



Artur Jorge Baptista dos Santos

ECOLOGY OF PRACTICE OF YOUTH MALE SOCCER ATHLETES

Ecologia de prática de jovens futebolistas masculinos

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ARTUR JORGE BAPTISTA DOS SANTOS

**ECOLOGY OF PRACTICE OF YOUTH MALE SOCCER
ATHLETES**

ECOLOGIA DE PRÁTICA DE JOVENS FUTEBOLISTAS MASCULINOS

Thesis submitted for PhD on Sport Sciences, on speciality of Sport Training, in Faculty of Sport Sciences and Physical Education of University of Coimbra.

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Supervisors/Orientadores:

Prof. Doutor Carlos Eduardo Gonçalves

Prof. Doutor Humberto Moreira Carvalho

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ABBREVIATIONS

- PPCT – Process-Person-Context-Time model
- DAP – Development Assets Profile
- SEYSQ – Sources of Enjoyment in Youth Sport Questionnaire
- SAQ – Sport Attitudes Questionnaire
- FIFA – Fédération Internationale de Football Association
- UEFA – Union of European Football Associations
- PC – Professional Club
- UAC – Urban Amateur Club
- RAC – Rural Amateur Club
- DMSP – Developmental Model of Sport Participation
- PYD – Positive Youth Development
- B&E – Boundaries and expectations
- CL – Commitment to learning
- PV – Positive values
- PI – Positive identity
- EE – Effort Expenditure
- AP – Affiliation with Peers
- ORCR – Other-referenced competencies and recognition
- SRC – Self-referenced competencies
- PPI – Positive parental involvement

ABSTRACT

The sport context has potential to foster positive youth development, contributing to individual and community improvement. However, sport involvement does not necessarily mean positive development. This research has a sport pedagogy aim and focuses on the analysis of experiences in different contexts of the practice of soccer.

Bronfenbrenner's bioecological theory of human development (1999) provided a good framework to study the positive youth development. The developmental assets were based on that ecological theory and are considered as predictors of positive development. The enjoyment construct is related to adhesion and maintenance in activities such as sport. This positive affective response is relevant when you intend to get people involved in sport, allowing them to be influenced through an acculturation process. During sport participation athletes have to make choices on practice and competition, developing behaviours and acquiring values, some of which can be negative and contrary to the modern sport spirit, such as cheating or gamesmanship.

To analyse the contextual influences on youth male soccer athletes' positive development both quantitative and qualitative methods were used to make: a) three different context clubs organization analysis, b) translation and validation of the Developmental Assets Profile and Sources of Enjoyment in Youth Sport Questionnaire, c) contextual, age and time effects on youth soccer athletes enjoyment, assets and attitudes.

The methods as well as the sample characteristics are deeply described in the respective studies (Chapters). The findings reveal differences between the professional club and the rural and urban amateur clubs. They present specificities related to their own culture (e.g. performance vs recreation) and context (e.g. local demography). The professional club is in itself a disadvantage context for positive youth development, when compared to the amateur ones, mainly the rural amateur club. The soccer athletes (between the ages of 12-18) from the rural amateur club present better levels of positive development through sport participation. This study reinforces the concerns about the need to implement programs that aim at recreation and promotion of youth positive development. It also enriches the literature of sport pedagogy highlighting the importance of context and, therefore, the role of the coaches and managers in youth sport experiences. The sport actors that interact with the youth during their development

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should pay attention to their personal (e.g. age) and contextual (e.g. professional, amateur; urban, rural) characteristics, interests and needs.

Keywords: Context; Assets; Enjoyment; Attitudes

RESUMO

O contexto desportivo tem potencial para promover o desenvolvimento positivo dos jovens atletas, contribuindo para o desenvolvimento do indivíduo e, conseqüentemente, da sociedade. No entanto, o desporto também pode afetar negativamente o desenvolvimento do indivíduo envolvido no desporto. A presente pesquisa contribui para o aditamento de conhecimento na área da pedagogia do desporto. Esta foi focalizada para as experiências nos diferentes contextos de prática de futebol jovem masculino.

A teoria bioecológica de desenvolvimento humano de Bronfenbrenner's (1999) providencia um bom quadro teórico para o estudo do desenvolvimento positivo dos jovens. O modelo dos ativos de desenvolvimento foi desenvolvido com base neste modelo e são considerados como preditores de desenvolvimento positivo. A satisfação está associada à adesão e manutenção de atividades, tais como, o desporto. É importante prestar atenção à resposta afetiva às experiências desportivas dos participantes para promover o envolvimento no desporto e desse modo o indivíduo estar sujeito ao processo de aculturação desse contexto e programa. Durante a participação desportiva os atletas têm que tomar opções nos treinos e competições, adquirindo valores e desenvolvendo comportamentos. No entanto, alguns destes podem ser negativos e contrários ao espírito do desporto moderno e pedagógico, tais como, batota e antidesportivismo.

Para analisar as influências contextuais no desenvolvimento positivo dos jovens futebolistas recorreu-se a diferentes métodos, como é o caso dos quantitativos e qualitativos. No desenvolvimento desta pesquisa foram utilizados métodos para proceder a: a) análise de três organizações desportivas (clubes) de diferentes contextos, b) tradução e validação para Língua Portuguesa do Perfil de Ativos de Desenvolvimento (*Developmental Assets Profile*) e do Questionário de Fontes de Satisfação no Desporto Jovem (*Sources of Enjoyment in Youth Sport Questionnaire*), c) efeitos contextuais, temporais e pessoais na satisfação, ativos e atitudes de jovens futebolistas masculinos. Os métodos são descritos mais detalhadamente nos respetivos estudos, bem como a características da amostra analisada.

Os resultados revelaram diferenças entre o clube profissional e os clubes amadores de contexto rural e urbano. Estes apresentam especificidades relacionadas

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com a sua cultura (e.g. performance vs recreação) e contexto (e.g. demografia do local). O clube profissional apresenta-se como um contexto de desvantagem para o desenvolvimento positivo jovem, quando comparado com os clubes amadores, principalmente, o de contexto rural. Os futebolistas (idades entre 12-18 anos) do clube amador de contexto rural revelam melhores níveis de desenvolvimento positivo através da participação desportiva. Este estudo reforça as preocupações acerca dos programas desportivos implementados com fins recreativos e de desenvolvimento positivo do jovem. A literatura na área da pedagogia do desporto é enriquecida por esta pesquisa, a qual realça a importância do contexto e, conseqüentemente, dos treinadores e dirigentes nas experiências desportivas do jovem. Os atores desportivos que interagem com o jovem em desenvolvimento devem dar e ter em atenção às características pessoais (e.g. idade) e contextuais (e.g. profissionais, amador; urbano, rural), interesses e necessidades.

Palavras-chave: Contexto; Activos; Satisfação; Atitudes.

PUBLICATIONS

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The present work compiles the articles (published and submitted) according to APA 6th edition style and in English in order to provide a more fluid reading and a better understanding.

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CHAPTER 1

GENERAL INTRODUCTION

1.1. BACKGROUND AND AIMS OF THE THESIS

The sport involvement has increased in the last decades, mainly by its association to positive effects on socialization processes and health benefits. The sport participation is the major youth extracurricular activity (Fredricks & Eccles, 2006). This reveals the potential of sport to promote youth and community positive development. However, sport may present some negative effects, such as drug consumption or aggressive behaviours. This means that sport participation by itself is not synonymous of positive human development.

Sport participation should provide positive experiences to individuals, particularly among youths, in order to promote positive development. Therefore, it is necessary to understand and analyse the sport experiences of individuals. Furthermore, the interpretation of the individuals' experiences should consider the contexts of sports participation, such as clubs organization or social environment. Sport is characterized by a hierarchic organization in which the level of performance of an athlete matches the appropriate level of competition. Thus, the experiences of youngsters in sport are influenced by decisions of promotion or exclusion (Malina, 2010). Young athletes' training and competition are often result driven, i.e. victory and performance achievement rather than educational goals (Shields & Bredemeier, 2009). Athletes may be exposed to moral and ethical choices that may conflict. For example, to achieve a higher rank up or be selected to a higher level of competition the young athlete may need to have success in competition, but victory at all cost may be over their own effort and competences to overtake the adversary. This may suggest lack of respect for the rules and opponents in the path to achieve victory, reflecting the deformation of sport principles and athlete positive development.

The development of positive values and attitudes during childhood and adolescence contributes for a successful adulthood (Holt, 2008). The values transmitted through sport participation are not restrained to sport context and may be reflected on other settings. Those values are reproduced through attitudes and behaviours in school, family and community contexts. If an athlete considers acceptable cheating in sport he

/she may also accept bending social rules and laws, such as tax evasion or scamming others (Shields & Bredemeier, 2009).

Professionalization and marketization of sport has increased in the last two decades. Sport comprehends a huge economic impact on countries, and consequently, on society and individuals. The Olympic Games and the World Soccer Cup are examples of events that undertake processes that have enormous impact in the communities and individuals, influencing the sport and local infrastructures (Fédération Internationale de Football Association, 2014), national identities and other variables. Soccer has the highest rate of participation in Portugal (Instituto Nacional de Estatística, 2012), similar to the majority of European countries. Also, it is the most professionalized sport, leading many young athletes and parents to envision a professional soccer player career.

Team sports are considered to have more potential to influence individual's development, as the socialization process requires the fulfilment of rules and normative actions to be part of the group (Guivernau & Duda, 2002). The intention to achieve personal benefits (e.g. winning, salary, contract renewal) can be deterrent for ethical values. Furthermore, during sport participation the athletes interact with other significant persons (e.g. coaches, managers and parents), which exerts influence on athletes' sport experiences (Brustrad & Partridge, 2002). Hence, the sport context is complex, and various and heterogeneous influences and effects from different sources need to be considered.

The perception about sport experience is influenced by personality, charisma, education and by the significant others (e.g. team and club environment and culture) (Mageau & Vallerand, 2003; Ullrich-French & Smith, 2009). The Developmental assets (Benson, 2002), Sources of enjoyment in youth sport (Scanlan, Carpenter, Lobel, & Simons, 1993), and Sport attitudes (Lee & Whitehead, 1999) constructs can help to understand the youth positive development through sport participation. The contextual characteristics are not limited to sport setting, with the local demography also influencing the youth development. A dense demography can provide more opportunities to interact with others (e.g. number of athletes, neighbours) or be involved in activities (Gonçalves & Coelho e Silva, 2004). Bronfenbrenner's bio-ecological model (1999) provides a valid framework to study the sport context influences on youth

development (Krebs, 2009). The model considers individual and contextual characteristics and allows the understanding of the analysed variables during time.

The organization context where the youth engages in sport activities is represented by the club and team. Clubs with different goals may exert different effects on youth development. The culture and behaviours promoted within each sports' organization influence the acquisition of values and behaviours by the athletes through an acculturation process (Allen, Drane, Byon, & Mohn, 2010).

The aim of the present study is to understand the individual development of young athletes according to group context and explore their constructs' changes and interactions. Thus, it is intended to provide knowledge that can help to improve the education of sport agents (e.g. managers, coaches) and actors (e.g. parents, supporters) and clubs.

