seemed not linear, but circular and interactive with daily life.

Discussion: Meaningful sport experiences are considered the most important contribution of the sport setting. The experiential learning theory (ELT) cycle of Kolb might be applicable to the sport setting as it explains circular learning by life experiences. Development of intrinsic motivation for sports is important and seemed to be facilitated by people's GRRs, SOC and going to Kolb's learning cycle. Another compelling finding is that the results imply that personal development is facilitated by a contrast in positive and negative life experiences.

Conclusions: The sport setting contributes to personal development in terms of SOC and transferability of skills. However, personal development in the sport setting was more complex related and interactive with daily life. Implications for youth care are that meaningful and balanced life experiences with a sense of belonging are important aspects to create in the sport setting. The importance of comprehensibility within the sport experience was not much reflected, however sports can be used as a tool to create stability in youths lives. Development of intrinsic motivation of youths is important and can be supported by (parental) support, (financial) resources, learning youths why sports are valuable, learn them to believe in themselves and let them try out different sports.

Key words: Sports, personal development, socially vulnerable youths, sense of coherence, salutogenesis, qualitative exploratory.

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1. INTRODUCTION

The purpose of this study is to uncover the inherent value of sports by exploring life experiences in the sport setting that contribute to perceived personal development in socially vulnerable youths. This will be done in light of Antonovsky’s salutogenesis theory. The introduction will highlight the research interest, gap, question and aim. Then the salutogenic model of Antonovsky will be explained that was used as the theoretical framework. The methodology section explains the choice of research approach and study design. In the discussion the findings will be interpreted and placed in a wider perspective. The conclusions provide a summary of the research implications and a final stand.

1.1 RESEARCH INTEREST AND KNOWLEDGE GAP

The importance of sports has generally been emphasized in terms of physical strength and lifestyle illnesses (Endo, Kanou and Oishi, 2012). However, sports can also provide a wide range of mental and social health benefits (World Health Organization, 2003) and as such there is a widespread belief that sport can be used as a vehicle to promote development (Allen, Rhind & Koshy, 2015). Sports can be a valuable tool to promote personal development in youths, as outcome research shows that participation in youth activities is correlated with general indicators of development (Hanson, Larson & Drowkin, 2003). Nonetheless, the inherent value of sports is still unknown (Turnnidge, Côté & Hancock, 2014) because sports do not necessarily produce positive outcomes and it is still unclear how people develop in the sport setting (Gould & Carson, 2008). Therefore, existing literature suggests that it is relevant to gather insights into how life experiences in the sport setting contribute to personal development (Papacharisis, 2005, Coalter, 2013). In addition, there is a need to examine how skill development from the sport setting can be transferred to other life domains (Allen, Rhin & Koshy, 2015) because developed skills are suggested to be of value only if they are also transferred to non-sport settings (e.g., Danish, Forneris & Wallace, 2005 in Turnnidge, Côté & Hancock 2014). Figure 1 illustrates this process in which sport participants internalize skills from the sport setting and transfer them to other life domains (e.g. school, home). This process of transferability is expected to lead to personal development, healthy behavior and increased health.

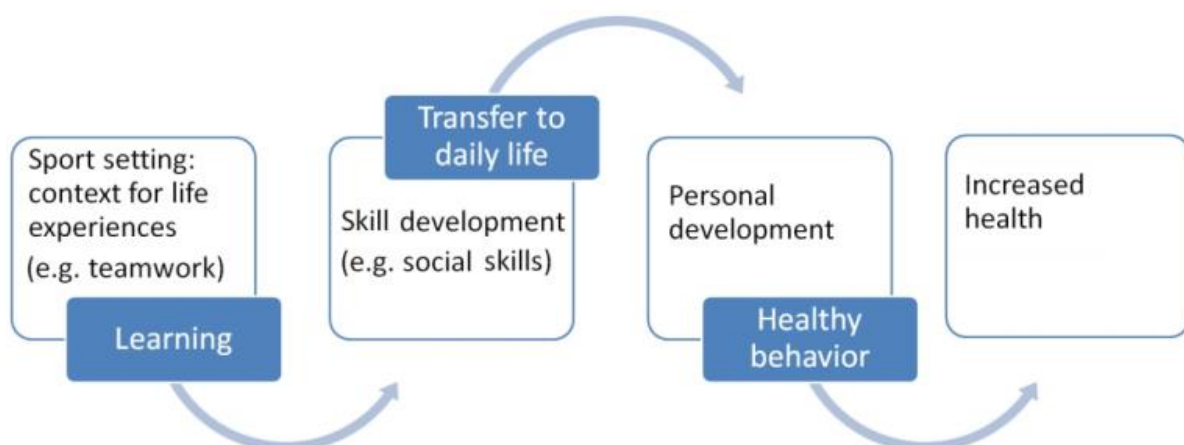


FIGURE 1: TRANSFERABILITY OF SKILLS FROM THE SPORT SETTING TO DAILY LIFE LEADING TO PERSONAL DEVELOPMENT

Outcome research shows that sport participation has the potential to facilitate positive development (Turnnidge, Côté, & Hancock, 2014). Positive development that is suggested to correlate with sports

include the development of social skills and social behaviours (such as tolerance and respect for others), cognitive development and an integrated development of mind and body (Bailey, 2006, Bailey et al. 2009). Participation in sports has also been suggested to have the ability to teach lessons for life, to contribute to character building (e.g. honesty, trustworthiness), to learn to adjust to team/collective objectives (such as cooperation and cohesion), and to experience emotions that are not available in the rest of life (Svoboda, 1994 in Bailey et al. 2009, President's Council on Physical Fitness and Sports, 2006 in Coalter 2012). Participants of the study of Sehu & Moruisi (2010) reported that they have evolved certain ideals from their experience on the sport field, including respect, open-mindedness, self-reliance and compassion, as well as the emotions of caring, empathy, and confidence.

However, sports in itself do not necessary produce positive outcomes. If sport is not conducted in the right manner, also negative outcomes may be developed (Gould & Carson, 2008). Sports in itself are therefore not the main cause of outcomes (Coakley 1997 in Coalter, 2013) but rather a setting that may or may not facilitate development (Fraser-Thomas, & Côté, 2009). The sports setting provides rather a setting for life experiences and they are suggested to be the critical factor (Papacharisis et al, 2005) or key for understanding of what is happening (Coalter, 2013). To understand the inherent value of sports, it is therefore relevant to gather insights in life experiences in the sport setting that contribute to personal development. Life experiences that contribute to personal development can be defined as "experiences that teach you something or expand you in some way, that give new skills, new attitudes, or new ways of interacting with others" (Hanson, Larson & Dworkin, 2003, p.20).

In addition, it has been suggested that skills acquired through sports are only of value if they are transferred to non-sport settings (e.g. Danish, Forneris & Wallace, 2005 in Turnnidge, Côté & Hancock, 2014).). Transferability can be defined as 'a belief that acquired skills and qualities are valued in other settings as well'. Within sport research there still remains a lack of consensus on whether transferability from the sport setting to other life domains occurs (Holt, Tink, Mandigo, & Fox, 2008; Jones & Lavalley, 2009a; Weiss, Stuntz, Bhalla, Bolter, & Price, 2013 in Turnnidge, Côté, & Hancock, 2014, p.203). Transferred skills can be "cognitive (e.g., creativity), emotional (e.g., managing anxiety), or social (e.g., teamwork)" (Turnnidge, Côté, & Hancock, 2014, p.205).

There are some indications in the literature of transferability of skills from the sport settings to other life domains. Allen, Rhin & Koshy (2015) conducted research on what factors influence life skill transfer from the sports hall into the classroom. Life skills were taught to 20 underachieving, male students through sport by use of the transfer-ability program. Outcomes suggests that 12–13 years olds can learn and transfer life skills from the sports hall into the classroom. However, given the small sample size of this study, it was not possible to make broad generalizations. Research of Kendellen and Camiré (2015) about transfer experiences of former high school athletes also suggests but do not confirm that the process of transfer is occurring. Another example of transferability is the assumption that sports can teach balance and flexibility that can be translated into actions and attitudes in everyday life. For example, learning to breathe in difficult yoga positions might also help to breathe through difficult life situations (Art of Living, n.d). A pilot study of Ramadoss & Bose (2010) indeed suggests that participation in a yoga-based program has a positive effect on perceived stress and self-control. To confirm whether life skills learned in sport settings are truly transferred to other domains, more future studies are needed.

In order for sport programs to address the issue of transferability, it is important to examine whether and how skills can be transferred. Turnnidge, Côté & Hancock (2014) outline two distinct approached by which sport programs can facilitate transfer: the explicit and the implicit approach. The main

difference between the two approaches is that in the explicit approach, transferability of developmental outcomes is explicitly taught while in the implicit approach, there is a primary focus on developing sport-specific skills within the sport setting, rather than the transfer of those skills. While most sport programs in positive youth development use an explicit approach, it should not be underestimated that transfer might also occur within implicit approach, as it is assumed that the skills that are taught in sports are not different from those required in 'real life'. Several findings have shown that this approach facilitates the transfer of skills to non-sport settings. However, studies surrounding implicit learning have primarily focused on how physical skills are acquired, while it is still unclear how this process contributes to personal development outcomes (Turnnidge, Côté & Hancock, 2014). In order to design sport programs that effectively facilitate transferability, more insights in these processes are needed.

1.2 RESEARCH QUESTION AND PURPOSE

This study is part of the PhD project 'enhancing life prospects of socially vulnerable youth through sport participation: a mixed method study'. The aim of this project is to unravel the value of sports for socially vulnerable youth (Super, Hermens, Verkooijen and Koelen, 2014). Socially vulnerable youths are youths who experience "an accumulation of negative experiences or contacts with official societal institutions (ranging from schools to probation officers and juvenile courts) that may lead to an unfavourable societal perspective" (Vettenburg, Brondeel, Gavray & Pauwels, 2013, p.445). Given concerns about youths healthy development (Fraser-Thomas & Coté, 2009) and the unknown value of sports (Turnnidge, Côté & Hancock, 2014) it is important to study how organized sports can be a valuable context to facilitate positive development. The latter authors stated that "if sport is viewed only as a support for other life domains, we risk undermining the value of sport-specific knowledge and skills" (p. 213). To identify the inherent value of sports, the authors continue that it is important to identify the experiences and possibilities that can be offered by sports only, experiences that are distinct from other settings. This study will therefore elaborate further on the second aim of the PhD project: "to investigate the life experiences of youngsters in the sport setting that may contribute to skill development" by which the following research question has been formulated:

" What life experiences in the sport setting contribute to perceived personal development in socially vulnerable youths?"

The added value of this study to the existing sports research is four-fold. First, this study aims to add to the existing literature because this study takes a focus on how sports contributes to personal development instead of sport developmental outcomes. Second, the inherent value of sports will be identified for socially vulnerable youths because the overall aim of the project is to improve their life prospects and including their view is essential. However, in research of Super, Wentink, Verkooijen & Koelen (submitted) it has been experienced in practice that there are some limitations in conducting research with youngsters (12-23 years old) especially in regard to the identification of transferability. To reflect on whether and how life experiences play a role in later phases of life, this study will therefore chose an older study population of people who have been socially vulnerable in their youths. Third, this study chooses the salutogenic model of Antonovsky (1987) as a theoretical instead of positive youth development (PYD) theory that was included in most sport research. Both theories are known for their focus on resources and capacities to create health, rather than a focus on disease. However, the salutogenic perspective aligns more with this study because it also provides insights into how development towards health occurs. Life experiences play a significant role in the

development towards health either disease within this theory. Fourth, this study differs because of an exploratory qualitative approach. As far as known, no narratives are currently available regarding life experiences in the sport setting of non-professional athletes.