The concerns about youth sport involvement and the implementation process of soccer programs led to this study and to the following question: "What are the effects of different sport practice contexts in youth positive development?"

The bio-ecological theory is explained in Chapter 2, as its application to sport sciences. This theory gives importance to the context where the youth individual is inserted, presenting him as a dimension that influences the human development. The analysis and comparison between three clubs from different contexts was performed through a case study, presented in Chapter 3. The analysis of positive values, attitudes and feelings in youth Portuguese soccer athletes asked for valid instruments. The translation and validation of two psychometric instruments from English to Portuguese is presented in Chapter 4. Chapter 5 provides an insight of cross-sectional measure of positive development in youth soccer athletes according to age group and context. In Chapters 6 and 7 are presented analysis of developmental assets across a competitive season in youth soccer.

1.2. METHODOLOGICAL APPROACH TO THE RESEARCH

This work used mixed methods to provide an understanding of the organizations' mode of operation and of the season involvement effects in the youth positive development. It is an outcome of the debates over the quantitative and

qualitative research paradigms, during the last decades. Social and behavioural science researchers have endorsed the use of mixed methods to answer research questions more effectively (Rudd & Johnson, 2010). The combination of quantitative and qualitative methods allows a richer variety of data, analysis and discussion. The first is based on positivism and the second on interpretivism. As these two paradigms do not study the same phenomena, quantitative and qualitative methods cannot be combined for cross-validation or triangulation purposes (Sale et al., 2002). However, the mixed methods can be combined for complementary purposes.

A qualitative method was applied to obtain data from the context, which demanded more time in collecting, processing and analysing it. This method makes the dissemination of scientific knowledge at the velocity that the modern society demands rather difficult. Nevertheless, it allows the understanding of the specificities of each case through the exploration of particular meanings that are produced.

On the other hand, quantitative methods provide measurable data, easy to get, to treat and to analyse. The use of transcultural psychometric instruments in different countries allows the comparison between these contexts. However, this methodology presents some limitations. The way of collecting data does not permit to understand why the youth individual perceived a certain value or attitude in a particular way.

The complementary component of the two methods contributed for a better understanding of the sports effects in the human development and organizations mode of operation (Flick, 2002). The procedures for data gathering and analysis are described in more detail in each chapter.

CHAPTER 2

AN ECOLOGICAL APPROACH TO YOUTH SPORT PARTICIPATION: HOW TO DO IT

Authors

Artur Jorge Santos¹, Márcio Domingues¹, Carlos Eduardo Gonçalves¹

¹ Faculty of Sport Sciences and Physical Education of University of Coimbra

2.1. INTRODUCTION

Sport influences the youth athlete development in several dimensions beyond technical and tactical skills, being a source of satisfaction but, at the same time, acting as a promoter of attitudes and values regarded as socially positive (Kavussanu & Spray, 2006). In the last years, there has been an increase in the number of people involved in youth sport.

The youngsters' involvement in sports is related to several positive outcomes (e.g., skills development, positive relationship with peers, satisfaction, pro-social values) (Fraser-Thomas, Côté, & Deakin, 2005). However, sport can pervert some values, as in the case of behaviours that do not explicitly violate the rules, but that are not socially correct. The behaviours called “useful or tactic fouls” are accepted and expected by sport managers, coaches and supporters (Cruz, Torregrosa, & Boixadós, 2007).

The established relationships between the athletes and other people in sport context (e.g. coaches and peers), as well as with the institution in which they practice sport, have an important role in sportive experiences, influencing the athletes' development. According to Bronfenbrenner (1999), who proposed the Bio-ecological Model approach in human development, despite the various sources of influences that the young athlete is subjected to, he still has an important role in his own development process.

The use of the ecological theory in youth sport studies has been more accepted among scholars lately (Araújo & Davids, 2009; Bengoechea & Johnson, 2001; Holt, 2008; Strachan, 2008). Bengoechea and Johnson (2001) specifically refer that this is an appropriate model to examine the youngsters' involvement in sport as a developmental process.

Bronfenbrenner (1999) improved his initial theory of the Ecological Model, developing the PPCT model: "person, process, context and time". This model states that there are particular ways of interaction between the individual and context, which operate through life and relate to the primary mechanisms that produce human development. (Bronfenbrenner, 1999).

The personal characteristics influence the way the subject lives, experiences and perceives the contexts in which he is involved. It is throughout complex and dynamic processes that the subject establishes active (progressively more complex and reciprocal) relationships with other individuals, objects and symbols in the immediate environment.

Two specific propositions were defined on the original Ecological model conception. To be effective this interaction has to occur on a fairly basis and through a long period. These ways of interaction with the environment are referred as proximal processes (e.g., parent(s)-child, child-child, teacher-child, coach-athlete activities).

"The form, power, content, and direction of the proximal processes effecting development vary systematically as a joint function of the characteristics of the developing person; of the environment – both immediate and more remote – in which the processes are taking place; and the nature of development outcomes under consideration." (Bronfenbrenner & Ceci, 1994).

The global context where the individual is living and where the interactive processes occur is denominated as developmental context. It is a complex unity, embracing both the immediate environment, where the person in development lives, and the more remote one, where the person has never been, but which is strongly related to him/her and has power to influence the human development. Those context sub-components are denominated:

MICROSYSTEM: Inserted here are a number of activities, roles and interpersonal relationships that the individual experiences in his place of residence and activity. In the school context, for example, this level concerns the relationships between peers and adults and the child's ability to confront problems. At home, this level refers to parents and child relationships, or relationships between siblings. In the sport context, it is related to relationships between peers, coaches, families and sport managers.

MESOSYSTEM: Included in this level are the interactions between two or more contexts, in which the individual has an active role. For example, the interaction between home and a sport or social program, home and community services, relationships parents/educators, parents/coaches, family/community, etc. The subsystems interactions have an immediate reflex on youth development outcomes.

EXOSYSTEM: it refers to contexts in which the subject is not directly involved but whose events affect or are affected by what happens in other contexts. The children do not participate directly in the parental workplace, but they can influence and be influenced by it. For example, the mother's abdication of a successful career to spend more time with her children can have consequences on the mother's well-being and, consequently, on the child's as well; the same is true to the fact that the relegation, discharge or heavy workload can reflect on financial and/or time expenditure with the child.

MACROSYSTEM: this level concerns the sociocultural values and beliefs where all systems are set in. This is a set of social factors that inflow in a less visible manner in systems and subsystems. For example, the perspective through which society sees the services provided to children and families, how society deals with poverty and provides support can influence the children's education. The same is true regarding the way families solve their problems, the quality of the sport programs and of the sport organizations (e.g., clubs, federations), and their sport philosophy.

CHRONOSYSTEM: it appears as a final system that extends the context to a third dimension. Traditionally, when studying human development, the time passage was treated in a synonymous way with chronological age. This system embraces the consistency or the changes of the subject characteristics and of the environment where

he lives throughout time (e.g., changes in family or organizational structure, socio-economic status, job, place of residence).

Therefore, the bio-ecological approach of youth sport practice allows the researcher to analyse the context characteristics, beyond the power to assess the individual characteristics - developmental assets, values, attitudes, motivation. The context can be related to other constructs that are able to clarify the complexity of interactions that foster a positive sport experience. The practice climate has been studied mostly inside the team, reducing the analysis to the dynamics of a small group of teammates that represent the sport microsystem.

The multiple and sometimes contradictory influences arising from other relevant sources in the life of the young athletes must be considered and researched, comparing contexts and assessing the potential benefits of each of the ecological settings.

2.2. METHODS

The study of the context rises important methodological problems, making the use of a single method impossible. The procedures followed in this type of research are mixed, blending quantitative and qualitative methods. In this part of the text we suggest a methodological path to study two different contexts of sport practice, strongly marked by social status diversity, and the type of sport organization.

The qualitative analysis consists of a semi-structured inquiry interview as well as a descriptive exploratory analysis. The former represents a type of interview that provides more information. It consists in developing ideas using a guide orientation approach and having the interviewed introduce new reflexions and new directions. The latter is justifiable to describe components of a determined social situation (micro-), through active participation.

STUDY 3 (ANALYSIS): an inferential and predictive study, in order to relate the constructs implicit in the quantitative studies with the results of the application of Bronfenbrenner's theory to two diverse ecological settings. The teams' perceived motivational climate and sportsmanship and its effects on the personal dispositions of the young athlete, and the possible emergence of a predictive model, are analysed through structural equation modelling.

2.3. FINAL THOUGHTS

The research project presented above aims at dealing with the complexity of sport participation, regarded as an interactive and dynamic process where the ecological context shows multiple levels of influences, sometimes contradictory and potentially confusing to the young athletes. The study of the contexts, although with strong theoretical support, has been scarcely used in sport contexts. Furthermore, the study of sport motivation has been performed mostly inside the team, limiting the influences to coaches or peers. From this point of view, Vallerand's hierarchical model (2001) has ever been fully exploited.

The narrative about children and adolescents' participation in sport has been scarcely approached from an ecological perspective, dealing with all the complexity of multilevel social and personal influences that frame sport experiences in a positive or negative way. As Araújo and Davis (2009) state, useful scientific knowledge is needed in order to clarify and guide the tasks of those who work on the field.

CHAPTER 3

COMPARATIVE ANALYSIS OF SOCCER CLUBS WITH FORMATION AGES

Authors

Artur Jorge Santos¹, Carlos Eduardo Gonçalves¹ (**in review**)

¹Faculty of Sport Sciences and Physical Education of University of Coimbra

Abstract

Sport clubs are influenced by the environment where they are established, but, on the other hand, they can influence the individuals that are involved in the club, through their organizational culture. The different club context specificities require some data about the club organization, to allow the implementation of intervention programs. This study proposes to analyse and compare 3 clubs from different contexts. For data, we selected, by convenience, three clubs: one professional and two amateur. One of the amateur clubs is from a rural area and the other is from an urban area. The AAC-OAF (a professional club) differs from the amateur clubs, because it is more oriented to sport performance/spectacularization. Based on volunteering, amateur clubs are more dependent on local policies and authorities and reveal more difficulties in recruiting volunteers, mainly for management. The acceptance of management positions in the amateur clubs is due to the fear of the sustainability of the club. The financial stability of the UCE contributes to changes in the organization culture and function. All the clubs present deficiencies in the evaluation process of the youth development programs' implementation, resorting mainly to the competition results.

KEYWORDS: Professional; amateur, rural; urban.

3.1. INTRODUCTION

Sport gained a new dimension in modern society due to the social concerns about health, economy, pro-social values, and the personal and community development (Atherley, 2006; Australian Bureau of Statistics, 2012; European Commission, 2007; Gaskin, 2008; Hub & Institute for Volunteering Research, 2007; Seippel, 2006). The individuals' involvement in sport is made mainly through sport organizations, which

could be classified in three types, according to their aims – sport governing bodies, sport spectacle organizations and sport providing entities (Gómez, Opazo, & Martí, 2007).

The sport governing bodies usually have the following functions: regulation, organization and coordination of the corresponding modalities (Amis & Slack, 1996; Enjolras, 2002; Thibault, Slack, & Hinings, 1991). The sport spectacle organizations are oriented to the production of sport spectacles (e.g., championships and tournaments). The sport clubs are considered sport providing entities, since they have the capacity to offer sport practice. But they also promote another kind of individuals' involvement in sport, for example, through coaches and managers roles (Hoye & Cuskelly, 2003; Papadimitriou, 2002; Seippel, 2004).

Soccer is the most popular sport in the majority of the European countries (Papadimitriou, 2002; Seippel, 2004). There is a relation between the levels of sport participation and the volunteer participation in clubs (Cuskelly, 2004). The majority of the clubs are nonprofit entities and rely on volunteer work (Nichols & James, 2008; Skille, 2008; Sports England, 2003).

Volunteers have some common characteristics: most of them are males (Cuskelly, 2004; Low, Butt, Paine, & Smith, 2007; P. Taylor et al., 2003), their children are athletes (Chalip & Scott, 2005; Doherty, 2006), they are interested in their personal curriculum development or in giving something back to the organization (P. Taylor et al., 2003). The possibility of the organizations' collapse or the inexistence of another person to exert that kind of function in the organization are considered negative factors of motivation and pressure for volunteering (P. Taylor et al., 2003).

It has been observed an integration of specialized and professional personnel in amateur clubs, which affects the organizational structure and form of operation, promoting specialization and formalization (Gómez et al., 2007; Nichols & James, 2008; Papadimitriou, 2002; Thibault et al., 1991), together with more participants and more members (Papadimitriou, 2002). It is plausible then, that clubs with a bigger dimension show a more complex structure, formalization and specialization than a smaller club.

The clubs interact with their environment and can be influenced by factors such as the population density (Gonçalves & Coelho e Silva, 2004), sociocultural

characteristics, politics and economy (Skille, 2008; Slack, 1997). The specificities of the clubs' organizational culture and their environment make it difficult to implement policies and programmes for sport, requiring a more accurate information about the topic (European Commission, 2007). From the available data and literature we hypothesize that: a) there are organizational differences between amateur and professional clubs; b) there are organizational differences between amateur clubs from different demographic contexts.

The purpose of this study is to perform a comparative analysis of clubs with youth soccer teams belonging to different contexts (professional; rural/urban amateur).

3.2. METHODOLOGY

Participants

Three sport organizations with youth soccer teams were selected, belonging to the same district. We used the criteria of population density, economic variables and accessibility (Eupen et al., 2011) to distinct the rural and the urban context. The rural area has a demographic density inferior to 150 inhabitants per Km² (86,6 hab./Km²), the economy is based on the primary sector (agriculture and forest), and has poor accessibility (more than 45 minutes to major city, no railroads or highways). The urban one has a superior number of inhabitants (447,9 hab./Km²), and is based on the second and third economy sector. The clubs will be referred in this study as Professional Club (PC), Rural Amateur Club (RAC) and Urban Amateur Club (UAC).

Instruments

From an organizational theory perspective the clubs diagnosis was made using an analytical model, according to Ferreira and Martinez (2008), resorting to the observation method (infrastructures, organizational model, speech), documental analysis (statutes, regiments, communicates) and semi-structured interviews with club managers (2 years in charge at least).

Procedures

The semi-structured interviews were recorded and field observations registered, followed by text transcription for posterior speech analysis.

Data analysis

The collected data was submitted to a content analysis resorting to two categories: internal and external influences. The first has the following sub-categories: management and planning, human relationship, organizational efficacy, leadership, organizational culture. Resistance and influences are external sub-categories.

3.3. RESULTS

Resorting to the observation method it was verified that the PC has an Academy, with different facilities: two synthetic fields and one with natural grass; a gym; canteen with kitchen; physiotherapy; medical, and bureaucratic services; rooms for video treatment, press and professional development. Some rooms of the facilities are exclusive for the professional team (e.g., principal locker room). The professional team uses the City Stadium for the official matches, and the natural grass field for trainings.

The PC has declared “having good athletes, with good education” and “men are the best scenario” reflecting socio-cultural, educational and performance aims. “The principal mission is to develop athletes with quality for the senior team”. This organization presents professional collaborators “the coaches, technicians and athletes of the senior team are professional. And laundry workers and bus drivers.” and volunteer ones. The volunteers are involved in the organization by instrumental reasons (curriculum development) “we are a reference in the region, and the people get to know their work” and extrinsic factors (monetary rewards that are not considered salary) - “there is not a remuneration... there are some subsidies. There’s no remuneration, neither a formal bond”.

There is a preference to integrate collaborators with specialized training mainly in the sport sciences field “we usually obtain collaborators such as students from the faculty of sport sciences and physical education”. There are athletes’ development reports - “we usually make an intermediate report, about the athletes’ evolution. Then we make a final one.” - and manuals for coaches and athletes show a medium level of formalization. However, the organizational goals are defined through informal and decentralized forms, showed by these statements “It’s a little difficult to define that operationalization. We cannot make long term plans. Specially the national teams have

objectives, at the district level it is winning the championship, going to final phases and being district champions”, which reveal a performance orientation. A horizontal and vertical decentralization can be observed, with the youth department manager detaining a key role between the organization top and the basis of that department (coaches, athletes and parents). “The structure has a president of the institution and a vice-president for the training area. I’m the one that is above them, as general director. I have scope on almost all departments and on all the youth soccer sections. From the logistics, coaches, prospection group to medical department, I have a scope on these areas”. This organization only offers one sport (soccer), but it has the senior team and several youth teams. The external influences are related to culture (connection to local image - “A little of identity was lost. We had a connection with the University, by the fact that some athletes were students.”), economy (market laws, services and products - “There are some companies that hire the space and use the room. Also teams, colleges, which come here and do their work.”) and policies (legislation, use of sport spaces - “The local authorities supported the tournament, in what refers to travel and boarding expenses”.

Through observation it was registered that RAC has a silt field and the facilities rooms were adapted for the current use. The UAC has a synthetic field, and the rooms are new. The infrastructure has a proper space for *kempo*, *kajukenbo* and fitness classes.

The amateur clubs have a formal definition, but in their functioning they are very informal, showing a primary structure and being based on volunteering.

President RAC – “The direction staff and the parents, because their children play here.” “We made a contract with a physiotherapy service, they receive more” “The coaches, senior players receive a financial help. And those people that mark the field and the laundry service also.”

President UAC – “We have to pay a collaborator that is responsible for the bus. The physiotherapy services are remunerated. And the bar service also. And the swimming pool services.” “None of the players have remuneration. They have to help with the expenses. Every coach, even the ones that train younger teams, and senior players.”

The collaborators' inclusion is mainly made through friendship bounds. The UAC established priorities for youth coaches' recruitment (education in sport sciences or pedagogical areas).

The RAC refers only the sport participation goal, emphasizing the social and educational values. "In the senior team the aim is to be in the best place. For the kids... is that they have a place to practice sport, and are not doing something else. Sometimes bad things". The UAC refers not only the sport participation but also the sport performance as important. "The finality, beyond the sport being fundamental... And the biggest source of motivation of the athletes is winning, winning, and to be first"

In RAC, the president is involved in all the decision process "The decisions are made by the direction. Maybe, because of me. Training is up to them (coaches). They comment and they do. Financial aspects ... that's with me". In the UAC there is a vertical and horizontal decentralization, but in practice the president's decision is frequently solicited. "In the season beginning we transmit the function of coach, nurses, team managers and club managers. But, for example, the bus is not made available without my permission. They know that I have to have the last word" "Of course I have to know about the decision". The training process is an exception of their power.

Both amateur clubs offer soccer, having a senior team and youth training teams. But the UAC also provides swimming, *kempo*, *kajukenbo* and fitness classes. The organization communication and definition of goals and objectives are informal.

President RAC – "work and that, is them who define" "There's no evaluation, or nothing (meetings, goals)" "only the physiotherapy services make a report and all".

President UAC – "Our planning is not done in long terms because things could go well but unexpectedly become bad" "There is not a specific plan, we can say it this way".

The amateur clubs refer to suffering from social, cultural, political and economic influences.

President RAC – "There are more companies closing" "The people that come to see the games are always the same."

President UAC – “there is the Municipality and the *freguesia*” and “big groups that we have, that we keep contact with during the year, some companies, which give financial and material support.”

In the UAC managers feel that the involvement with the club is diminishing in management and other collaboration functions but perceive an increment of the sport practitioners, as evidenced by the comment: “Recruiting for team managers and club managers is not easy. The parents refuse. They like to see their child play, but, maybe, the bureaucratic part upsets them”. The RAC perceives a reduction of both types of involvement. On the political level the amateur clubs have a dependency on the local authorities, due to the need of construction and use of sport infrastructures and monetary support.

President RAC – “The Municipality is the best financial supporter. Then”
 “We are the few fields that do not have synthetic grass”.

President UAC – “this land is property of the *freguesia*, it is not ours. It was granted for a 100 years. The synthetic field was offered by the Municipality and the use of other municipal facilities such as the pools”.

The RAC show a greater external dependency in what concerns finances, getting monetary support from the municipality and sponsors from other entities to pay current expenses (e.g. water, gas, electricity, transport). This club does not present a long term development strategy or plans. It only presents some informal guidelines for the development during the club mandate (2 years). The lack of plans is reflected on partnership with the municipality through the support and protocols, since these are irregularly conceded and there is no protocol about the use of municipal parks and infrastructures. This reveals some constrains of sport services development, since there are other sport spaces (e.g. swimming pool, gym, tennis court) in the local which are not used by the club. The municipality financial situation has led to several financial cuts in the last years.

The Presidents of amateur clubs also suffer other political influences, concerning legislation about sport, associations and volunteering, as well as the rules of the Federation and Association. The amateur clubs’ presidents find it difficult to fulfill the financial obligations of the association (game tax, acquisition of balls, fines). This entity takes most of the amateur clubs money that could be invested in promotion and

maintenance of sport services and programs (e.g. more sports, coaches' professional development), as well as in the organization development (e.g. infrastructures). Another difficulty referred by the amateur clubs was the financial support from local companies, which in time of crisis retract.

President RAC

“It is the soccer association. Their taxes are very high for the clubs' financial capacities”.

“And we see that this is worse, with more companies closing”.

“The people are always the same, the faces on Sunday, on practice, the parents. Always the same people.”

President UAC

“The overload of soccer association” “[...] nowadays, to register athletes 4000€ is not enough [...]”

“The major critiques come from local people that are not members or something like that. Maybe the major criticism comes from persons who don't spend time here...those are the first to point the finger.”

The state of the economy affects the companies' budgets and the governmental entities that usually support clubs. The economic crisis makes the companies retract their supports, with the clubs and other organizations (e.g. social or charity institutions) competing between them to obtain resources (e.g. financial or material).

Professional Club

“[...] economically, every institution, I mean..., companies that sponsor us, are going through a hard period. The sponsors are very difficult to get.”

President RAC

“After the municipality, there are the companies, there are some that support us a lot”.

President UAC - “[...] we keep in touch with some companies [...] that support us externally, at financial level or materials [...]”.

3.4. DISCUSSION

In this study the amateur clubs show a simple structure which, according to Mintzberg’s organizational theory (1995), is the principal characteristic of local sport organizations (Papadimitriou, 2002; Pitter, 1990; Slack, 1997). According to Slack (1997) and Pitter (1990), the centralization in the amateur clubs eases the decision making and can attract collaborators that like non-bureaucratic environments, but this can constrain clubs’ development because it centers the decision in one person. Since it is easier for the different actors to interact in organized clubs that show structures like ACs, it is possible that this context promotes social and economic capital (Gaskin, 2008).