This study is of societal relevance, given concerns about the healthy development of youth (Fraser-Thomas & Coté, 2009). Findings of this study might be applied to inform youth sport organizations how to consciously design sport programs that assure that youth have experiences that contribute to positive development. Organized sport has the potential to play a significant role in contributing to youths' positive development, but is dependent upon multiple factors that must be considered when planning and designing. In this way, implications of its findings can influence the lives of youth for a lifetime (Gould & Carson, 2008).

2. THEORETICAL FRAMEWORK

The salutogenic model, proposed by Antonovsky in 1979 and further developed in 1987 is chosen to serve as a theoretical basis for this study. First, the relevance of this model for this study is explained. Second, the background and an explanation of the theory behind the salutogenic model is given. Last it is explained how this model will be applied within this research and what is already about the salutogenic model in sport research literature.

2.1 THE SALUTOGENIC MODEL

The salutogenic model is relevant for this study because it provides insights in the mechanisms behind development and the role of life experiences as they play a significant role within the salutogenic model: "people learn through life experiences, gaining the ability to learn how to draw the best conclusions in whatever situations where health develops" (Lindström & Eriksson, 2011 p.89). The salutogenic model presented in figure 3 provides therefore the theoretical lens through which life experiences in the sport setting will be structured, analysed and understood.

Over the years the salutogenic model is an established concept in public health and health promotion research and practice (Lindström & Eriksson, 2005). While most of past health research has focused on risk factors of disease (the pathogenic direction), the salutogenic model proposed a different view on the concept of health and demonstrated the relevance of studying 'the origins of health'. This marked a slow shift within public health from a biomedical paradigm towards a health promotion paradigm. Antonovsky came up with the idea while interviewing Second World War concentration camp survivors who in spite of what they have gone through managed to maintain good health and lead a good life (Lindström & Eriksson, 2006). Consequently he started to wonder why some people stay healthy and successfully manage to cope with life stressors, whilst others, facing similar circumstances move towards disease. Learning about the internal and external resources of those individuals that do well is of interest because it can inform others as well about how to develop health.

The basic idea of the salutogenic model is that health is defined as a continuum with an absence of health on one side and total health on the other side of the continuum (see figure 2). While previous health research considered life stressors as problematic negative events in people's life, Antonovsky stated that stressors are part of life and natural conditions (Lindström & Eriksson, 2006). When people deal successfully with the stressor, people maintain or improve their health status, while unsuccessful coping can lead to a movement towards negative development or disease (Antonovsky, 1987).

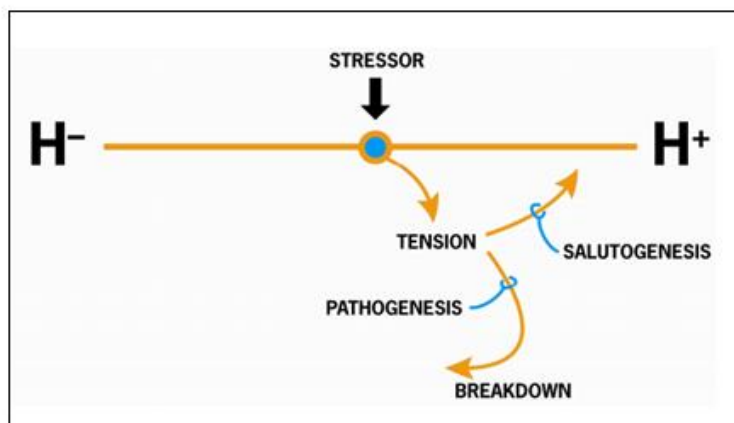


FIGURE 2: ANTONOVSKY'S HEALTH CONTINUUM. LINDSTRÖM & ERIKSSON (2010) IN NORTHERN DIMENSION PARTNERSHIP IN PUBLIC HEALTH AND SOCIAL WELL-BEING, N.D.

Antonovsky introduced two key concepts that provide insights into health development. The first key concept is the Sense of Coherence (SOC) and refers to “a person’s view of life and capacity to respond to stressful situations” (Billings & Hashem, 2010, p.4). The stronger the SOC, the more likely a person is able to cope successfully with stressful situations (Würtz, Fonager, & Mortensen, 2015). “The strength of a person's SOC is shaped by different kinds of life experiences characterized by (1) consistency (2) underload-overload balance and (3) participation in socially valued decision-making” (Mayer & Thiel, 2014, p.2). These experiences refer to the three subcomponents of SOC:

- “1. Comprehensibility: a belief that events occur in an orderly, predictable manner, and a feeling that one can make sense of their life events as well as predict what may happen in the future.
2. Manageability: a belief that events are within one's control and that one has the resources (e.g., skills, support) needed to handle them and,
3. Meaningfulness: a belief that things in one's life are satisfying, interesting and worthy of caring.” Cited in Chittem, Lindström, Byrapaneni, & Espnes (2015, p.79).

When confronted with a stressor, a person with a strong SOC might understand the situation (comprehensibility), have the resources available to cope (manageability) and be motivated to cope (meaningfulness) (Antonovsky, 1996 in Mayer & Thiel, 2014). A fourth subcomponent has been added by Antonovsky in 2000: emotional closeness “ refers to the extent to which a person has emotional bonds with others and feels part of their community” (Billings & Hashem, 2010, p.4). The other key concept within the salutogenic model are the generalized resistance resources (GRRS) that refer to the available resources within an individual or in their environment to deal with stressors and make development (of e.g. SOC) possible. They can be anything of help against stressors, e.g. money, self-esteem, physical health or social support (Quennerstedt, 2008). These resources help to construct coherent life experiences (Lindström & Eriksson, 2006).

Figure 3 represents a simplified illustration of how the key concepts within the salutogenic model are related. The model starts with a state of tension a person experiences (1). Successful tension management (2) leads to development of SOC (3) and health (4) while unsuccessful tension management leads to disease (5). The GRRs facilitate coherent life experiences and SOC (7) which in turn is assumed to sustain health. Applied to this study, this suggests that life experiences in the sport setting are facilitated by a person’s GRRs and characterized by an amount of consistency, socially-valued-decision-making and underload-overload balance. Depending on the person’s SOC, he/she experiences a state of tension created by the life experiences in the sport setting. When the person successfully (learns to) cope with the state of tension, personal/health development takes place.

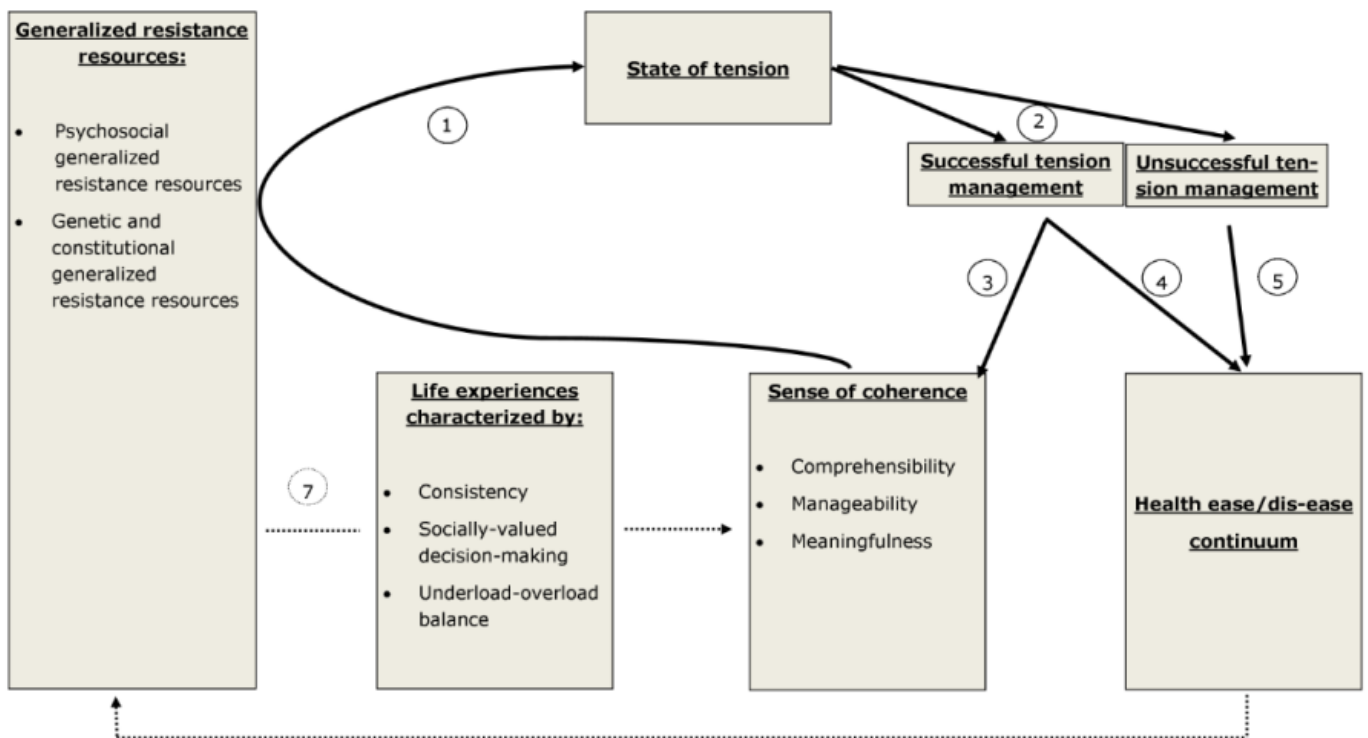


FIGURE 3: A SIMPLIFIED REPRODUCTION OF THE SALUTOGENIC MODEL (ADAPTED FROM ANTONOVSKY, 1979, PP. 184-185) IN SUPER, WAGEMAKERS, PICAVET, VERKOOIJEN & KOELEN.

2.2 THE SALUTOGENIC MODEL IN SPORT RESEARCH LITERATURE

Literature suggests that SOC can be strengthened as well weakened by life experiences in the sport setting. This depends on a variety of factors, for example the demands of the sport, social setting, appearance of health problems or injuries, and a balance between stress and individual resilience (Mayer & Thiel, 2014). Those factors can be related to the comprehensibility, manageability and meaningfulness of SOC. It might be argued that in order for people to develop in the sport setting, the sport experience should be comprehensible (do people understand the logic of sports), balanced (people can do what is required and they accept the conditions and rules), and meaningful (people want to be a part of it) (Jakobsson, 2014). The SOC component ‘meaningfulness’ is suggested to be enhanced by learning process (Jakobsson, 2014). Results of the latter study among 18 teenagers suggests that “meaningfulness emerges, first and foremost, in terms of learning and development” (p.248) and “meaningfulness is experienced in terms of the challenge in the actual struggle itself” (p.245). Sport research literature confirm that in order for athletes to learn from experiences in the sport setting, the experience should involve a certain tension, stress or challenge (Tamminen & Holt 2012). While playing sports, an array of potential stressors may be experienced, e.g. “pain, fear, lack of confidence, psychological demands, coach stress, and the demands of playing sport” (Dale, 2000; Gould, Eklund, & Jackson, 1993a; Holt & Hogg, 2002; Nicholls, Holt, & Polman, 2005a in Nicholls & Polman, 2007, p.11). Learning to cope is not only important to perform, but also to make sport a satisfying experience (Nicholls & Polman, 2007).

3. RESEARCH APPROACH AND METHODOLOGY

In this section the research approach and methodology are explained. The purpose of this study is to uncover the inherent value of sports by exploring life experiences in the sport setting that contribute to personal development. This was approached by an exploratory qualitative narrative study design based on the life course perspective. The participants were selected by a non-probability strategy of purposive sampling. The data collection methods were a combination of the drawing of a timeline and an in-depth interview based on the timeline. The data analysis was done by thematic analysis in light of Antonovsky's salutogenic model.

3.1 STUDY DESIGN

The approach that was chosen for this study was an exploratory qualitative study design because the aim of this study is to explore the research problem, rather than that a hypothesis about it will be tested. The research question best fits the design of narrative research, also known as the narrative inquiry approach. This approach is most suitable since the research question is about exploring life experiences and "narrative inquiry is first and foremost a way of understanding experience" (Clandinin & Connelly, 2000, p.1). Narrative research "consists of gathering data through the collection of life stories, reporting individual experiences and chronologically ordering (or using life course stages) the meaning of those experiences" (Dill, 2014, p.54).