On the contrary, the PC presents a more complex structure similar to professional bureaucracy (Mintzberg, 1995), which can be a result of factors as growth in size and inclusion of experts (Gómez et al., 2007; Thibault et al., 1991). This professionalization level augment leads to a greater autonomy and standardizy work (Slack, 1997), but may frustrate the volunteers who prefer informal environments (Gaskin, 2008). According to Worsley’s (1983) the PC can be considered a work organization, since it gives more emphasys on sport performance, and the ACs can be considered mutual benefit organizations due to the reference of sport potentiallity for youth education.

The orientation for performance could lead to a change in the organizational culture and in the members’ development and functions (Abbott, White, & Charles, 2005; Fletcher & Wagstaff, 2009), with possible negative consequences, such as promoting anti-social values and atittudes (Rocha & Turner, 2008), coaching stressing factors (e.g., conflict, pressure) (Chalip & Scott, 2005; Olusoga, Butt, Hays, & Maynard, 2009), parents’ pressure on athletes (Fraser-Thomas & Côté, 2009). According to the sport services criteria used by Papadimitriou (2002) the PC and RAC have a poor performance, since they only provide opportunity to participate in soccer. This could limit the attraction and involvement of collaborators, members, financial resources and partnerships.

The RAC is very dependent on local authorities, concerning especially financial resources, which are usually irregular. This finding reinforces the discoveries of Papadimitriou (2002), suggesting a necessity to improve the relationship and articulation between local authorities and clubs. On the other hand, the UAC adapted to environment demands of more specialized sport practice, getting more money and sport practitioners, developing more sport services and partnerships, especially with local authorities.

3.5. CONCLUSIONS

The professional club is more oriented to performance, and is more prepared for the soccer skills development due to the infra-structures conditions and the specialized personnel.

These amateur clubs are more similar, being oriented to offer sport due to the benefits for the individuals' health and education. They have simple structures, low levels of specialization and suffer strong influences from the local authorities. The clubs develop strategies to motivate the volunteers, mostly through financial support.

In the future, more data about the Portuguese volunteers' involvement and the influences that clubs may have in their community and in the athletes' developmental process should be collected. Therefore, it is important to continue researching about sport organizations contexts and their influences on specific characteristics of individuals, especially the youngsters.

CHAPTER 4

TRANSLATION OF THE SOURCES OF ENJOYMENT IN YOUTH SPORT QUESTIONNAIRE (SEYSQ) AND DEVELOPMENTAL ASSETS PROFILE (DAP) TO YOUTH PORTUGUESE ATHLETES

Artur Jorge Santos¹, Carlos Eduardo Gonçalves¹ (**published**)

¹ Faculty of Sport Sciences and Physical Education of University of Coimbra

Abstract

Enjoyment is a predictor of sport adhesion and maintenance, which has showed positive effects on youth development. During the development process the youth athlete is influenced by his intrinsic and extrinsic characteristics. This study aims at obtaining two instruments in Portuguese version, contributing to the youth context analysis and interventions. A translation of Sources of Enjoyment and Youth Sport Questionnaire (SEYSQ) and of Developmental Assets Profile (DAP) was made, and the final scale submitted to 272 youth athletes, with ages between 12 and 18 years. The exploratory factor analysis identified five factors for the SEYSQ and five factors for the DAP. The confirmatory factor analysis has showed the adjustment to the five factors model for the SEYSQ and the model with 2 high order factors and 5 sub factors for the DAP. The Portuguese version of the instruments appears to be reliable for use in future research.

KEYWORDS: enjoyment; developmental assets; positive; confirmatory factor analysis.

4.1. INTRODUCTION

The sport context is appropriate for the development of informal education, complementary to the formal education system. In this way, sport can contribute for the youth and community positive development. However, it is fundamental to verify the contextual influences on athletes' sources of enjoyment and developmental assets. The Bronfenbrenner's (1979) ecological theory values the context where the individual is inserted, as well as his own characteristics (e.g., pro-social values, enjoyment and skills). This approach has been used in sport context research (Garcia Bengoechea & Strean, 2007; Strachan, Côté, & Deakin, 2009a) and has been considered appropriate to

verify youth development in sport. Krebs et al. (2011) refer that during the proximal processes (relations between the individual and the context) the individual has dispositions (psychological strengths) that can initiate an action over the process (e.g., interfere, retard or block).

The positive youth development theory (Benson, 2002; Leffert et al., 1998) is grounded on Bronfenbrenner's (1979). The developmental assets are supported by an extensive review of studies with children and youths, and has a prevention intention through the importance given to the protection and resilience factors. According to the authors this can be defined as the adolescents' growth, cultivation and nurture of developmental assets, abilities and potentials. The young individual has potential to engage in positive development and, therefore, is seen as a resource to be improved instead of a problem to be fixed (Shek & Ma, 2009). Fraser-Thomas, Côté, and Deakin (2005) refer that sport programs can actively work aiming to ensure youth positive development.

The 40 developmental assets are aggregated in two groups of twenty, internal and external. The external assets emerge due to constant exposure and informal interaction with significant adults and peers and through the opportunities provided by the community. They are composed by four categories: 1) Support: is considered the opportunities that the youth has to experience affirmation, approval and acceptance on different contexts (e.g., family, school, neighbourhood) (Camiré, Trudel, & Forneris, 2009; Coatsworth & Conroy, 2007; Rees, Hardy, & Evans, 2007); 2) Empowerment: is related to the youth encouragement by adults to useful jobs and roles in the community and positive behaviours and activities; 3) Boundaries and expectations: reveal the importance of a clear and consistent message in different contexts, including family where the individual in development is inserted, and where there are adults and peers with positive and responsible behaviours (Scales, Benson, & Mannes, 2006; A. S. Taylor, 2006); 4) Constructive use of time: based on extracurricular activities that may foster a positive development, principally if they integrate adults that care and understand the youth abilities and skills development (Benson, 2002; Ersing, 2009).

The internal asset side is composed by: 1) Commitment to learning: this one includes the beliefs, values and personal capacities that nurture school success, for example, the motivation to engage in learning activities and mastery, feeling of belonging to the school environment and success expectations (Edwards, Mumford,

Shillingford, & Serra-Roldan, 2007); 2) Positive values: represent pro-social values and personal character (Berlin, Dworkin, Eames, Menconi, & Perkins, 2007b); 3) Social competencies: it integrates personal skills that are developed through social interaction, and that are crucial to make different choices, including planning and decision-action, cultural and interpersonal competencies, resistance ability, and capability of solving conflict issues in a peaceful way (Gano-Overway et al., 2009); 4) Positive identity: it focus on the youth perspective about the future, integrates self-esteem and feeling useful and with power over their life (Leffert et al., 1998).

The Developmental Assets Profile (DAP) (Search Institute, 2005) was established to measure and evaluate developmental assets, allowing the analysis of the individual and contextual positive development. This psychometric instrument is translated and validated into several other languages permitting a comparison between countries. The research, based on the developmental assets model intends some positive outcomes: a) risk behaviours prevention (Edwards et al., 2007); b) fostering positive outcomes (Berlin et al., 2007b); c) resilience or capacity to cope with adversities (Daud & Carruthers, 2008).

The developmental assets model has been used in the analysis and promotion of positive youth development in structured extra-curricular activities, such as arts (Pittman, Irby, Yohalem, & Wilson-Ahlstrom, 2004) or sport, which is the major organized activity of the youths (Holt, 2008). The sport organizations can use this theoretical model to define goals, aims and strategies (Imm, Kehres, Wandersman, & Chinman, 2006), as well as present individuals' outcomes of sport program exposure to sponsors and governmental entities (Berlin, Dworkin, Eames, Menconi, & Perkins, 2007a). As previously referred, the developmental assets do not only focus on individual development but also on the community. Zarrett et al. (2009) verified that youngsters benefit from the engagement in sport practice if their participation is intense or takes more than a year. According to those authors, sport participation is a predictor of positive youth development. Therefore, the young athletes should be engaged in sport activities.

The research about enjoyment in youth sport is important, since it is pointed out as a major factor for adherence and maintenance in sport (Hashim, 2007; Scanlan & Lewthwaite, 1986). There are positive effects of the involvement in sport, such as: self-esteem improvement (Shaffer & Wittes, 2006), school success (Raspberry et al., 2011),

developmental assets nurture and reduction of risky behaviours (Holt, 2008; Perkins & Menestrel, 2007), and reduction of performance anxiety (R. E. Smith, Smoll, & Cumming, 2007). Nevertheless, not all sport involvement effects are positive, with the athletes adopting some antisocial behaviours, namely aggression (O'Brien et al., 2012), alcohol consumption (Martha, Grélot, & Peretti-Watel, 2009), use of cannabis (Lorente, Peretti-Watel, & Grelot, 2005) or tobacco (Primack, Fertman, Rice, Adachi-Mejia, & Fine, 2010).

Kimiecik and Harris (1996) debated the different definitions of fun, enjoyment and satisfaction, proposing in the end a definition of optimal psychological state that leads the performance of a certain activity to be associated to positive sensations. Yet Chelladurai and Riemer (1997) defined satisfaction as a 'positive affective state resulting from a complex evaluation of the structures, processes and outcomes associated with the athletic experience'. The referred authors developed the Athlete Satisfaction Questionnaire (ASQ) (Riemer & Chelladurai, 1998) which was translated and validated for Portuguese athletes by Borrego et al. (2010). Nevertheless, it has limitations since it is more oriented to team sports, where there is a team perception. When applied to other contexts, for example, individual or school sport, there are dimensions that should be removed.

Wiersma (2001) developed the Sources of Enjoyment in Youth Sport Questionnaire (SEYSQ) based on the theoretical definition of enjoyment of Scanlan, Carpenter, Lobel and Simons (1993). The SEYSQ instrument aggregates six factors in four quadrants (Nonachievement-Intrinsic; Achievement-Intrinsic; Nonachievement-Extrinsic; Achievement-Extrinsic).

The Self-referenced competencies (SRC) are related to mastery and achievement perceptions as outcome of achieved personal goals and is one of the factors of the Achievement-Intrinsic quadrant. The quadrant Achievement-Extrinsic aggregates the factor Other-referenced competencies and Recognition (ORCR), which reflects the perceptions about demonstrating ability to overcome others, such as social recognition from sport success and positive social consideration. On the quadrant Nonachievement-Intrinsic two factors are included: 1) Competitive excitement (CE) - concerns the competition and challenge and the related emotional reactions; 2) Exerted expenditure (EE) - concerns emotions and tensions as an outcome of physical exertions, like a sense of commitment and hard work. The Affiliation with Peers (AP) and Positive Parental

Involvement (PPI) factors concern positive social relationships with colleagues and adults, and integrate the quadrant Nonachievement-Extrinsic.