The life course perspective (LCP) provided the overall framework in which past experiences in the sport setting were explored. This perspective is known for understanding how the life history of individuals explains differences in health development (Wethington, 2005). This was done by identifying significant life experiences, events and transitions. Hutchison (2010) outlines two relevant concepts within this perspective:

- Life event: "a significant occurrence involving a relatively abrupt change that may produce serious and long-lasting effects" (p.12). e.g. marriage, divorce, pregnancy, retirement from work, death of a close friend, sexual difficulties, major personal illness".
- Turning point: "a life event or transition that procures a lasting shift in the life course trajectory (p.12)".

The difference between the two is that a turning point always produces a lasting shift in the life course trajectory, while a life event not always produces a lasting shift. Some life events may become turning points, for example when an event in the life of an alcoholic becomes the turning points for recovery (Hutchison, 2010). Rutter (1996) describes three types of life events that can serve as turning points:

1. "Life events that either close or open opportunities.
2. Life events that make a lasting change on the person's environment.
3. Life events that change a person's self-concept, beliefs, or expectations (p.19)"

3.2 DATA COLLECTION METHODS

A valuable method for narrative research has been shown the combination of interviewing with visual methods, and timelining in particular (Sheridan, Chameberlain & Dupuis, 2011, Rosen, 2015). This study conducted therefore a combination of the drawing of a timeline and an in-depth interview that is mainly guided by the timeline, also known as the process of 'timelining'. A timeline is a visual

representation of past experiences including significant experiences, life events and turning points on a piece of paper. The timeline is a useful tool to invoke narratives, known as the process of 'timelining'. Through timelining, a deeper reflection and understanding of past experiences is possible in which participants become researchers of their own lives. Sheridan, Chamberlain & Dupuis (2011) mention several assets of the timeline:

- "It might help participants to discover small details of past experiences or time periods they have previously glossed over (p.557).
- It functions as a bridge to pull time, events and storytelling together (p.560).
- It is useful for developing a deeper researcher-participant relationship (p.557).
- It can serve as a distraction, especially for participants that are concerned or shy of being interviewed" (p. 561).

It should be noted that the timeline and in-depth interview are not complete separate activities but rather intertwined: "yet documenting is a necessary first step of the timelining process, it can be difficult to separate the timeline from the process of timelining" (Sheridan, Chamberlain & Dupuis 2011, p.558). Timelining is a flexible and adaptable method as the participant responses might affect which questions are asked. Each interview was therefore personally crafted depending on the personal stories that the participants were willing to share. The interviews lasted between 40 and 84 minutes in total. Each timeline creation process and subsequent interview provoked deep and nuanced (re)presentations of life histories. The data collection phase was conducted in teams of two researchers in order to limit researcher bias. In order to get familiar with the methodology, two pilot interviews were successfully conducted with a colleague and a close relative. Interview skills of the researchers on basis of timelining have also developed during the data collection phase.

3.2.1 DRAWING OF A TIMELINE

The first step in the data collection was the creation of the timeline. The researchers provided the participant with a white blank paper except of a horizontal axis with time in years and a vertical axis with 'happiness' (figure 5). Happiness was chosen for the vertical axis because it is a concept everyone can easily relate to, as happiness is suggested to be "the main, if not the only, ultimate objective in life" (Ng, 1996, p.1). Happiness depends not only on rewarding experiences as pleasure and absence of pain, but also on the feeling that one is growing, improving and developing to an ideal state (Csikszentmihaly, 2014). Therefore, the concept relates to personal development but is less directive.

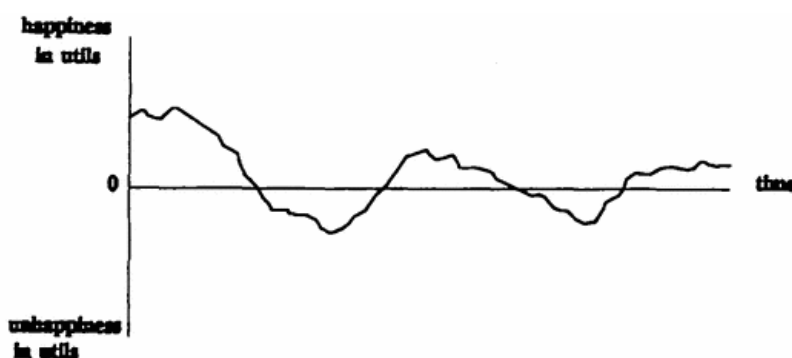


FIGURE 4: EXAMPLE OF A TIMELINE BASED ON HAPPINESS IN N.G (1996).

The participants were asked to fill in the timeline in which they were encouraged to include any interesting experiences, life events and turning points of their choice. Secondly, the participants were asked to include any significant sport memories they could recall, when not already included. The

participants were always free to ask the researchers for insights or help. The participants were provided with sufficient materials to create the timeline.

3.2.2 TIMELINING (IN-DEPTH INTERVIEW)

The second step in the data collection was the timelining process. After the drawing of the timeline, which took approximately 5-20 minutes, the researcher joined the participants and the timeline became the entry point for further comment, questioning and revision of the drawn life experiences. It should be noted, however, that comments about the participants life experiences were permitted to be held at any moment (before, during and after they were incorporated into the timeline). The researcher encouraged the participants to tell narratives about themselves by use of the timeline. Open questions were asked, for example pointing to areas on the timeline and ask “can you tell me what happened here?” or ‘can you tell me about this?’. Included questions were aimed to uncover important life events and turning points. Although the timeline alleviates the need for a list of interview questions, a document was made to guide the researchers during the interview (appendix B). The document functioned as an unstructured interview guide, in which the procedure, steps and some simple questions for inspiration were outlined. After the interviews, memos were recorded in a field researchers diary. These memos contained information for the researcher to remember impressions, thoughts and other relevant information that came up during the interview.

3.3 SAMPLING STRATEGY PROCEDURE

3.3.1 SAMPLING STRATEGY

The strategy that was used to select the participants was a non-probability strategy of purposive sampling. A key feature of purposive sampling is that participants are selected on the basis of known characteristics and that the sample criteria are described (Ritchie, Lewis, Nicholls, Ormston, 2013). The participants were selected on basis of the following selection criteria:

- Representing a variety of sports, background, age and gender.
- Non-professional athletes (not involved in national or international competition).
- Have been socially vulnerable in their youth but have problems currently under control.
- Between the ages of (approximately) 23 to 35.

These criteria were chosen because of several reasons. Since purposive samples are designed to be as diverse as possible (Ritchie, Lewis, Nicholls & Ormston, 2013), the sample should be varied in characteristics. Although sport research with professional athletes samples is prevalent, there are as far as known no narratives in the literature available regarding the life experiences of non-professional athletes in which sports might produce different outcomes. Socially vulnerable youths refers to youths who have distorted or disconnected relations with official societal institutions such as school, labor market and police (Vettenburg, 1998). This criteria was selected because this study aims to explore how life experiences in the sport setting contribute to personal development in socially vulnerable youths. The age group of (approximately) 23-35 was selected because it is expected that these people are better able to reflect on previous life experiences, compared to youngsters. Qualitative research samples are normally small, because “there is a point of diminishing return where increasing the sample size no longer contributes to the evidence” (Ritchie, Lewis, Nicholls & Ormston, 2013, p. 143). As such, the aim of this study was to collect samples until ‘data saturation’ was reached which means that the data becomes repetitive and there are no new insights to be obtained from expanding the sample further (Ritchie, Lewis, Nicholls & Ormston, 2013).

3.3.2 PROCEDURE

The snowball technique was used to recruit participants. Five participants were recruited via a contact person of community sports of a municipality. Four participants were recruited by researcher's acquaintances, of which three were recruited via a contact person who owns a sport institute. Two contact persons were approached via the symposium youth, care and sport in Rotterdam, 1 December 2015. One of them successfully recruited one participant, the other one tried but was unable to bring participants that matched the selection criteria. One participant was a former participant in the PhD project 'youth, care and sport'. Contact person's and participants were approached via e-mail (appendix A-I and appendix A-II). In this e-mails the persons were informed about the purpose and set-up of the study, an explanation of the method (the timeline and in-depth interview) and a gift voucher of 15,- from bol.com that was given after participation. After the participants expressed an interest in the study, an appointment was made via telephone. The appointments were located at the participant's chosen locations, which were at home, in the sport environment or at community sports. Conducting the interviews in a safe environment was expected to enhance the comfortability of the participants to share their personal stories. Ethical considerations were taken into account during the interviews. After an explanation of the purpose of the study, the participants were explained that the interview is voluntary and that the data and the results of the study are anonymous, confidential and used for scientific purposes only. The participants were asked for permission, including for audio-taping and transcription of the interviews. All participants have committed verbally.

3.3.3 PARTICIPANTS

Interviews were conducted with 11 participants of which 8 male and 3 female. Their ages were between 21 to 31 with an average age of 27. The participants were involved in various types of sports, three of them have also been involved in top sport during their youth. All participants were currently active as a sport coach to some extent, ranging from voluntary sport coach to owning of an own sport school (see table 1). One interview was excluded from the data analysis because this participant did not meet the criteria of 'has been socially vulnerable in youth'. The extent to which participants were socially vulnerable differed. Seven participants had experienced divorced parents and instable home situations before the age of 12, which went along with living in deprived communities, learning problems, behavior problems, involvement in criminal activities, being in contact with justice or youth detention, and addiction, creating debts and emotional eating at a later age. Of those 3 participants whose parents were not divorced, one has had learning problems (dyslexia), one has lost his father at age of 7 and one has been bullied and diagnosed with fibromyalgia (rheumatism disease).

TABLE 1: DETAILED INFORMATION ABOUT THE PARTICIPANTS (PSEUDONYMS)

Name	Age	Sex	Past sports	Current sports	Sport coach
1. Stijn	26	M	Tennis, hockey (top)	Fitness/boot camp	Hockey, behavior coach
2. Gerard	31	M	Tennis, hockey (top)	Fitness/boot camp	Owner sport institute
3. Marcel	29	M	Judo (top)	Judo	Owner judo school
4. Veronica	24	F	Volleyball, badminton	Body pump, yoga	Yoga teacher
5. Rick	28	M	Football, basketball	American football	Basketball trainer
6. Karen	25	F	Volleyball, basketball	Running, football	City trainer
7. Laura	27	F	Fitness, group class	Fitness, group class	City trainer, group class
8. Erik	31	M	Football, softball	American football	City trainer
9. Ruben	28	M	Basketball	Basketball, running	City trainer
10. Allan	21	M	Football	Football	City trainer

3.4 DATA ANALYSIS

The aim of the data analysis was to understand the meaning of the participants from their perspective (Ezzy, 2013). Thematic analysis was the method used for identifying, analyzing and reporting patterns (themes) of meaning within the data (Braun & Clarke, 2006). Table 1 offers an understanding of how the analysis was conducted.

TABLE 2: PHASES OF THEMATIC ANALYSIS, ADAPTED FROM BRAUN AND CLARKE (2006).

Phase	Description of the process
1. Familiarizing with the data	Transcribing the data, reading and re-reading, noting down initial ideas.
2. Generating codes	Deductive coding (top-down) based on codebook from the salutogenic model.
3. Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing the themes	Checking if the themes work in relation to the coded extracts (level 1) and the entire data set (level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report	Selection of vivid, compelling examples, final analysis of selected extracts, relating back of the analysis to the research questions and literature.

The first step of the data analysis was to transcribe the audio-recorded conversations verbatim style. Thereafter, the data was read, coded and analyzed by use of the software program ATLAS.ti. To guarantee anonymity, each participant was given a pseudonym. The texts were read in order to get familiar with the data, gain a sense of each story and the whole (Clarke, 1999). The aim was to have an initial list of ideas about what is in the data and what is interesting about them (Braun & Clarke, 2006). The method of analysis was deductive theoretical thematic analysis based on the theoretical framework. The salutogenic model (figure 4) functioned as a theoretical lens by which a codebook was created (appendix C) by which codes and themes were identified across the data set.

After coding of the data-set, the different codes were sorted that combine to form an overarching theme. A theme was assigned when there was a high prevalence of the theme in the data and when the theme captured something important in relation to the research question. The aim of this phase was to obtain a sense of significance of the themes. It is important to note that the data analysis was not a linear process, but there was a movement back and forth throughout the phases (Braun & Clarke, 2006). During the process of coding and analyzing, new ideas raised from the data relating to the complexity of personal development.

4. RESULTS

This section describes the life experiences of the participations in the sport setting that contributed to personal development. This will be done in terms of Antonovsky's four sense of coherence (SOC) components of meaningfulness, comprehensibility, manageability and emotional closeness. It is important to note that these components are closely intertwined (Antonovsky, 1979) and therefore a strict distinction between the themes could not be made. The themes will highlight that there was a complexity between the sport setting, personal development and daily life.

Participants have shared their life experiences with the interviewer(s) from the day they were born to the moment of interviewing. Of these, some experiences could be categorized as life events (e.g. parental divorce) and turning points (e.g. getting into contact with youth detention). Noticeable was that life experiences in the sport setting were sometimes the turning points that brought participants into a positive spiral. Participants explained their personal development as a result from a complex combination of life experiences in the sport setting and daily life. A such, learning in the sport setting was much more complex than supposed when starting this study. One example of this complexity was that the sport setting contributed to personal development in terms of the four SOC components. However, the sport setting appeared to relate to the SOC in complex and dynamic ways. Personal development in the sport setting appeared not linear, but circular and interactive with daily life. Learning seemed to be facilitated by a contrast between lows in daily life and highs in the sport setting. Also time played an important factor in personal development, since there were often delays between life experiences and meaningful insights that participants gained from them. Sometimes, participants came to insights during the interview as the interviews were also experienced as a moment of reflection. In order to deal with this complexity, the results are discussed per SOC-element.

4.1 MEANINGFULNESS IN THE SPORT SETTING AND DAILY LIFE

4.1.1 SPORTS AS A SOURCE FOR MEANINGFULNESS

The most cited benefit of sport participation to personal development was that it was a source of meaningfulness in life. Stijn for example stated that there are no excuses for anyone for not participating in sports, because it is meaningful in many ways:

Stijn: it is not only about not aesthetically improvement, it just gives you a lot. You can set yourself goals, it is often just a super beautiful metaphor to come to something, and so sports can only help, I think.

The most dominant reason for meaningfulness was because of enjoyment and fun. Sports was experienced as a source of several good feelings and positive energy, both during as after the sport experience. Erik, for example, described how he experienced feelings of freedom during sport participation:

Erik: In sports I can feel so free, I can be myself. I can scream, I can be quiet, I can run left, I can run right, I just have my freedom.

Enjoyment arose from different aspects in the sport setting. The source of enjoyment that was most frequently mentioned was related to person's improved performance, challenge and purpose. The sport setting offered the participants a place in which they could challenge themselves, push themselves beyond limits and accomplish goals. *Ruben for example said: 'a running event is a goal to*

train for, 6 weeks in advance you start, and yes it is something you live up to it. Something you've been working towards, that is what makes running fun'. Participants enjoyed when they saw themselves becoming physically fit, strong and powerful. The experience of achieving something in sports like the winning of a championship or the accomplishment of a goal was mentioned as one of the highs or best moments and feelings in life ever experienced, for example as Rick said: 'In the world it might not represent anything, such a championship, but for us it was just the whole world. Truly a highlight, because I have not felt so good in a long time'. Stijn stated that overcoming a challenge in sports can make your whole day meaningful, and that is how sports contributes:

Interviewer: Can you give an example of that transferability of sports, like you said before, that you take with you in everyday-life?

Stijn: If you train on Sunday morning, it doesn't matter what you're going to do after, even if you're going to lie on the couch the rest of the day, because you've trained, you overcame your own hardships, and no-one can say something about it. So if you don't do anything the entire day, you feel like you should still make something of the day, I need to do this I need to do that. If you already did something it gives you a peaceful feeling, that you already accomplished something, and that you already challenged yourself. I think this is important, to challenge yourself every day, and sports do give you that opportunity.

Most participants were internally motivated to start and continue sports because of the enjoyment and desire to improve one's health and performance. However, sometimes sports were not immediately experienced as positive because the beginning was difficult. *For example as explained by Ruben: 'in the beginning running is actually very annoying because you have no condition, only after 2 months running went well, and yes it was also fun to do'. Participants continued with sports participation because of enjoyment, being good at it, noticing beneficial effects and improvement and social contacts. Several participants tried out different sports and stayed with the sport(s) that they most liked. Participants did not continue a sports when it was not really the sports of their preference, they did not really enjoyed it or when they were not really good at it:*

Interviewer: Did you never want to do some other sport?

Marcel: Yes, yes... for sure... yes soccer... I did do soccer, but only just the try-outs, half a year. I did like it, but yeah... yeah well... judo ehh it cost me so much time and energy, and I was really good at it. And with soccer, there were some guys from primary school who also played soccer, but they were already playing it from when they were little, so they were much better... so that of course was also a threshold.

In order for youths to find meaningfulness in sports, participants made clear that parents and (sport) coaches should support youths in their own choices. For example Ruben, who is expecting his first daughter, emphasized that he would always support his daughter in her own choices:

Ruben: I want to, even though I haven't always been able to join sports myself, give my daughter the chance to join, as I do find it very important. It will always remain my daughter's choice, maybe she won't even like sports and rather wants to do something in the arts or theater... we would support her in that as well.

In order to find a passion in sports or life, Gerard emphasized that youths should not be forced but learn to intrinsically feel and discover for themselves what they like. However, sometimes youths need a little bit of social support in order to find the right direction for them. Karen for example

explained that some youths are convinced that they just do not like sports, while they never tried it out. Especially for those youths she said, it is important to show that sports are for everyone and that it is worth to give it a chance by trying out different sports. Because of the low entry level with community sport, community sports offered an easy way for youths to find a sport of their preference:

Karen: It is important to give youth the opportunity, to show them why sports are available. I think that when they start liking it themselves, sports have to remain fun. The most important thing, I think, is to show the youth that everybody can join sports, and that sports is for everybody. And if you don't give it a chance, then yes, you won't be able to join the conversation. It is a bit of searching as well, just like with finding of a job, what you actually really like. Enough opportunities during this time to freely look at what you like.

4.1.2 COMPLEXITY SPORTS, DAILY LIFE AND MEANINGFULNESS

For many, sport participation was the only or one of the only activities in their lives that was truly enjoyed and experienced as meaningful. While there were problems in the home situation or at school in which they were not succeeding, sports was something that gave their life a positive impulse because this was where they did experience success and fun, like Marcel said:

Marcel: I was always busy with sport, I didn't like school very much... and sport was everything, that's why you see a high rise in this point [point at the timeline]. I became the Dutch champion when I was 13 and that gave me a huge impulse. School didn't go to well so I went from second havo to third vmo on a different school. That is maybe also why I put this point... (draws a low point)... a well, but I still had sport as my driving force, and I did really good in that. For me, sports were like a guiding system for positive energy. And also as an escape every time. Because home, wasn't a safe haven for me.

As such, sport was experienced as an meaningful activity to escape the (home) situation or to stay away from the streets and related criminal activities as was also mentioned by Rick:

Rick: It keeps you from the streets, because I didn't have that much time left to be on the streets. You see guys who would do anything to be here, just because they want to be here, and the alternative is to be on the streets and be influenced by others.

Karen, who severed from substance addiction, said that being a mother, in combination with sports, has rescued her from her substance addiction. She was motivated to start running because she perceived it as a solution to help her overcome her substance abuse:

Interviewer: What was your drive to start running?

Karen: I wanted to do good, I just wanted to start being good... I just wanted... if it was a way to stop substance abuse, that's what my coach said, I would actually give anything for that, to not use. People who aren't addicted don't get it, but I was really addicted, at one time even with 'GHB' and such... I really lost everything and then you just have to see what you do from there... this was the only thing that was offered as help. I just thought, yes, this is the solution. Plus... I'd always liked sports, what I said before, liked it from when I was a kid so... I think it's beautiful that through sports I could do something good, actually, yes.

Several other participants mentioned that sports had brought them into a positive spiral and without it they would not have come so far in life. Also Rick for example said that sports had saved him, claiming that without sports he would probably still be engaged in criminal activities. Allan said that when he was 15, his life began to significantly change due to finding his passion in sports. He

believed that sports had pushed him into the right direction, finding suitable education and improved social skills after finding his passion in sports:

Interviewer: What do sports mean to you?

Allan: Sports... for me it's just fun to sport, fun to move around, something to do in your free time, nice contact with other guys, that was till my 15th. Now it means a lot more.... Sports have maybe even become the biggest part of my life, it has made me to who I am today. And maybe without sports I wouldn't have come so far... maybe I would just have become a mason who thought at MBO2, I've had it. Through the city trainer, community sports I may have been pushed in the right direction, with a goal at the end. When I started with community sports, I found a MBO education that fit. Started to like it more and more, and started to grow in the right direction. Also with other factors, social skills too, but also with school.

Like with Allan, for some of the participants sports had gained a more meaningful role only at a later point in life (>15). For others, sports had always been the most meaningful component in their lives, like for example Erik said:

Interviewer: What is the leading path in your life?

Erik: The leading path is sports, sports, sports. Yes, always joined sports, and still exercising to this day. Sports are just my thing.

Eventually, all participants said that they have found either their identity, passion, salvation or life purpose in sports. Marcel introduced himself as: *'I am Marcel, with sport ambition, with sport school. That is what governs my whole life, and if you speak about me, than you also speak about my sport school, because that is my life'*. Sports became one of the most meaningful components in the participants lives, as they were all currently active as sport coach. The participants felt in their work as sport coach that they could be meaningful to others by applying their own life experiences. This fulfilled their desire to give back what they missed themselves in their youth and to pass on to others the benefits from sports from their own experiences: *Karen: now I use my life experience for the youths I work with. Also the effect of sports, how important it has been for me then. Now I give them the example'*. Because of their work as a sport coach, daily life and sports have become convergent:

Veronica: My dream for the future is... yes actually only to be busy with yoga and to be a stay-at-home mom. I did yoga for the past 5 years, and always enjoyed it so much, and that's what I want to teach other people. How good you feel through it, what you can do with yoga and what it adds to your life. And eh... there was a moment in yoga class where I thought, ok, this is what I want to do for the rest of my life.

The experiences of daily life and sports has formed the participants to the person they have become today. This is how most of the participants looked back and gave meaning to their lives, like for example Rick:

Interviewer: If you now look back at your life timeline, what do you think of it?

Rick: After everything that I went through, and everything that happened, it has helped me to become the person who I am today, also the fact that I work as a sport coach... and the other guys... yes... trying to help them, to ensure that their road of agony doesn't stray too far from the middle, so I have absolutely no regrets. And ehh yes... in contrast, it also gave me more insights. So yes, I obtain also positivity out of it.

Some participants mentioned they could not live without sports anymore or would feel incomplete without it. The meaningfulness of sports was confirmed by life experiences in which they were not able to do sports due to a period of physical injuries. All participants who have experienced or have imagined being unable to sports, mentioned negative consequences like that it (would) make them less fit, it gave them feelings of being unable to express oneself, limited, uselessness, lifeless and if like there is no purpose in life during that time.