Previous studies verified that athletes' enjoyment is negatively correlated to dropout (Molinero, Salguero, Concepción, Alvarez, & Márquez, 2006), *burnout* (Schmidt & Stein, 1991) and anxiety (Grossbard, Smith, Smoll, & Cumming, 2009; R. E. Smith et al., 2007). Enjoyment is positively related to group cohesion (Jones, 2006; Turman, 2008), self-esteem (Shaffer & Wittes, 2006) and perceived competence (Boyd & Yin, 1996; Fairclough, 2003). There are sources of enjoyment taken from the context of sport practice that reflect the social perceptions developed by other individuals that interact with the athlete (Wang, Koh, & Chatzisarantis, 2009; Wiersma, 2001). For example, the parental involvement (Scanlan & Lewthwaite, 1986) and the relationship with peers (Lim et al., 2011; Murcia, Blanco, Galindo, Villodre, & Coll, 2007).

However, there are differences in youth sources of enjoyment according to age group (McCarthy & Jones, 2007; Strachan, Côté, & Deakin, 2009b) and gender (Fairclough, 2003). For instance, the importance given to parental involvement in early stages is greater, and females obtain more enjoyment in individual activities contrary to boys that prefer team sports.

After taking into account the enjoyment and developmental assets presupposition, the sport programs should ensure a contextual involvement, and provide the proper factors for youth positive development (Perkins & Noam, 2007). These factors are: a) physical and psychological security; b) proper structure (how the organization operates); c) support and help other relationships; d) belonging opportunities; e) positive social norms; f) support to efficiency and difficulties; g) opportunities to develop abilities; h) opportunities to develop cultural competencies; i) active learning; j) opportunities to be recognized and k) family, school and community integration effort.

Youth individuals from disadvantaged contexts, such as low socioeconomic status and gang groups, present better results when submitted to an intervention program for assets' development (Taylor et al., 2002). The same happens with individuals from communities that have few human resources, collective activities and/or infrastructures for sport practice (Urban, Selva, & Lerner, 2010).

The exploration of the relations between developmental assets and sources of enjoyment is of interest in research in sport sciences, through an evaluation of dispositions and context interaction in sport environment, either scholar or federative. The use of psychometric instruments already validated has the advantage of allowing transcultural questionnaires. This way, since it can be applied in different contexts (e.g. culture, country), it is possible to compare data from different cultural contexts, such as different countries (Fonseca & Brito, 2005).

The present study aims to: a) obtain Portuguese questionnaires that measure the intrinsic and extrinsic assets and sources of enjoyment, through the translation of the Development Assets Profile (DAP) and the Sources of Enjoyment in Youth Sport Questionnaire (SEYSQ); b) explore the relations between the DAP and the SEYSQ dimensions.

4.2. METHODS

Participants

A sample of thirty youth athletes from team sports, with ages between 12 and 18 years ($M=16.03$; $SD=0.765$) for pre-test. The pre-test of the semantic understanding of the translated items.

For the validation process a sample of 272 youth athletes was used. They are from the central region of Portugal, with ages between 12 and 18 years ($M=13.45$; $SD=2.05$), boys ($n=118$) and girls ($n=154$) and from different school sports (e.g., Handball, Volleyball, Basketball, Futsal, Soccer, Gymnastics, Badminton, Swimming, Tennis). This sample was used in the exploratory factor analysis and half of the sample was selected by random mode to proceed to confirmatory factor analysis.

Questionnaires

Developmental Assets Profile – DAP (Search Institute, 2005) – composed by 58 items that are preceded by an introduction. These items measure 8 factors in a personal perspective (Support, Empowerment, Boundaries and Expectations, Constructive use of time, Commitment to learning, Positive values, Social competencies, Positive identity) divided in two high order dimensions (external and internal assets). And it measures 5

factors from a contextual perspective (Personal, Social, Family, School, and Community). The responses are given in a Likert scale, 1 to 4, with the following mean: 1 Not At All or Rarely, 2 – Somewhat or Sometimes, 3 – Very or Often, 4 – Extremely or Almost Always. The original version of the questionnaire is presented in the APPENDIX 4.

Sources of Enjoyment in Youth Sport Questionnaire – SEYSQ (Wiersma, 2001) – it has an initial introduction and 28 items that measure 6 factors related to enjoyment. The answers are classified in a Likert scale, from 1 to 5, in which 1 is “totally disagree” and 5 “totally agree”. This psychometric instrument in the original version is accessible in the APPENDIX 4.

Data analysis

An exploratory factorial analysis was performed to describe and synthesize the data and aggregate the correlated items. The Kaiser-Meyer-Olkin’s (KMO) test was applied to verify the sample adequacy (Disch, 1989). This author suggests a cut off value of 0.30. Pedhazur (1982) suggests a value of 0.40 which is the one used in this study. For statistical analysis the SPSS program, version 19.0, was used.

To check the instrument structure, a *cross-validity* was performed through a confirmatory factorial analysis (CFA) in LISREL program. The *maximum likelihood* estimation method was used. The *Satorra-Bentler-Scaled* qui-square must not be significant (Vlachopoulos, Ntoumanis, & Smith, 2010).

Procedures

The intention to provide the psychometric instruments (DAP and SEYSQ) adapted to Portuguese youth athletes, with linguistic and conceptual accessibility, leads us to take into consideration Vallerand (1989) and the International Test Commission (2010).

The study was approved by the ethical committee of the researchers’ institution and the Ministry of Education. The questionnaires were applied before practice in school sport context. Parental consent was obtained to participate in the study.

4.3. RESULTS

Exploratory factorial analysis

The Bartlett test for factor extraction was performed and proved to be adequate to the initial solution of DAP, 58 items [$\chi^2(1653)=6734,36$, $p \leq .001$], and SEYSQ, 28 items [$\chi^2(378)=3842.71$, $p \leq .001$]. The *varimax* rotation analysis, with factor loadings over 0.40, presented more factors than the original instruments. A fixed factor extraction was performed with eight factors of personal assets and with five factors of contextual areas. For this extraction it was obtained, respectively, 51.1% and 43.0% of explained variance (Table 1). In the case of SEYSQ, the extraction of six factors was forced, with results presenting an explained variance of 63.36% (Table 6).

Table 1: Principal component analysis for DAP eight factors extraction with *varimax* rotation.

		Communalities	F1	F2	F3	F4	F5	F6	F7	F8
1	Defendo aquilo em que acredito	.36								
2	Sinto que controlo a minha vida e futuro	.58					.606			
3	Sinto-me bem comigo mesmo	.57					.655			
4	Evito as coisas perigosas e menos saudáveis	.34				.421				
5	Gosto de ler ou que leiam para mim	.35				.531				
6	Faço amizades com outras pessoas	.43								
7	Preocupo-me com a escola	.66				.727				
8	Faço os meus trabalhos de casa	.54				.617				
9	Mantenho-me afastado do tabaco, álcool e outras drogas	.46							.574	
10	Gosto de aprender	.52		.504		.442				
11	Expresso os meus sentimentos de forma adequada	.54			.471		.418			
12	Sinto-me bem em relação ao meu futuro	.61					.715			
13	Procuro os conselhos dos meus pais	.55					.460			
14	Lido com a frustração de forma positiva	.57					.454			
15	Ultrapasso os desafios de forma positiva	.49					.496			
16	Sinto que é importante ajudar outras pessoas	.48		.622						
17	Sinto-me a salvo e seguro em casa	.30								
18	Planeio com antecedência e faço boas escolhas.	.48								
19	Resisto às más influências	.49							.548	
20	Resolvo conflitos sem violência	.39				.435				
21	Sinto-me valorizado e apreciado pelos outros.	.46					.485			
22	Assumo as responsabilidades daquilo que faço	.47		.505						
23	Digo a verdade, mesmo quando não é fácil	.40								
24	Aceito as pessoas que são diferentes de mim	.53		.611						
25	Sinto-me seguro na escola	.49						.457		
26	Ativamente envolvido em aprender coisas novas	.63		.512						.408
27	A desenvolver um sentido para a minha vida	.58								.417
28	Encorajado a tentar coisas que possam ser boas para mim	.50								.426
29	Incluído nas tarefas e decisões da minha família	.44	.425							

30	A ajudar a tornar a minha comunidade (bairro) um lugar melhor para se viver	.57			.637					
31	Envolvido em grupos ou actividades religiosas	.47			.445					-.459
32	A desenvolver bons hábitos de saúde	.33								
33	Motivado para ajudar os outros	.37		.441						
34	Envolvido em actividades desportivas, clube ou outras associações.	.41							.404	
35	Tentar ajudar a resolver problemas sociais.	.59			.669					
36	Dar o exemplo e ser responsável	.55				.528				
37	Desenvolver respeito pelas outras pessoas.	.49		.540						
38	Motivado para ter bons resultados na escola e em outras actividades.	.57				.574				
39	Sensível às necessidades e sentimentos dos outros.	.42		.507						
40	Envolvido em actividades criativas como musica, teatro ou arte.	.61			.743					
41	A ajudar aos outros na minha área de residência.	.57			.700					
42	A passar tempo de qualidade em casa com os meus pais.	.42	.475							
43	Amigos que me dão bons exemplos.	.60						.583		
44	Uma Escola que possui regras claras para os alunos	.65						.744		
45	Adultos que são bons exemplos para eu seguir	.56						.526		
46	Uma área de residência segura	.44	.416							
47	Pai(s) que tentam ajudar-me a ter sucesso.	.66	.761							
48	Bons vizinhos que se preocupam comigo.	.44			.471					
49	Uma escola que se preocupa com os jovens e os motiva.	.60						.661		
50	Professores que me ajudam a ser melhor e alcançar os meus objectivos	.50						.437		
51	Apoio de outros adultos para além dos meus pais	.46	.416							
52	Uma família que me proporciona regras claras.	.58	.660							
53	Pais que incitam a ter um bom desempenho	.62	.732							
54	Uma família que dá carinho e apoio	.59	.654							
55	Vizinhos que estão atentos ao que faço	.59			.618					
56	Pais que são bons em falar comigo sobre as coisas.	.63	.625							
57	Uma escola onde se aplicam regras justas	.69						.772		
58	Uma família que sabe onde estou e o que ando a fazer	.53	.464							.408
		<i>Eigenvalue</i>	15.52	3.03	2.58	2.01	1.81	1.67	1.59	1.44
		<i>% Variance</i>	26.75	5.22	4.44	3.46	3.13	2.88	2.74	2.49

According to the data presented in table 1 it is possible to consider the factor 1 (F1) as Support, with 26.75% of explained variance (items 47, 51, 54 and 56). The second factor (F2) can be defined as Social competencies and has 5.22% of explained variance (items 24 and 39). The third factor (F3) is interpreted as Positive values, which represent 4.44% of explained variance (items 30, 35 and 41). The fourth factor (F4) is indicated as Commitment to learning and explains 3.46% of variance (items 5, 7, 8 and 38). The fifth factor (F5), considered as Positive identity, explains 3.13% of variance (items 2, 3, 12, 14 and 15). The sixth factor (F6) denominated as Boundaries and expectations represents 2.88% of explained variance (items 43, 44, 45, 50 and 57). The seventh (F7) and eighth (F8) factors aggregate few items and these items measure

different factors in the original instrument. Therefore, these items and factors were not considered. Also, the items 1, 6, 17, 18, 23 and 32 were removed since they presented a factorial loading value under 0.40.