4.2 MANAGEABILITY IN THE SPORTS SETTING AND DAILY LIFE

4.2.1 SPORTS AS A SOURCE FOR MANAGEABILITY

Sports was a source for manageability because it contributed to skill development that were also of use in daily life. Gerard explained sports as vital to the holistic development of people, in which they can develop themselves on both physical, mental, social and spiritual domains: *Gerard: sport happens to be a vessel, in fact, if you want to call it just as a vessel in which those domains all come back a little bit so to speak. But I think there are many more activities, in which this is so*. The most cited skill development in the sport setting were a growth in (mental), resilience, self-confidence, self-acceptance and social skills. Veronica for example, said she had to face herself in yoga classes and this is what learned her to become more satisfied and in peace with herself:

Interviewer: What does yoga mean to you?

Veronica: The type of sport in which I can use and intertwine my whole body and soul, and during yoga exercises yes, you face yourself, because yes, how flexible am I, how good am I at this, why it doesn't work? Why this hurts? Those are all questions that everybody has during yoga classes, only the point is actually to let that go. To be happy at where you are now. And that is so applicable on someone's own life, that yes, when you learn it in yoga class, to eh accept it there, you can do it in your own life a lot easier.

Some participants explained that self-confidence and (mental) resilience could be developed during sports because the sport setting is a playground or a metaphor of life in which the positive as well the negative things of life are represented. During sports, one can learn how to deal with positive and negative situations, emotions and feelings. Rick for example mentioned this as: *'sports put you on the edge. You have to face yourself at worst, maybe you have the best feeling of the world, but you could also experience the worst feeling in the world, and all of that in one hour and a half'*. He believed that those experiences makes people more confident. In addition, Gerard stated that the construct behind how a person deal's with emotions and feelings in the sport setting, can also be applied in daily life and this is how sports contributes to a person's resilience. Other reasons for a growth in confidence were because of a positive change in body composition.

The accomplishment of a goal in the sport setting had been a source of regaining trust in yourself and hope for overcoming obstacles in daily life. Karen: *'after 10 miles, just everything fell of, and I began to feel a little bit of hope and excitement for the future'*. For Karen, the sport experience was a solution to deal with her life challenges. She suffered from severe substances addiction and running was a source that gave her the strength and confidence to manage with the abuse:

Karen: The running was more a must from myself, rather than that I was enjoying it. It was a battle to continue running, and to not use substances. If it was a way to stop using, I gave everything for that. I lost everything, and that was the only thing that was offered as help. I though yes, this is the solution actually, plus I've always liked to sport. The 10 miles, I did walk it in 1 hour and 11 minutes, didn't think it was that bad actually, because I hadn't eaten, or slept. It was so beautiful... I didn't know that those things existed truthfully, in my addiction, I really wasn't busy with that. And surely not that I would be

able to do it, that's it really. Yes, I didn't think about it, I was really negative about myself. Yes, it did help with my self-confidence and the strength to stop, this was then complete.

Several other participants have mentioned that sport participation functioned as a discharger or a tool to release negative emotions and energy. Sports gave them a moment of relaxation and mental peace because during sports, one did not have to think about everyday problems. This helped them to become more resilient in daily life and to have more energy during daily activities. Stijn for example, explained that he once did not feel confident about himself being at home, while after his exercise he did not feel negative and uncertain anymore and was able to handle the day again. Several other participations explained that being involved in sports helped them to get more out of a day and that it gave them feelings of concentration and fitness which was of use at their work:

Veronica: Now sports has a different meaning for me, I do it because I feel good about myself, and the next day I feel good, because I'm healthy, in my body. Sports and yoga gives me a good feeling. If I go to work then I can concentrate, I feel fitter. I know that it comes through sports. Yes, it gives me energy, and I can really use that at my work.

The second most cited skill development was the learning of adjusting to team/collective objectives and discipline, like Rick said '*I learned a lot of skills by..... by sports, yes, dealing with people*'. Rick explained that he has mainly learned this from the diversity in his team: '*American Football was also a very diverse team. You just learn a lot in such a team, because you do not have only the same sort of people together*'. Marcel said he learned to have discipline in his sport, because he was simply driven and shaped to socially accepted behavior, also by his trainer.

An underload-overload balance within the sports setting was shown important. First of all, Karen said that youths need to learn to believe in themselves that they are able to manage with sport challenges. Karen herself learned to regain trust in herself because her sport coach said she was able to run. A low underload-overload balance in sports was a reason for some participants for not enjoying it. For example Rick and Allan, who both liked the sports itself but did not enjoy the experience because of playing either above or below their level, huge age differences within a team or an imbalance between frequency of losing and winning:

Allan: I joined a sports club (soccer) for a short while, but I couldn't really find a fit. I thought the age difference was too high, teammates and opponent were a few years older than me and at some given moment it's going to collide. They're physically stronger, and they're going to use that against you too. And the team was not really a team, there were no team dynamics, no nothing. And soccer, you lose a lot... and that's also disappointing after a while.

In addition, participants have indicated that sport coaches should focus on positivity and try to make the sport experience challenging for everyone. Examples of how this could be done were that every individual requires a different treatment in which sports coaches create small moments of success for everyone. Marcel explained:

Marcel: If you lose as a child... the child says I lost again. No, you didn't lose anything, if you did your best, you are the best. You have to try and create wins, so not that he's better, and I went against him and lost again. No, what is the win you took from it? Did it go better than the last time? Yes, now I only fell 3x, and last time I fell 5x. Ok, so what did you win? Through which you, how you call it yeah... focus on the positivity.

4.2.2 COMPLEXITY SPORTS, DAILY LIFE AND MANAGEABILITY

First of all, daily life was related to the sport settings because daily life provided opportunities and barriers for youths for (not) participating in sports. Sometimes, the resources were just not available

for participants in order to participate in (the) sports (of their choice). For some participants, sports has always played a central role at home because they were born in a sporty family, like with Gerard:

Interviewer: Can you remember when you started with sports?

Gerard: Sports are, sports jus have been, we are a very sporty family, so sports have always been central in everything we do. Or yes, it is just a part of our lives, my brothers went with me to soccer, I joined soccer, and hockey and tennis we all did.

Those participants got the opportunity to engage in sports because it had been supported by their parents since a young age. Marcel, for example, was stimulated by his mother to try out martial arts because of his restless character: *Marcel: 'I was always a restless youngster, type adhd, so my mother said you should take a look at judo or karate and then you can choose. So I chose judo'*. Barriers to be engaged in or to continue in sports were due to financial constraints or a lack of parental support. This was why Ruben and Laura started sport at a relatively later age (17 and 19). For Laura, it was not possible to practice the sports of her choice:

Interviewer: did you never thought about sports in your youth?

Laura: well... wait a second; I have to leave a footnote, which was here, I wanted to play soccer. But my father thought that soccer was for guys. Then at a certain moment my mother said, I got a nice idea, we'll do another sport. Well, and what do we get, badminton. Well I found it terrible, I have nothing at all with badminton, it is a respected sport but I really don't have anything with it, absolutely nothing. So that lasted for a very short time.

Interviewer: and after that, you never started with sport?

Laura: no, no. And I also think... my mother was never into sport, and actually my father was also not a sportsman, eh, although he had nothing against it. He thought, you can also exercise outside, not specific at a sports association. And I think finance also played a part, because I come from a household where money was not taken for granted. For me it would have been really favorable for me if there would have been community sports... (laughs) but hey, I didn't know them at that time.

Marcel, who had been involved in top sport judo, explained that he missed structure and support from home in order to stay involved at this level of performance. Another influence for him to quit top sport was because there was no money to be earned with top sport:

Marcel: I had to lose a lot of weight to maintain my weight and I was not really good at that. Because I missed structure here [at home], I didn't have the support at home that you need as top-class athlete. You are an important link as a parent in the achievements. My performances were really affected by the things I missed. Then I got a lot of positive energy from teaching, and I thought, hey listen, I thought all nice and well judo, but I cannot earn anything with it. Some people train themselves way to hard, and you will only get money for it when you are an A sportsman and I had only a C status.

Karen emphasized that youths need to learn to believe in themselves because everyone is able to join sports. Sport coaches can play a role in this, as also Karen's sport coach played a significant role in helping her to believe in herself. Also mental dedication and character helped Karen to deal with sport challenges:

Karen: Running was special because I was still using substances heavy and was also awake for whole nights. But I never wanted to give up, so if he wanted to run than I just did that, which was pretty

heavy. First time I run 8 km, yeah my will was that strong. Not giving up, that is just something I don't do.

Interviewer: What do you want to tell the youth, if you wanted to give them a message?

Karen: Belief, they always need to believe in themselves. Every child wants to hear that you believe in him or her, and that there is a solution for everything.

Reflecting back on their lives, most participants showed beliefs that life is in your own hands and you are responsible for your own happiness. However, they also mentioned that you cannot and should not want to control everything in life. Some said that you need to take care of yourself because in the end, no-one else does this for you. Gerard, who had gone through unexpected loss of close relatives at a young age twice learned that often fear for fear itself is much more bigger than when something you fear actually happens: 'You could be amazed about how strong you actually are'.

Karen: I always say: life is like a movie and you need to direct it yourself, so you can shape it, if you want to make it hard, that is your choice, but ... but these are the options, and you can make your own choice. I like the quote, where there's a will, there is a way. You have to do it yourself, help from other people can be really important, very nice, but eventually you have to make yourself happy.

4.3 COMPREHENSIBILITY IN THE SPORT SETTING AND DAILY LIFE

4.3.1 SPORTS AS A SOURCE FOR COMPREHENSIBILITY

First of all, sports was experienced as a form of consistency in life because it provided a form of stability and structure during the week because of set times of sport trainings. Stijn explained that because of this tight schedules of hockey trainings, he had learned to plan his time efficiently and make his homework in the train. According to Rick, acknowledgement in sports can contribute to increased stability in daily life. He explained that when parents recognize that sports are meaningful for youths, it can be used as a tool to influence their school performances. Rick said that he currently applies this in his sport coaching:

Rick: If you are on my team, I'll say that you have to pass your year, or pass the final exams... it depends on what age I'm coaching at that moment, because..... The love that boys have for sport can motivate them to do everything around it. If you love sport that much, and you are told hey you can't go to training because of homework... I have boys that only may train two times a week because they need to do homework during the other training, that will gnaw on you, it hurts, because they want to be at the field. So yea actually I have to do my homework so I can go to the training. And I think that acknowledgement on these areas would have helped me a lot to keep it more stable for me. Actually my mother only gave me acknowledgement for school. And you know what, if I had come home with the best player trophy, she might have made a minimal comment on that. I don't think she had a clue on how she could have used that to influence me.

Two participants mentioned that sports had functioned as an activity during which old memories came back, which caused them to come to new realizations and insights about themselves. For example Karen who came into insight during the running of the 10 miles that she really wanted to quit with her substance abuse. This life event could be categorized as a turning point:

Karen: I encountered a lot on the way, images and things that happened, and stuff I'm still in.. so then I thought, yea I really don't want it anymore, the substance abuse, I really need to quit... I was thinking about all those things on the way.

Interviewer: during the running...

Karen: Yes, during the running... that's why I needed to vomit when I arrived, and crying, I didn't get any air anymore... and my son was also standing there. It was so beautiful.

Another example was from Veronica, who has been bullied and suffered from fibromyalgia. This is a rheumatic disease that is not caused by genes but caused by stress or trauma and this is what she never understood. During yoga exercises, many memories came back from her youth and this helped her to discover why in daily life she still responds in certain ways. These realizations helped her to let go of the past:

Veronica: I have fibromyalgia, it is a kind of rheumatism, and this kind of rheumatism is not really eh... genetically determined, it is caused by stress symptoms or a trauma. It has always been for me eh... a mystery of how it works, why that is, I never really understood. Only... yes, there happened a lot with it during yoga, because there are exercises in kundalini yoga that eh... they flow to these points. And then you need to take a look at hey what am I going to do with this? Am I sad about this, or am I mad about it, do I find this annoying, am I going to quit this exercise? But hey, I went through with it, and because of this a lot of memories from the past came back. A lot of unpleasant things that happened came back, and I learned a lot during a yoga class about eh... all right... when I was young, and I was bullied, it made me really insecure, and now in daily life I react in the same way, because at that time I reacted also in that way, and eh... that is something I really learned during the yoga class and that I have been able more to let it go, from the past. And that is why I feel better in my body and also the pain is reduced. The more I practice yoga, the better I feel.

One participant mentioned that he liked sports because in being involved in sports not only requires a level of technique, but also a level of comprehension about what you are doing.

Interviewer: What do you like so much about American Football?

Erik: There is so much to pay attention to, but also... actually its roughness, yes its roughness. The technique that you must have, and not just do something. You have to think about it, knowing what you are doing, and yes that I found quite interesting.

4.3.2 COMPLEXITY DAILY LIFE AND COMPREHENSIBILITY

Many participants explained that they rationally understood that sports makes you feel good:

Gerard: In sport you make endorphin, endorphin, endorphin and that gives you a blissful feeling, and you want to stimulate this in moments when you are depressed. Very simple, so from a rational point of view eh... is sport just good for you.

Although all participants were currently passionate about sports, many explained that they also had moments in which they were not motivated to go to their sports training. Laura stated that sports not only require physical dedication, but also mental dedication: *'Most people see that sport begins with something physical, but actually it is something mental. At the time you can mentally encourage yourself by thinking hey I'm looking forward to this'*. One of the most cited reasons to continue with sports was because participants rationally understood that sports helps them to feel better during daily life, and without sports they would feel low in energy. This knowing was a critical factor in order to change their mind-set to motivated whenever they were not motivated already:

Veronica: My daily life is also a big influence because I obligate myself to go. If I don't want to go, I'm like come on, I have to, because if you don't go, you won't feel well. Of course in the beginning you

don't want to go to that lesson but if you went there you can really feel the energy. You feel the positive energy and what it does to you. After one hour of training, you will go home with a satisfied feeling, and next week I know hey, last time it went well, so this time it will go well again, so go, it is nice to sport.

During the reflection of the interview on the participants lives, almost all participants have explicitly showed understanding about the things that happened in their life course understanding that they were life lessons and formed them to the person they have become today:

Interviewer: What do you think, if you look back at the story of your life?

Laura: Well, it confronts. Here I might say yea I am totally not happy that I was in this situation, but on the other hand, if I look from my perspective here and now, and I look back on that, I got a lot of time this period to deal with this, so I think hey, now I think it was just a life lesson, it is an experience, and yes... you cannot control everything in life.

4.4 EMOTIONAL CLOSENESS IN THE SPORT SETTING AND DAILY LIFE

4.4.1 SPORTS AS A SOURCE FOR EMOTIONAL CLOSENESS

Sport functioned as a source for emotional closeness because sport was an important platform for getting into contact with friends or other people that were usually outside someone's environment. Participants experienced it was a place where they were seen and valued by others and invited to social events, not only inside but also outside the sport setting. For Ruben, this was one of the aspects of sports that he valued most:

Ruben: Community sports were a good way to get in touch, that was really nice for me. In this way I increasingly met more people from a different environment. Maybe it wasn't even the basketball that was so nice, but a sort of... that there was a group where you was seen, and people knew you, you were invited to go with them, or to drink something, that was really nice.

Some mentioned that sports participation had provided them with long lasting friendship and social contacts. Stijn explained that one reason for making friendships was because going through difficult sport experiences together creates bonds:

Stijn: you notice that you get new friends after participating in a boot camp, eh... because you pull each other up all the time, continual when you did something... every time you go out of your comfort zone. You constant go in there together, and you constant force each other to go in there as well... There is just a lot of social control, and friendships develop from that, which is something you will take with you.

The sport setting was explained as a place where participants felt a sense of belonging and a sense of community, even while the diversity between the people in the sport setting was sometimes large. Gerard, of which his father died at a young age, explained that the social component and community feeling he felt in sports, certainly had a role in the process of processing. Marcel explained that he felt at home at the sport setting, due to his admiration for his coach, which he saw as his father: *'I had a lot of admiration for the sport coach, I also saw him as a father. I also trained four times in the week with him, so that immediately felt like coming home'*. The sport coach was more often mentioned as an important source of support, especially for Karen for whom her sport coach was not only a sport coach but also someone who was there to help her with her daily life problems. He gave her the social support that she had missed from her parents and youth detention:

Karen: He was also caring, yes I could talk with him, he was really nice, someone that actually was there for me. I needed support from my environment, before that I was alone. My parents were also not there to help me, and youth care, yes a lot failed in that area.

4.4.2 COMPLEXITY SPORTS, DAILY LIFE AND EMOTIONAL CLOSENESS

Emotional closeness in daily life was also of influence on the sport setting because many participants said that one of their motivations to be engaged in sports was because they were supported or accompanied by friends or acquaintances. Karen had been motivated by her sport coach that she met at the youth imposition location where she worked to participate in sports. Sporting together with friends or acquaintances was also one of the reasons that made sports more fun. Some participants mentioned that those social contacts were one of their reasons to continue participating. On the other hand, low emotional closeness was a reason to stop sports, like for example Marcel who quitted top sport because he lost a sense of community feeling:

Marcel: Groups fell apart, training groups, it got more and more individualized. The older you get, the more lonely top sport gets. Yes it is an individual sports, so you try to achieve results for yourself, and not anymore with your friends. The family feeling inside the sports club was really nice for me, but with the other nonsense there, you will just train less often.

Veronica and Rick experienced low emotional closeness in daily life when they were bullied. This had a huge effect on their sport experience during sport classes at primary school. During those gym classes, they experienced feelings of social pressure. Results in feelings of loneliness, a want to escape or beliefs that they were just not able to do sports resulting in feelings of low manageability. At a different setting in a later moment in life, they experienced that they actually were able to do sports and even enjoy it. The main difference between the experiences were a difference in social acceptance.

Interviewer: How did you experience sports in the past?

Veronica: Gymnastics at primary school was never nice, because I was always chosen last. I was not good at gymnastics, not at vaulting, couldn't run that fast, I was not good enough as was said to me every day. Like hey, you are the fattest of the class, I don't want you in my group. So I never liked sport... terrible. Actually I was not in the right shape to do that sport. No I was only busy with the group I was with. If I compare that to now, now I get a lot of positive energy from it, instead of negative energy. Back then I was not busy with sport. I didn't even dare. I didn't dare to let myself go in the gym, because... yes, everybody had something to say about it. It really kept me from sports... so yes it actually is not that strange that it wouldn't work with gymnastics, or vaulting, because I was scared of how people looked at me. It gave me a lonely feeling, not a good one. Then you just don't want to be in that gym anymore... just wanna leave.

Interviewer: Since when ... what happened when you did enjoy sports? When was that?

Veronica: When I started with sports outside of school, it was totally different. Nobody looked at me in that way. That is when I started to like sports, and I thought oh see I can play volleyball, and I can play badminton, and I am sportive.

Interviewer: And how was the teachers guidance at that moment, during gymnastics?

Veronica: Well ... not very special, I do not really feel that there eh was the guidance that I may be needed. So that a teacher helps you at a gym class, when needed, rather than pretend nothing is going on and the bullying just continues. So that's uh.... I have really missed that then.

5. DISCUSSION

The purpose of this study was to explore life experiences in the sport setting that contribute to perceived personal development in socially vulnerable youths. The results show that the sport setting has the potential to facilitate personal development because 1) life experiences in the sport setting contributed to skill development that were also transferred to non-sport settings, as was illustrated in figure 1 and 2) life experiences in the sport setting were related to the four sense of coherence (SOC) components. However, an important finding is that the linear representation of figure 1 was just one example of how life experiences in the sport setting contribute to personal development. The sport setting appeared to relate to the SOC in complex and dynamic ways. Personal development in the sport setting and daily life was much more entangled with each other than the existing literature suggests. Learning in the sport setting appeared to be not linear, but circular and interactive with daily life and facilitated by a contrast between lows in daily life and highs in the sport setting. Also time played an important factor in personal development, since there were often delays between life experiences and meaningful insights that participants gained from them.

In this section, first the relation to sports to the four SOC components, meaningfulness, comprehensibility, manageability and emotional closeness will be discussed. Secondly, the complexity of personal development in the sport setting and daily life will be explained. Intrinsic motivation and a contrast in positive and negative experiences seemed to play a role within learning processes and will therefore be highlighted. Then a reflection on the methodology is given to observe whether the methodology reached its aim.

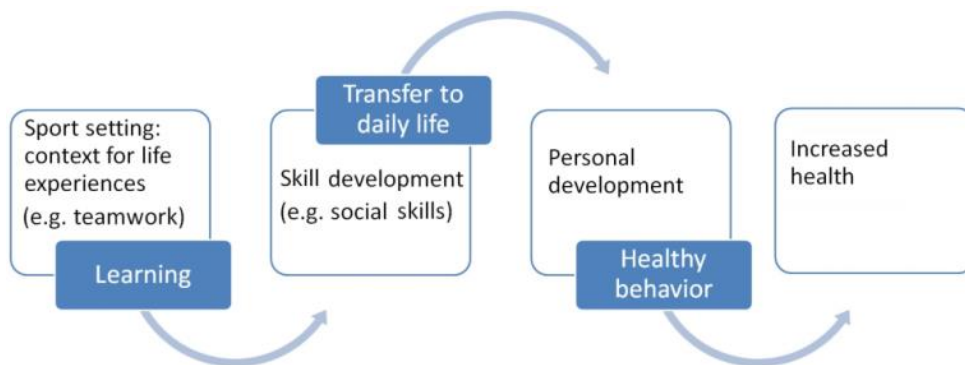


FIGURE 1: TRANSFERABILITY OF SKILLS AND SOC COMPONENTS FROM THE SPORT SETTING TO DAILY LIFE LEADING TO PERSONAL DEVELOPMENT.

5.1 SPORT SETTING RELATED TO SENSE OF COHERENCE

The relation of the sport setting to the four SOC components will first be discussed. First of all, the results of this study confirm that the salutogenic model aligned well with the idea of sports a tool for personal development. However, it is important to note that it was not possible to make clear distinctions between how life experiences in the sport setting were related to the four SOC components, since the SOC components are interrelated in complex and dynamic ways (Antonovsky, 1987). Antonovsky (1987, 1996) explained that GRRs and SOC are related through life experiences which are characterized by meaningfulness, consistency and underload-overload balance. Such repeated life experiences build up the SOC. Therefore it has been argued that in order for people to develop in the sport setting, the sport experience should be meaningful (people want to be a part of

it) balanced (people can do what is required and they accept the conditions and rules) and consistent (people understand the logics of sports) (Jakobsson, 2014).

The results show that life experiences in the sport context were most of all entrenched with meaningfulness. Meaningfulness in the sport setting could originate from different sources, including enjoyment and fun, increased health and social contacts. Participants experienced enjoyment because of engagement in challenges, being good or successful at it, skill development, improved performance and the accomplishment of goals. This means that challenges and learning processes during the sport experience enhanced the SOC component of meaningfulness, as was also suggested by Jakobsson (2014). Experiencing of enjoyment in the sports setting was for the participants one of the most important reasons to participate in sports. Also Super, Wentink, Verkooijen & Koelen (submitted) found enjoyment as an important motivator for youths to participate in sports. These results connect well to the idea of Antonovsky who believed that meaningfulness was the most important SOC component, because it is the motivational component of SOC (Lindmark, Stenström, Gerdin, Hugoson, 2010). In addition, Antonovsky (1987) hypothesized that meaningfulness is a prerequisite for sustained comprehensibility and manageability. Sport coaches in research of Super, Verkooijen and Koelen (2016) confirmed that meaningful sport experiences were considered a precondition for keeping youths in sport experiences, as well as a precondition for skill development.