The analysis of contextual factor of DAP (Table 2) allows us to define the first factor (F1), which explains 26.75% of variance, as Social (items 15, 16, 28, 33 and 39). The second factor (F2) is referred as Community, with 5.22% of explained variance (items 31, 35, 40, 41, 48 and 55). The third factor (F3) is denominated as Family, representing 3.46% of explained variance (items 29, 42, 47, 52, 53, 54, 56 and 58). The fourth factor (F4) is designated as Personal and explains 3.46% of variance (items 4 and 5). The last factor (F5) is classified as School, with a weight of explained variance of 3.13% (items 25, 44, 49, 50 and 57). In the present analysis the items 6, 9, 17, 19, 21 and 32 were excluded since they presented a low factorial loading (<0.40).

Table 2: Principal component analysis for DAP five factors extraction with *varimax* rotation.

		Communalities	F1	F2	F3	F4	F5
1	Defendo aquilo em que acredito	.25	.433				
2	Sinto que controlo a minha vida e futuro	.31		.406			
3	Sinto-me bem comigo mesmo	.32	.507				
4	Evito as coisas perigosas e menos saudáveis	.30				.448	
5	Gosto de ler ou que leiam para mim	.31				.492	
6	Faço amizades com outras pessoas	.34					
7	Preocupo-me com a escola	.63				.755	
8	Faço os meus trabalhos de casa	.50				.666	
9	Mantenho-me afastado do tabaco, álcool e outras drogas	.21					
10	Gosto de aprender	.42	.406			.480	
11	Expresso os meus sentimentos de forma adequada	.51	.405	.547			
12	Sinto-me bem em relação ao meu futuro	.37	.402				
13	Procuo os conselhos dos meus pais	.42		.462			
14	Lido com a frustração de forma positiva	.49	.514	.417			
15	Ultrapasso os desafios de forma positiva	.41	.556				
16	Sinto que é importante ajudar outras pessoas	.44	.588				
17	Sinto-me a salvo e seguro em casa	.28					
18	Planeio com antecedência e faço boas escolhas.	.45		.483			
19	Resisto às más influências	.28					
20	Resolvo conflitos sem violência	.36				.480	
21	Sinto-me valorizado e apreciado pelos outros.	.38					
22	Assumo as responsabilidades daquilo que faço	.42	.519				
23	Digo a verdade, mesmo quando não é fácil	.35	.469				
24	Aceito as pessoas que são diferentes de mim	.49	.556				
25	Sinto-me seguro na escola	.37					.429

26	Ativamente envolvido em aprender coisas novas	.52	.517			.446	
27	A desenvolver um sentido para a minha vida	.49	.471			.434	
28	Encorajado a tentar coisas que possam ser boas para mim	.40	.472				
29	Incluído nas tarefas e decisões da minha família	.39			.415		
30	A ajudar a tornar a minha comunidade (bairro) um lugar melhor para se viver	.48		.561			
31	Envolvido em grupos ou actividades religiosas	.24		.474			
32	A desenvolver bons hábitos de saúde	.31					
33	Motivado para ajudar os outros	.32	.502				
34	Envolvido em actividades desportivas, clube ou outras associações.	.24	.429				
35	Tentar ajudar a resolver problemas sociais.	.51		.602			
36	Dar o exemplo e ser responsável	.54				.549	
37	Desenvolver respeito pelas outras pessoas.	.44	.491				
38	Motivado para ter bons resultados na escola e em outras actividades.	.55				.623	
39	Sensível às necessidades e sentimentos dos outros.	.29	.409				
40	Envolvido em actividades criativas como musica, teatro ou arte.	.48		.664			
41	A ajudar aos outros na minha área de residência.	.47		.598			
42	A passar tempo de qualidade em casa com os meus pais.	.38			.465		
43	Amigos que me dão bons exemplos.	.58					.589
44	Uma Escola que possui regras claras para os alunos	.64					.738
45	Adultos que são bons exemplos para eu seguir	.49					.536
46	Uma área de residência segura	.42			.431		
47	Pai(s) que tentam ajudar-me a ter sucesso.	.64			.768		
48	Bons vizinhos que se preocupam comigo.	.43		.523			
49	Uma escola que se preocupa com os jovens e os motiva.	.50					.644
50	Professores que me ajudam a ser melhor e alcançar os meus objectivos	.41					.464
51	Apoio de outros adultos par além dos meus pais	.45			.411		
52	Uma família que me proporciona regras claras.	.54			.655		
53	Pais que incitam a ter um bom desempenho	.60			.744		
54	Uma família que dá carinho e apoio	.59			.673		
55	Vizinhos que estão atentos ao que faço	.50		.629			
56	Pais que são bons em falar comigo sobre as coisas.	.48			.612		
57	Uma escola onde se aplicam regras justas	.69					.764
58	Uma família que sabe onde estou e o que ando a fazer	.35			.493		
		<i>Eigenvalue</i>	15.52	3.03	2.58	2.01	1.81
		% Explained Variance	26.75	5.22	4.44	3.46	3.13

According to Hill and Hill (2009), the present internal consistency coefficients for the DAP factors: Support, Positive identity, Boundaries and expectations and Positive values can be considered at least reasonable, presenting values over 0.70 (Table 3). If item 5 is eliminated, the factor Commitment to learning overrides the 0.70 of *Cronbach's Alpha* (Table 3). The Social competencies factor presents an inadequacy of internal consistency reliability ($\alpha=0.462$).

The internal consistency reliability of contextual area of DAP is presented in table 4. The results reveal good levels ($\alpha>.80$) for Family and School factors. The Social and Community factors present a reasonable level of internal consistency reliability

($\alpha > 0.70$). If item 31 of the Community factor is eliminated, its internal consistency rises from 0.757 to 0.770, which is not a good level.

The DAP factors resulting of EFA integrate at least 3 items, with exception for Social competencies and Personal factors. These two factors presented unacceptable levels of internal consistency reliability.

Table 3: Factorial loads and internal reliability coefficients of DAP positive factors

Factor	Items	Load	α Cronbach	α if item deleted
Support (Apoio)	47	.553	.723	.642
	51	.448		.705
	54	.507		.666
	56	.555		.635
Positive identity (Identidade Positiva)	2	.403	.741	.732
	3	.513		.692
	12	.593		.660
	14	.491		.701
	15	.525		.689
Boundaries and Expectations (Limites e Expectativas)	43	.616	.817	.779
	44	.667		.762
	45	.579		.789
	50	.491		.812
	57	.696		.753
Positive values (Valores Positivos)	30	.554	.762	.733
	35	.607		.668
	41	.626		.646
Commitment to learning (Compromisso para Aprendizagem)	5	.297	.687	.762
	7	.606		.528
	8	.527		.589
	38	.530		.600
Social competencies (Competências Sociais)	24	.304	.462	
	39	.304		

Table 4: Factorial loads and internal reliability coefficients of DAP contextual factors

Factor	Items	Load	α Cronbach	α if item deleted
Personal (Pessoal)	4	.249	.394	
	5	.249		
Social	15	.380	.668	.642
	16	.524		.577
	28	.427		.616
	33	.445		.607
	39	.365		.646
Family (Familiar)	29	.460	.833	.827
	42	.467		.827
	47	.653		.803
	52	.625		.805
	53	.633		.806
	54	.585		.810
	56	.616		.806
	58	.495		.823

	25	.416		.812
	44	.670		.735
School (Escola)	49	.622	.801	.751
	50	.506		.786
	57	.719		.716
	31	.356		.770
	35	.537		.717
Community (Comunidade)	40	.564	.757	.702
	41	.573		.709
	48	.523		.714
	55	.517		.716

Table 5: Factorial loads and internal reliability coefficients for DAP high order dimensions

Dimension	Items	Load	α Cronbach	α if item deleted
	2	.446		.815
	3	.430		.816
	5	.309		.828
	7	.468		.814
	8	.386		.819
Internal (<i>Interno</i>)	12	.515	.826	.810
	14	.524		.810
	15	.475		.814
	24	.436		.817
	30	.524		.810
	35	.504		.811
	38	.585		.808
	39	.390		.819
	41	.450		.815
	43	.622		.790
	44	.506		.809
	45	.586		.795
External (<i>Externo</i>)	47	.521	.822	.805
	50	.535		.803
	51	.531		.803
	54	.528		.804
	56	.529		.804

The internal consistency reliability of DAP first order dimensions (internal/external) presents good values (Table 5). For the dimension of first order internal assets the *Cronbach's* α can be improved if item 5 is eliminated.

In what concerns the SEYSQ instrument through EFA (Table 6) we may consider the first factor (F1) as the Other-referenced competencies and Recognition. This factor explains 38.91% of variance and combines the items 5, 12, 16, 18 and 19. The second factor (F2) may be defined as Effort expenditure, explains 8.18% of variance and includes the items 9, 13 and 26. The third factor (F3) is designated as Positive parental involvement, represents 6.16% of explained variance and aggregates the items 17, 23, 25 and 28. The fourth factor (F4) is considered as Self-referenced

competencies, combines the items 1, 14, 21 and 27 and explains 4.13% of variance. The last factor (F6) only presents an item and for that reason was excluded.

Table 6: Principal components analysis for SEYSQ after varimax rotation

	Communalities	F1	F2	F3	F4	F5	F6
1. Jogar no limite das minhas capacidades.	.61				.551		
2. Trabalhar arduamente nos treinos.	.58				.564		
3. Melhorar os meus desempenhos com base na capacidade de superar os outros.	.59				.628		
4. Estar com os amigos da minha equipa.	.53					.561	
5. Fazer técnicas que os outros rapazes/raparigas da minha idade não conseguem.	.57	.625					
6. O sentimento de espírito de equipa e a união que sinto por fazer parte dessa equipa.	.73		.437			.640	
7. Receber apoio e encorajamento dos colegas.	.61					.591	
8. Participar num jogo ou competição equilibrada.	.72		.484			.626	
9. Participar e conseguir finalizar um treino difícil.	.61		.649				
10. Fazer novos amigos no desporto.	.44			.510			
11. Fazer coisas com os meus colegas para além dos jogos e treinos.	.67					.711	
12. Ser conhecido pelos outros por ser atleta.	.73	.719					
13. Jogar empenhadamente nas competições.	.64		.583				
14. Melhorar no desempenho tendo em consideração aquilo que antes conseguia fazer.	.63		.486		.609		
15. Sentir e ouvir o ambiente da claque e do público durante os jogos e competições.	.56	.506					
16. Mostrar que sou melhor que os outros que praticam o meu Desporto.	.68	.798					
17. Ter o estímulo/ encorajamento dos meus pais.	.71			.797			
18. Tornar-me melhor que os outros atletas na minha modalidade e idade.	.67	.716					
19. Ser reconhecido pelos outros por praticar desporto.	.71	.700					
20. Sentir-me exausto após os treinos ou competições.	.68						.667
21. Jogar melhor do que jogava no passado.	.59				.481		
22. A emoção da competição.	.71		.761				
23. Receber apoio dos meus pais para praticar Desporto.	.71			.734			
24. Sentir a excitação da competição.	.61		.584				