The importance of comprehensibility within the sport experience was not so much reflected in the results. Only one participant described that the level of comprehension needed for sports was a source of enjoyment. However, sports provided a form of consistency and stability in life and was therefore a source for comprehensibility. Sports was also a source for comprehensibility because participants described moments of insights during the sport experience which could be categorized as a turning point. Bergman et al (2012) summarized that comprehensibility was said to be the second most important component because high manageability requires understanding. The results reveal that a rational understanding of how sports are beneficial was sometimes needed in order for participants to motivate themselves for sports.

The importance of manageability within the sport experience was reflected in the results because sport experiences were not enjoyed when there was a low underload-overload balance. The sport setting provided participants with balanced experiences in which sports functioned as 1) a playground or metaphor for life in which participants learned to deal with situations, emotions and people and 2) a discharger to release negative emotions and thoughts. Those experiences contributed to skill development and transferability of (mental) in resilience, self-confidence, social skills and positive energy to daily life. Providing balanced sport experiences being beneficial is in line with Jakobsson (2014) who implies that sports club should offer activities that attract people with different levels of ambition and abilities.

Emotional closeness seemed one of the most valued aspects of the sport setting. Sport experiences were not enjoyed when there was low emotional-closeness which could result in feelings of low manageability. The sport setting functioned as a platform for getting into contacts with friends and provided participants feelings of being part of a community. The sport coach and team sport were mentioned as being facilitating factors in offering experiences with an underload-overload balance and emotional closeness. Participants said that sport coaches can contribute to positive sport experiences by creating little moments of success for each individual and making sure that youths are not socially excluded. This implies an implicit approach to facilitate transfer (Turnnidge, Côté & Hancock, 2014). This result was also found by Super, Verkooijen and Koelen (2016) where sport coaches mainly adopted an implicit transfer strategy, focusing on creating a safe, fun and motivational climate for youths. This implies that the implicit approach is effective in facilitating

transferability. However, future research should indicate whether the explicit or the implicit approach is more effective in facilitating transferability.

Implications of these findings for youth care and society are that the creation of meaningful, balanced and consistent life experiences with a sense of belonging facilitate personal development in the sport setting. However, the relative importance of each components is still unclear. Future research should investigate further how sport programs can be designed in order to include an optimal balance of each of the components.

5.2 COMPLEXITY SPORTS AND DAILY LIFE

The complexity of personal development in the sport setting and daily life is addressed in this section. This complexity was apparent from the interviews as well as from the complex interrelations between the four SOC components. Therefore, the experiential learning theory (ELT) cycle of Kolb is presented because it might be applicable to the sport setting as it explains circular learning by life experiences. Intrinsic motivation and a contrast in positive and negative experiences seemed to play a role within learning processes and will therefore be highlighted.

The complexity was revealed within the interviews because participants explained personal development as a result from a complex combination of life experiences in the sport setting and daily life. While the participants experienced difficulties and problems in daily life, the sport setting was a place where enjoyment and success were experienced. Personal development seemed therefore to be facilitated by a contrast of lows in daily life and highs in the sport setting. As such, sports was a meaningful tool for participants to escape their daily problems and an activity that brought them into a positive spiral. Eventually, participants did not only find meaningfulness but also their life purpose in sports. Endo, Kanou and Oishi (2012) argued that SOC is suspected to be enhanced when individuals have a purpose in life and are leading meaningful lives, which in turn largely contributes to a healthy lifestyle.

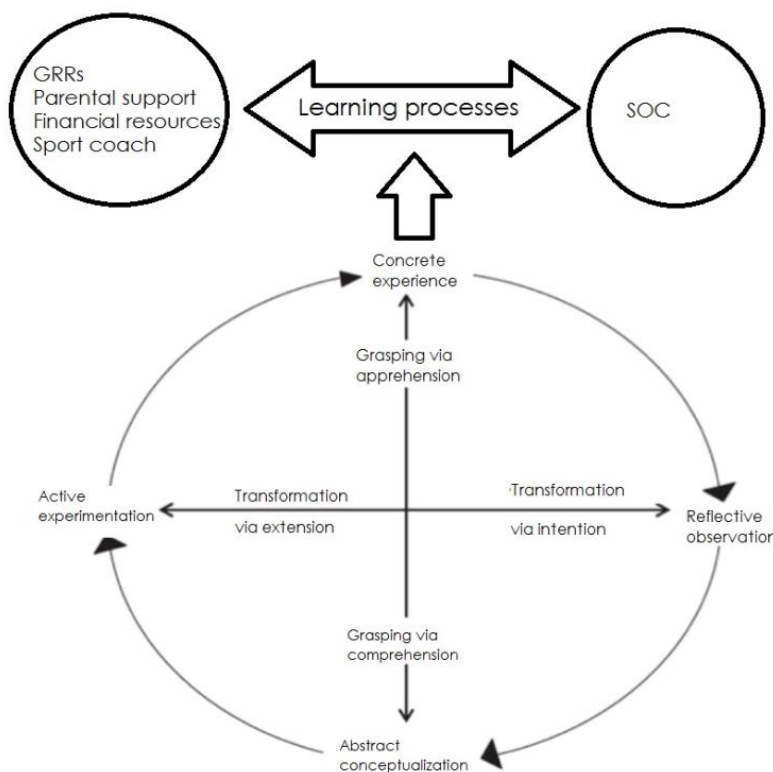


FIGURE 5: INTEGRATION OF THE EXPERIENTIAL LEARNING CYCLE (KOLB, 1984) INTO THE SALUTOGENIC MODEL, ADAPTED FROM THE SALUTOGENIC MODEL IN WORKPLACES (VAANDRAGER & KOELEN, 2013).

Kolb's experiential learning cycle (figure 6) might be applicable to the sport setting because it explains how learning by life experiences is circular and how new knowledge and meaning is created from them. Within ELT theory, learning processes consist of a four stage cycle in which (1) a person has a concrete experience (2) person observes and reflects on the experience (3) person formulates abstract concepts (analysis) and generalizations (conclusions) which are (4) used for active experimentation to test hypothesis in future situations, resulting in new experiences (Kolb 1984, p.41 in Kolb, Boyatzis, & Mainemelis, 2001, p. 228).

The ELT cycle also aligns well with the idea that athletes learn to cope when they take up an active role in the learning process and reflect on their previous experiences (Tamminen & Holt, 2012). ELT and the salutogenic model could be complementary in explaining how life experiences lead to personal development by placing the ELT cycle within the salutogenic model, in between the GRRs and SOC. People continuously go through the cycle (in the sport setting as well in daily life) obtaining new information. If this information is meaningful (people want to be part of it), balanced (demands are appropriate to person capacities) and consistent (experiences are the same over time), the SOC is going to be improved (Antonovsky, 1987, 1993).

The complexity of personal development was also revealed in the development of intrinsic motivation. Intrinsic motivation refers to "doing an activity for the inherent satisfaction of the activity itself" (Ryan & Deci, 2000, p.71) and are undertaken out of pleasure and fun (Vallerand & Losier, 1999). The participants emphasized the importance of finding this kind of enjoyment in sports. However, not all participants were born being naturally interested in sports. Some developed an intrinsic motivation for sports only after several experiences in sport participation. Development of intrinsic motivation seemed to be facilitated by generalized resistance resources (GRRs) and SOC, in addition by going through Kolb's learning cycle several times. For example, some participants started with sports mainly because they were motivated by parents, friends or acquaintances (GRRs). While sports was not always immediately experienced as positive, the social contacts, a desire for improved health or performance kept them motivated. Eventually, after few or many sport experiences, all participants became 'infected' with the fun and beneficial effects of sports. Participants indicated that youths need (parental) support and (financial) resources to find a sport of their preference in which freedom of choice and finding of enjoyment was emphasized. Youths could be supported in this process by learning them 1) why sports are valuable 2) to believe in themselves; everyone is able to enjoy sports and 3) let them try out different sports. However, participants noted that some youths might be more interested in other leisure activities like theatre or art and they should also be supported if they rather are involved into other activities than sports. Existing research of Inoue, Wegner, Jordan & Funk (2015) have provided empirical evidence that intrinsic motivation in sport participation is related to important developmental outcomes.

Super, Wentink, Verkooijen & Koelen (submitted) suggested that future research should investigate how both positive and negative experiences can contribute to growth and development, and the underlying processes. The results of this study imply that personal development is facilitated by a contrast in positive and negative life experiences. Although participants had been through severe life stressors, they were able to give meaning and show understanding to them, believing that in life you are responsible for your own happiness. At the moment of interviewing, the 'negative' experiences were often labeled as meaningful also because it has formed them to the person they have become today. Tolle (2005) said that the deeper interconnectedness of all things and events implies that the mental labels of 'positive' and 'negative' have a limited perspective and therefore are only true relatively and temporarily. For the mind, it is often impossible to understand what place or purpose a seemingly random event has in the bigger whole (Tolle, 2005, p. 195-197). This was also reflected in the results, since there were usually delays between the actual life experience (labeled as

either positive or negative) and meaningful insights that were gained from them at a later moment in life. It could therefore be argued that time plays an important factor in the process of personal development and obtaining of meaning in life.

5.3 REFLECTION ON THE METHODOLOGY

A strength of this study is that it differs from existing literature because of a qualitative approach and in particular because of the timeline method. The qualitative approach was a strength of this study, since qualitative approach enables to grasp the multidimensionality of meanings, contexts, unanticipated phenomena, processes and explanations (Stelter, Sparkers & Hunger, 2003) and allows for surprises (Strean, 1998). The timeline method seemed to be a useful method in that sense, because the unstructured character of the timelining method helped to reveal the complexity of the topic and allowed for a deeper understanding into life experiences. The timeline method is also recommended because the process of reflection and re-thinking of the past seemed to lead to an enhanced level of self-awareness for some of the participants. However, the absence of a strict interview guide limits the reliability of the results in which some things still might remained unnoticed. For example, the relative importance of the four SOC components is unclear since especially the (un)importance of comprehensibility within the sport setting was not so much prevalent in the result. Therefore, this study suggests for a follow-up study with the same timeline method but with a more structured interview guide in which questions related to the four SOC components are included.

Also the number of participation is an limitation regarding the reliability of the study. With an interview data-set of 10 participants, it should not be assumed that similar research would yield similar findings. There was some data saturation in the interviews, but no more interviews could be conducted due to time constraints. However, 2-3 more interviews would have made the study stronger. Therefore, this study provides insights only but not definitive conclusions. Especially because the sample was a very selective group of people, all working as a sport coach and believing that sports is sort of an ultimate tool for personal development. Maybe this belief explains that sports had such positive effects in their lives, while this can be different for other participants who not work or worked as a sport coach. Therefore, future research should conduct interviews with a similar study population that are not active as a sport coach.

Because the findings came from unstructured retrospective recalls, they might not be a true representation of life experiences. The results might therefore be an incorrect presentation of the past since things might always look nicer when looking back. However, more essential was to identify how participants create meaning from the pasts instead of identifying an exact factual description of their life histories. The sensitive nature of the sharing of life histories could have affected the subject's responses. This could only be avoided by collecting data in which there is no researcher's presence during the gathering, which is obviously unavoidable with the timeline method.

CONCLUSION

Whilst most sport research has been done on sport developmental outcomes, this study had a focus on how life experiences in the sport setting contribute to personal development. The results of this study imply that life experiences in the sport setting have the potential to facilitate personal development because 1) the results show that life experiences in the sport setting contribute to skill development that were also transferred to non-sport setting and 2) the sport setting is related to the four sense of coherence (SOC) components of Antonovsky's salutogenic model: meaningfulness, comprehensibility, manageability and emotional closeness. However, the sport setting related to the SOC in complex and dynamic ways suggesting that learning and personal development in the sport setting is not linear but circular and interactive with daily life. A compelling finding was that both positive and negative life experiences in life were labeled meaningful and seemed to facilitate personal development processes.

The overall aim of the project is to improve the life prospects of socially vulnerable youths by uncovering the inherent value of sports. This study reveals some implications to optimize the organization of youth care in order to achieve positive effects on socially vulnerable youths. Experiencing of meaningfulness in the sport setting was shown an important aspect and motivation to keep youths participated in sports. The importance of comprehensibility within the sport experience was not so much reflected, however, sports can be used as a tool to create stability and structure in youths lives. Balanced sports experiences and a sense of belonging were valued aspects of the sport setting and a precondition for enjoyment, in which the sport coach played a facilitating factor. The results also imply that the implicit approach is effective in facilitating transferability.

Finding of intrinsic motivation for sports was shown important in which youths can be supported. Development of intrinsic motivation seemed to be facilitated by parental support and (financial) resources that enable to find a sport of preference. Youths can also be supported by learning them why sports are valuable, learn them to believe in themselves and let them try out different sports.

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APPENDICES

APPENDIX A: PARTICIPANT RECRUITMENT LETTER

I) Contact person

Titel: deelnemers onderzoek gezocht

Beste

Wij zijn op zoek naar deelnemers voor het PhD project Jeugd, Zorg en Sport en wij hopen dat u ons daarbij zou kunnen helpen. Het doel van het onderzoek is om te ontdekken hoe mensen sport ervaren door hun leven heen. Het is daarom belangrijk dat de deelnemer tijdens zijn jeugd heeft gesport. Het maakt daarbij niet uit of hij/zij recreatief sport, een competitieve sporter is, of dat hij/zij vroeger heeft gesport maar dat nu niet meer doet. De andere criteria waar de deelnemers aan moeten voldoen zijn:

- M/v, leeftijd tussen de 21-40 jaar.
- Heeft niet op nationaal of internationaal niveau gesport.
- Kon in het verleden als kwetsbaar bestempeld worden en heeft nu zijn/haar weg gevonden (Sociale kwetsbaarheid refereert naar een verstoorde of gebrekkige participatie in sociale verbanden zoals familie, school, de buurt, denk aan: voortijdige schoolverlaters, afhankelijk van uitkering, gebroken gezin, huiselijk geweld, psychische problemen, eenzaamheid, gepest worden, slechte gezondheid, tienermoeders, alcohol-drugs verslaafd, daklozen, zwerfjongeren).

Wij zijn op zoek naar een zo groot mogelijke variëteit aan deelnemers, dus het type sport maakt niet uit.

Wat wordt er verwacht van de deelnemers?

Er zal een interview worden afgenomen waarbij we zullen terugblikken op hun (sport)leven. Dit zal gedaan worden aan de hand van de tijdlijnmethode waarbij we op papier een tijdlijn maken met alle belangrijke punten uit hun leven. Het interview zal ongeveer 1-1,5 uur duren, afhankelijk van de geïnterviewde. Er is geen voorbereiding van de geïnterviewde voor het interview nodig.

De interviews zullen worden gehouden in de periode Februari 2016 – April 2016 en kunnen worden afgenomen op elke gewenste locatie. Daarnaast is het belangrijk te vermelden dat deelname geheel vrijwillig en anoniem is. Informatie uit de interviews wordt alleen gebruikt voor wetenschappelijk onderzoek en zal niet verder gedeeld worden met andere partijen.

Waarom mee doen aan dit onderzoek?

- Bijdrage aan wetenschappelijk onderzoek. Met de informatie willen we graag een bijdrage leveren aan de verbetering van de huidige sportpraktijk, adviezen en interventies gericht op kwetsbare jongeren.
- Deelnemers krijgen een cadeaubon t.w.v. 15,- bij bol.com.

We zouden erg geholpen zijn als u één of meerdere deelnemers zou kunnen voordragen voor dit onderzoek.

Indien u vragen heeft, horen wij deze graag. U kunt deze stellen via mail [x] of 06 nummer [x].

Met vriendelijke groet,
Sabina Super & Ellen van der Pol

PhD project Jeugd, Zorg en Sport

Gezondheid en Maatschappij, Wageningen Universiteit

II) Participant

Titel: deelnemers onderzoek gezocht.

Beste

Via contactpersoon hebben wij uw contactgegevens gekregen om u uit te kunnen nodigen voor een onderzoek binnen het PhD project Jeugd, Zorg en Sport. In dit onderzoek zijn wij geïnteresseerd naar levenservaringen die zich volgens u hebben gevormd tot wie u nu bent. Daarnaast willen we graag weten hoe u sport in uw leven heeft ervaren. Het maakt daarbij niet uit of u recreatief sport, een competitieve sporter bent, of dat u vroeger heeft gesport maar dat nu niet meer doet.

Het onderzoek bestaat uit een interview dat naar verwachting ongeveer 1-1,5 uur zal duren. Tijdens het interview zullen we terugblikken op uw leven, door u te vragen om belangrijke ervaringen en gebeurtenissen in chronologische volgorde op papier te tekenen en hier een aansluitend gesprek over te hebben. Het interview zal plaatsvinden bij uw thuis of op een andere plek naar keuze, waar u zich comfortabel voelt. De interviews zullen worden gehouden in de periode Februari 2016 – April 2016.

Waarom mee doen aan dit onderzoek?

- U levert een bijdrage aan wetenschappelijk onderzoek. Met de informatie willen we graag een bijdrage leveren aan de verbetering van de huidige sportpraktijk, adviezen en interventies gericht op kwetsbare jongeren.
- Cadeaubon t.w.v. 15,- bij bol.com.

Deelname is geheel vrijwillig en anoniem. Dit betekent dat uw persoonlijke gegevens, zoals uw naam, weg zullen worden gelaten. Daarnaast zal de informatie alleen gebruikt worden voor wetenschappelijk onderzoek en niet verder gedeeld worden met andere partijen.

Als u mee wilt doen aan dit onderzoek, dan horen we dat graag. We nemen dan telefonisch contact met u op om het interview verder toe te lichten en eventuele vragen te beantwoorden.

Met vriendelijke groet,

Sabina Super & Ellen van der Pol

PhD kandidaat en Masterstudente aan de Wageningen Universiteit

Step 1. Introduction and explanation study background.

- Interviewees introducing themselves.
- Thank you for willing to participate in this study.
- The purpose of this study is to explore how people experience sports in their lives. In this interview, we are interested in life experiences that has formed you to the person you have become today. This means that we are interested in life experiences in general, who have been meaningful to you. Sports could play a role in this, but this does not have to be so.
- This interview is voluntary. You reserves the right to terminate at any time, without giving reasons to participate in this study.
- The data and results of the interview are anonymous and confidential. This means that your personal information including your name, will be left out.
- The results will be used for scientific research and not be further shared with other parties.
- We would like to audio-record the interview. Do you give us permission for recording?
- We expect that the interview will take around 60-90minutes.
- Do you have any questions before we start with the interview?

Step 2. Background participant.

- Could you tell something about yourself? Who you are, what your age is?
- What is your study background/work/family situation?

Step 3. Drawing of the timeline.

- Explain timeline, happy/unhappy and chronological time. By the drawing of a timeline we want to obtain insights in your personal life with all the highs and lows. The timeline connects all events in your life in an chronological order.
- We want to ask you to include as much as possible significant moments of your life that you can remember on the timeline. This can be anything, it is about your experiences, stories and choices. There is no good or wrong, use your intuition to draw. Think about:
 - * Moments with a positive influence
 - * Moments with a negative influence
 - * Moments of insights, in which new insights, breakthroughs or possibilities emerged.
 - * Turning points, moments of crisis, moments with decisive influence.
- Continue with drawing until the end of the timeline. It does not matter if the drawing and chronological time is not truly representing reality.

Step 4. Interview timelining

General

- Could you explain or describe what you have drawn?
- What would you like to tell about your youth?
- What kind of family did you grew up in?
- Can you explain, on basis of the timeline how your life has developed until now?
- What did this event mean to you?
- How did you feel about it?
- Can you tell something more about it?
- What happened with you?
- Can you tell us more about this event?
- How do you look back on the choices that you have made?

- What do you think of your drawing/story?
- What are you confident about?

Sports related

- Can you tell me about key moments that you have had in the sport setting? And add them to the timeline if it is not already
- Can you share an experience during sport participation that you liked/disliked? And add them to the timeline if it is not already.

Step 5. Questions afterwards

- What is your actual sports background?
- What sports do you do, how long, how often..
- What is the reason that you chose for his sport?
- What does sport for you? What is the meaning of sport?

Step 6. End of interview.

We are at the end of the interview.

- Do you have anything to add?
- Do you have any questions?
- How have you experienced the interview?
- Are you interested in reading through the transcript (soon) and would you like to receive the final report (June)?
- If there is any ambiguity, can we contact for additional questions?

If you have any questions, please do not hesitate to contact us by phone or e-mail. Thank you very much for your time.

APPENDIX C: CODEBOOK

Family	Initial code	Description
Personal background (PB)		
	Employment	
	Past family situation	
	Current family situation	
	Past sport	
	Current sport	
Sport Coach (SC)		
	Beliefs	
	Attitudes	
	Actions	
Interview method (IM)		
	Coping strategy interview	
	Reflection interview	
GRD – Internal (GRDI)		Internal deficit that barriers a person (physical, cognitive, emotional, value-attitudinal)
	Disorder	
	Commitment	
	Know own boundaries	
	Talent	
	Internal drive	
GRD – External (GRDE)		External deficit that barriers a person (material, interpersonal-relational, macro-sociocultural)
	Material/financial	
	Parental support	
	Home situation	
GRR - Internal (GRRI)		Internal resource that helps person to cope (physical, mental, emotional, value-attitudinal)
	Character	
	Belief	Concept that is hold to be true (may come from religion, but not always)
	Value	Idea that is hold to be important, that guides behavior, what is accepted as good, right, acceptable.
	Attitude	Position or opinion about something or someone .
	Commitment	Ability to dedicate yourself to something
	Motivation	The act or process of giving someone a reason for doing something
GRR – External (GRRE)		External resource that helps person to cope (material, interpersonal-relational, macro-sociocultural)
	Material/financial	

	Parental support	
	Home situation	
	Social support-ties	
	Sport teacher	
	School	
	Sport	
	Stability, structure	
Life experience sport (LES)		
	Consistent	
	Underload-overload	
	Socially valued	
	Emotional closeness	
	Low consistent	
	Low underload-overload	
	Low socially valued	
Sense of Coherence (SOC)		Person's orientation (thoughts and feelings) on experience/life and capacity to respond to (stressful) situations.
	Comprehensibility	Belief that experience occurs in orderly, predictable manner
	Manageability	Belief that experience is within one's control and that one has the GRRs to cope.
	Meaningfulness	Belief that experience makes sense and is worth investing in.
	Emotional closeness	Extent to which person has emotional bonds and feels part of a community.
Stressor (STR)		A demand made by the internal or external environment .
	Life situation	
	Home situation	
	Sport demands	
	Permanent work load	
	Social conflicts	
	Physical injury	
State of Tension (ST)		State of mental-emotional tension or worry, stress (e.g. feelings of unhappiness, heaviness, depression).
	Divorce	
	Bullied	
Successful coping - tension management (COPE)		Direct action/behavior for overcoming stressors (e.g. make use of GRRs, make choices, accept situation, alter goals/values, find humor in a situation) leading to health (state of mental-emotional satisfaction)
Unsuccessful coping-tension management (UNCOPE)		Direct action/behavior for overcoming stressors (e.g. act violently, overeat, take drugs, create debts) leading to disease

		(state of mental-emotional worry)
Personal development (PD)		Experience that teach something or expand someone in some way, that give new skills, attitudes, ways of interacting with others. Acquired skills, behaviors, qualities are valued in other settings as well.
	Physical	E.g. condition, speed, flexibility, techniques
	Mental	E.g. creativity
	Emotional	E.g. manage anxiety, develop emotions of confidence, empathy, experience emotions that are not available in the rest of life
	Social	Cooperation, learn to adjust to team/collective objectives
	Character, ideals, beliefs, values, attitudes	E.g. attitudes, values, honesty/trustworthiness, tolerance, respect for others, self-reliance, compassion, open-mindedness