25. Ter os meus pais a assistir às minhas competições.	.57			.692			
26. Esforçar-me bastante no treino ou na competição.	.63		.553		.440		
27. Alcançar os objetivos que estabeleci para mim mesmo, com base no meu desempenho.	.64				.674		
28. Ter os meus pais satisfeitos com o meu desempenho.	.63			.726			
<i>Eigenvalue</i>		10.6	2.29	1.72	1.16	1.01	.92
% Explained variance		38.0	8.18	6.16	4.13	3.62	3.27

Table 7: Factor loads and internal reliability coefficients for SEYSQ factors

Factor	Items	Load	α Cronbach	α if item deleted
Competências referenciados por outros e Reconhecimento (ORCR)	5	.555	.852	.850
	12	.712		.809
	16	.650		.826
	18	.694		.814
	19	.717		.809
Esforço Exercido (EE)	9	.608	.787	.733
	13	.668		.667
	26	.620		.728
Envolvimento Parental Positivo (PPI)	17	.678	.808	.735
	23	.690		.735
	25	.570		.814
	28	.631		.761
Competências auto-referenciadas (SRC)	1	.511	.761	.734
	14	.573		.698
	21	.558		.706
	27	.605		.684
Afiliação com pares (AP)	4	.575	.777	.727
	6	.615		.706
	7	.488		.770
	11	.651		.686

From the internal consistency reliability analysis of the SEYSQ factors (Table 7) it is verified that Self-referenced competencies and Positive parental involvement have a good consistency ($\alpha > 0.80$). And the Effort Expenditure and Affiliation with Peers reveal a reasonable consistency ($\alpha > 0.70$). If item 25 is eliminated, the internal consistency reliability of Positive parental involvement rises from .808 to .814. The five factors obtained by the EFA for the SEYSQ integrate at least 3 items, with the exception of Positive parental involvement that only includes 2.

The internal consistency reliability of the Intrinsic/Extrinsic and Nonachievement/Achievement dimensions is considered as good ($\alpha > 0.80$). If item 17 is eliminated, the internal consistency of Nonachievement dimension rises from .845 to .853 (Table 8).

Table 8: Factor loads and internal reliability coefficients for SEYSQ dimensions

Factor	Items	Load	α Cronbach	α if item deleted
Intrinsic (Intrínseco)	1	.528	.861	.858
	9	.643		.840
	13	.665		.837
	14	.656		.838
	21	.593		.847
	26	.699		.835
	27	.654		.839
Extrinsic (Extrínseco)	4	.546	.883	.876
	5	.520		.877
	6	.572		.875
	7	.413		.881
	9	.448		.879
	11	.566		.875
	12	.676		.868
	16	.519		.877
	17	.591		.873
	18	.631		.871
	19	.690		.868
	23	.619		.872
Achievement (Realização)	25	.471	.850	.881
	28	.591		.874
	1	.587		.834
	5	.580		.834
	12	.707		.818
	14	.429		.847
	16	.561		.837
	18	.683		.821
Nonachievement (Não realização)	19	.698	.845	.819
	21	.421		.847
	27	.479		.843
	4	.582		.828
	6	.612		.826
	7	.461		.837
	9	.470		.836
	11	.597		.826
	13	.549		.831
16	.342	.853		
17	.630	.823		
23	.649	.822		
25	.472	.841		
28	.612	.825		

Table 9: Correlations between DAP and SEYSQ factors

		ORCR	EE	AP	PPI	Support	B&E	LC	PV	PI
SRC	<i>r</i>	.489**	.727**	.623**	.409**	.150	.160	.133	.118	.231**
	<i>p</i>	.000	.000	.000	.000	.014	.009	.029	.053	.000
ORCR	<i>r</i>		.468**	.471**	.487**	.194	.216**	.035	.184	.325**
	<i>p</i>		.000	.000	.000	.001	.000	.562	.002	.000
EE	<i>r</i>			.635**	.410**	.219	.181	.078	.142	.224**
	<i>p</i>			.000	.000	.000	.003	.204	.020	.000
AP	<i>r</i>				.513**	.262**	.285**	.136	.279**	.239**
	<i>p</i>				.000	.000	.000	.025	.000	.000
PPI	<i>r</i>					.393**	.320**	.148	.288**	.366**
	<i>p</i>					.000	.000	.015	.000	.000
Support	<i>r</i>						.566**	.356**	.381**	.421**
	<i>p</i>						.000	.000	.000	.000
B&E	<i>r</i>							.380**	.347**	.427**
	<i>p</i>							.000	.000	.000
LC	<i>r</i>								.289**	.396**
	<i>p</i>								.000	.000
PV	<i>r</i>									.454**
	<i>p</i>									.000

** $p < .01$; * $p < .05$

We may consider that there is a strong correlation between the Self-referenced competencies and the Effort Expenditure ($p=.727$, $p<.01$) (Table 9). Other correlations can be considered as moderate, such as between: Effort Expenditure and Affiliation with peers ($p =.635$, $p<.01$), Self-referenced competencies and Affiliation with peers ($p=.623$, $p<.01$), Support and Boundaries and expectations ($p=.566$, $p<.01$) and Affiliation with peers and Positive parental involvement ($p=.513$, $p<.01$).

The following factors did not present significant correlations between them: Self-referenced competencies and Positive values; Other-referenced competencies and recognition and Commitment to learning; and Effort expenditure and Commitment to learning.

Confirmatory factor analysis

Based on EFA and according to the authors of the DAP original instrument three models were assumed: 1) model of six assets factor (M1) (Support, Positive identity, Boundaries and Expectations, Positive values, Commitment to learning, Social competencies); 2) model of four context area factors (M2) (School, Family, Social, Community); 3) second order model with two dimensions (M3) (Internal/External).

For the SEYSQ the original version was followed, with the limitations of EFA for this instrument. Therefore, three models were presumed. One five factor model (M4) (Self-referenced competencies; Other-referenced competencies and recognition; Positive parental involvement; Effort Expenditure; Affiliation with peers) and two models of second order factor with two components (Nonachievement/Achievement; Intrinsic/Extrinsic) (M5 and M6).

The CFA regarding the global fit of the models presented for $p < .005$ a Mardia's coefficient of 0.28 and a *Satorra-Bentler-Scaled* [$\chi^2(28)=42.7$] for DAP models whereas for the SEYSQ models a Mardia's coefficient of 0.30 and a *Satorra-Bentler-Scaled* of $\chi^2(28)=61.25$. The fit indexes presented levels over the 0.90 cut off value, NFI=0.96 and CFI=0.98.

4.4. DISCUSSION AND CONCLUSION

The translation and transcultural validation of psychometric instruments is a good solution for research, since it allows a comparison between cultures and contexts. Nevertheless, the translation process has not been consensual, with the literature presenting different procedures, some more accurate than others, such as a translation made by just one researcher or submitted to different translators (Widenfelt, Treffers, Beurs, Siebelink, & Koudijs, 2005). Fonseca and Brito (2005) refer that there is a necessity to adopt the procedures suggested by Vallerand (1989) to assure the psychometric qualities of the translated versions.

The verbal semantic comprehension of the questionnaire item was achieved, since in the pre-test there were no indications of incomprehension or suggestions of item change by the youths. Through EFA it was verified that some original factors of DAP (Empowerment, Constructive use of time, Social competencies) are measured by questions that make more sense in the North American culture. Therefore, there are

some items and factors that are not usable among the Portuguese population. Furthermore, the data of contextual areas of DAP allow us to refer that it is possible to use all the factors for the Portuguese youths, except the Personal factor since it presented a lower internal consistency ($\alpha=.394$). These limitations allow us to present an economical solution, with 22 items and 5 factors for personal assets (Table 3) and for contextual area 23 items and 4 factors (Table 5). In both cases, the internal consistency was good and CFA confirmed this model.

The SEYSQ translation presented no semantic problems. However, it is not possible to use the Competitive excitement fact, since in EFA there were not any factors combining items that measure this. It was observed that the second factor (F2) (Table 6) includes some items that measure Competitive excitement in the original instrument. This makes us believe that the difficulty in the extraction of this factor is mainly connected to the strong association of the two constructs (Effort expenditure and Competitive excitement) that make part of Nonachievement/Intrinsic quadrant of sources of enjoyment in youth sport model (Wiersma, 2001).

The present study reveals that the Portuguese version of the SEYSQ has higher reliability values in the factors: Self-referenced competencies; Other-referenced competencies and recognition; and Effort expenditure, when compared to Wiersma's results (2001) that were, respectively, $\alpha=.81$, $\alpha=.69$ and $\alpha=.65$. Since the five factors obtained through EFA have at least three items it is more effective to measure the factors and less susceptible to commit errors. Even with only two items, the Positive parental involvement measurement is reliable for the Portuguese population; if item 25 is eliminated, the internal consistency reliability only changes from .808 to .814.

The translation and validation process of the SEYSQ to Portuguese provides an instrument to measure the sources of enjoyment in youth individual and team sports, through five factors and 19 items. The EFA and CFA results present reasonable reliability and validity levels for future researches. Nevertheless, the limitations of items and factors used in the measurements should be taken into account. These instruments (DAP and SEYSQ) allow contextual measurements of developmental assets and enjoyment in sport. They also allow future studies of the developmental model of sport participation (DMSP) suggested by Fraser-Thomas, Côté and Deakin (2008).

Since the DAP does not concern only sport practice it can be applied in other areas where the individual is inserted, for example, the extracurricular activities such as: music, summer camps, school (Murphey, Lamonda, Carney, & Duncan, 2004; Pittman et al., 2004). The validation process allows youth resilience and protection factors to be measured, contributing for the analysis of developmental assets and orienting the programs for successful outcomes in youth development (Benson, 2002). Consequently, the possibility of data obtained with these psychometric instruments may help the organizations and authorities to define targets, goals and strategies to foster youth positive development through sport (Berlin et al., 2007a).

Previous studies verified that enjoyment is negatively related to dropout (Molinero et al., 2006) and burnout (Schmidt & Stein, 1991). Therefore, the measurement of sources of enjoyment in youth sport allows the verification of the adequacy of sport programs to the athletes' interests, promoting the adhesion and maintenance in sport context.

The use of these two psychometric instruments (DAP and SEYSQ) in Portuguese youth athletes, opens doors to research on the youth positive development and to understand youth psychological characteristics better, in addition to intervention programs in sport.

The strong correlation between Self-referenced competencies and Effort expenditure endorses the association of two factors that measure intrinsic sources of enjoyment. Therefore, athletes that present higher levels of self-knowledge and self-perception can evaluate their performance better, focusing more on their own development. The existence of significant correlations between the majority of the DAP and the SEYSQ factors (Table 9) suggests that the promotion of developmental assets on sport or other contexts makes the youth athlete's enjoyment rise. And the enjoyment in sport can maintain the youth in practice allowing this context to foster assets (Fraser-Thomas et al., 2008) and promote the youth positive development (Holt, 2008). However, it is necessary that the programs have an ecological perspective, providing an appropriate structure (e.g., organization function), supportive relations and positive social norms, opportunities to develop culturally and physically, to be recognized and to actively engage in learning (Perkins & Noam, 2007).

Future studies should verify the correlation levels with samples from different levels of sport involvement and socioeconomic status. Another suggestion for future research is to verify the relation between SEYSQ factors and factors used by other motivational theories (e.g., *flow*, *achievement goal*).

Nevertheless, the present study also presents some limitations, such as the sample dimension. Although it can be considered sufficient (Tabachnick & Fidell, 2007), it may influence the correlation coefficients. Therefore, in future studies you should use larger samples from different sports and with other characteristics (e.g., elite sport, school, federated). To verify the reproducibility and configuration invariance during time future factorial analysis should be performed.

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CHAPTER 5

A MULTILEVEL APPROACH TO PERSONAL AND CONTEXTUAL FACTORS IN SCHOOL SPORT

Authors

Artur Jorge Santos¹; Humberto Carvalho Moreira¹; Carlos Eduardo Gonçalves¹ (in review)

¹ Faculty of Sport Sciences and Physical Education of University of Coimbra

Abstract

Purpose: In recent literature, the contexts of practice are recognized as major factors in fostering positive growth experiences of young athletes. The ecological theory gives importance to individual and contextual characteristics for the human development through the model person-process-context-time (PPCT). The aims of the study are: a) to analyze the development assets, sources of enjoyment and attitudes among Portuguese competitive school athletes; b) to analyze the effects of a season-long exposure on the development assets, sources of enjoyment and attitudes; c) to explore the predicting effects of the development assets on the sources of enjoyment and attitudes. **Methods:** Three hundred and twenty five subjects (249 males, 76 females) aged 13-17 years (13.9 ± 2.1 yr) answered the Developmental Assets Profile, Sources of Enjoyment in Youth Sport Questionnaire and Sport Attitudes Questionnaire at the beginning and end of the season. Multilevel and path analysis were performed. **Results:** The magnitude of the changes was modest. No predicting role of assets was found. Strong associations between external assets and enjoyment and pro-social attitudes were evident. Younger athletes and girls show the more important changes. **Conclusion:** The findings confirm that a caring sport environment can foster enjoyment and positive moral decisions and reduce negative outcomes, carrying valuable information for families and coaches.

KEYWORDS: development assets, enjoyment, attitudes, context.

5.1. INTRODUCTION

The potential of sport to influence the youth athletes' positive development is implicitly assumed by contemporary societies. In recent literature, the contexts of practice have been seen as a major factor to foster positive growth experiences of young athletes (Araújo & Davids, 2009; European Commission, 2007; Santos, Domingues, & Gonçalves, 2012; Strachan et al., 2009a). In particular, the ecological theory of Bronfenbrenner (1999) has been used to study the developmental process of youth athletes, due to its adequacy to analyse the different sources of influences on young athletes' development.

The ecological theory gives importance to individual and contextual characteristics for the human development through the model person-process-context-time (PPCT). The context refers to the global environment where the processes occur, and is subdivided according to the proximity and potential to influence the individual. The time or chronosystem can be understood in a historical sense, giving meaning to periods or events that affect individuals or social groups. The Bronfenbrenner's theory led Fraser-Thomas et al. (2005) to propose a sport-programming model of positive youth development (PYD), which incorporates the Development Assets theory (Benson, 2002) and the Developmental Model of Sport Participation (DMSP) (Côté, 1999). The developmental assets are divided in two dimensions: internal and external. The internal dimension aggregates learning commitment, positive values, social competencies and positive identity. The external dimension includes support, empowerment, boundaries and expectations and constructive use of time. The Developmental Assets Profile (DAP) was created by the Search Institute (Search Institute, 2005) to measure such assets.

Furthermore, Strachan et al. (2009a) observed that three particular assets (positive identity, empowerment and support) are important to enhance enjoyment, which is associated with positive feelings. Wiersma (2001) developed the Sources of Enjoyment in Youth Sport Questionnaire (SEYSQ), with a six-factor model in the original version: self-referenced competencies, other referenced competencies and recognition, competitive excitement, effort expenditure, affiliation with peers, positive parental involvement.

Sport participation *per se* is not a positive factor of influence in youth positive development, and in some circumstances, it might even lead to negative behaviours and

anti-social values (Shields, Bredemeier, & Power, 2002). To measure athletes' moral attitudes Lee, Whitehead, Ntoumanis and Hatzigeorgiadis (2008), developed the Sport Attitudes Questionnaire (SAQ), which presents a four-factor model (e.g., commitment, convention, gamesmanship, cheating). Previous studies showed the connection between sport attitudes and achievement orientations, which represent an ecological characteristic of the training process (Gonçalves, Coelho e Silva, Cruz, Torregrosa, & Cumming, 2010; Lee et al., 2008).

Assets, enjoyment and attitudes were the object of three questionnaires: DAP, SEYSQ, and SAQ. These instruments were designed and used in specific cultural contexts, namely North-american and British. Their transfer to different cultures must be cautious and respect cross-cultural differences. This is especially true for assets and enjoyment, because of their strong links to culture, education, and social life organization. The validation process of DAP and SEYSQ for the Portuguese reality did not match the same factor model as in the original studies. Five factors were identified for the DAP, three internal (learning commitment, positive values and positive identity) and two external (support and boundaries and expectations). For the SEYSQ, five factors were identified: self-referenced competencies, other-referenced competencies and recognition, effort expenditure, affiliation with peers, and positive parental involvement (Santos & Gonçalves, 2012).

The assets are dispositional, meaning that they tend to be relatively stable across time. Enjoyment and attitudes seem to be dependent on the training environment. Strachan et al. (2009a) hypothesized that empowerment, positive identity and social competencies were predictors of enjoyment, and found a predicting path between empowerment and enjoyment. These findings are important for coaches, because they support the key role of autonomy to enhance positive experiences. However, due to the lack of correspondence between the original factor structure and the Portuguese one, it is necessary to test the relationships between assets and enjoyment in different cultural settings. Furthermore, the moral dimension is always present in youth sport, being strongly dependent on the climate of practice. Thus, the inclusion of attitudes in the study, and the analysis of their relationship with assets and enjoyment can generate important knowledge for coaches, families, and youth sport organizers.

It is known that the effects of sport participation depend on the years of exposure to training environments (Stephens, 2000; Visek & Watson, 2005). Therefore,

a longitudinal design should explore the potential effects of a season-long participation in practices and competitions on the constructs under analysis, and indirectly, on the way young athletes deal with the complexity of personal interactions provided by sport and how they shape their own vision about sport. This multilevel approach is deemed suitable to evaluate the effects of training in diverse settings, with diverse interactions, on all kinds of variables (Papaioannou, Marsh, & Theodorakis, 2004).

In Portugal, school and club sport have a similar organization with respect to specialization, weekly practices, and competitions. Due to the differences in factor structure between the translated instruments and the original ones, and the composition of the sample, the study assumes a cross-cultural exploratory characteristic. Sport has shown potential for promoting the individual and community development, and the results from sport involvement are influenced by the athlete and contextual characteristics. The aims of the present study are: a) to analyze the development assets, sources of enjoyment and attitudes among Portuguese competitive school athletes; b) to analyze the effects of a season-long exposure on the development assets, sources of enjoyment and attitudes; c) to explore the predicting effects of the development assets on the sources of enjoyment and attitudes.

5.2. METHODS

Participants

The local ethical committee and the Education Ministry approved the study. Written informed consent was obtained from parents and coaches of 325 school sport athletes (249 males, 76 females, $M_{age}=13.±2.1$; range 13-17 years) participating in several sports (e.g., Handball, Volleyball, Basketball, Futsal, Soccer, Gymnastics, Badminton, Swimming and Tennis). The athletes have been involved in sport practice for $4.8±3.3$ years.

Instruments

Development Assets Profile (DAP)

Search Institute (2005) developed this questionnaire that is composed by 58 items, which are preceded by an introduction. Statements in the DAP are rated from 1 - “not at

all or rarely”, 2 - “Somewhat or Sometimes”, 3 - “Very Often” or 4 - “Extremely or almost always”. The Portuguese version obtained by Santos and Gonçalves (2012) measures external and internal factors from a personal perspective, such as, *support* (4 items), *boundaries and expectations* (5 items), *commitment to learning* (4 items), *positive values* (3 items), *positive identity* (5 items). The Portuguese version presents good reliability estimates through the Cronbach’s alpha (e.g., .70 to .82 for the referred categories).

Sources of Enjoyment in Youth Sport Questionnaire (SEYSQ)

Wiersma (2001) developed the questionnaire. Later on, it was translated and validated to Portuguese version by Santos and Gonçalves (2012). It is composed by 28 items responded in a five point Likert scale (1=not at all, 2=a little, 3=not sure, 4=yes and 5=very much), assessing, in the Portuguese version, the *positive parental involvement* (4 items), *self-referenced competencies* (4 items), *other-referenced competencies and recognition* (5 items), *effort expenditure* (3 items), *affiliation with peers* (4 items). The SEYSQ subscales revealed good reliability coefficients with the Cronbach’s alpha ranging from .78 to .85.

Sport Attitudes Questionnaire (SAQ-2)

The SAQ (Lee, 1996) has 23 items, in a five point Likert scale (1=totally disagree, 2=disagree, 3= do not agree or disagree, 4=agree, 5= totally agree), that measures *cheating, gamesmanship, commitment to sport and respect for conventions*. Gonçalves, Coelho e Silva, Chatzisarantis, Lee and Cruz (2006) obtained the Portuguese version, with the Cronbach’s alpha presenting values from .70 to .90, revealing a good reliability.

Procedures

The participants were recruited from different schools with sport teams. The coaches and athletes were contacted and it was requested parental authorization to participate in the study. The questionnaires were filled in before practice sessions, in the presence of one of the researchers, the first moment in the pre-competitive period, and the second moment before the national finals. The two moments were separated by a 5 month period. It did not take longer than 30 minutes to fill in the questionnaires.

Data Analysis

The assumption of normality was checked by the Kolmogorov-Smirnov test, with Lilliefors' significance correction, and by visual inspection of normality plots. Descriptive statistics (mean \pm standard deviation) for all measures at beginning and end of training were calculated. Multilevel modeling was performed to examine changes in assets, sources of satisfaction and attitudes as a consequence of training, based on a pre- and post-season design (unconditional linear model). Each participant's successive measurements over time were defined as individual response change and random error (level 1). Differences in response change between groups of individuals were examined (level 2). The 95% confidence limit for each effect was calculated to make inferences about the true (population) values of the effect of training (Batterham & Hopkins, 2006). The between-subject standard deviation for each dependent variable was used to convert the absolute changes' values in responses into standardized (Cohen) changes in the mean. The smallest standardized change was assumed to be 0.20 (Cohen, 1988).

To explore the influence of age and gender on differences in participants' initial status and changes in responses to a season-long training exposure on the dependent variables, inter-individual variation in age, gender (dummy variable: 0 for male; 1 for female) and interaction term between gender and response change with training (cross level interaction) were added as predictors (level 2) in conditional linear models. All parameters were fixed with the exception of the constant (intercept term) and changes in responses to training exposure (slope) parameters, which were allowed to vary randomly at level 2 (between individuals). Akaike information criterion (AIC), which takes into account the different number of fitted parameters in the different model structures to be compared as well as visual inspection of residual plots. This was performed to determine the final models' validity to fit responses of the dependent variables as a consequence of training, considering the effects of the predictor variables. Significance was set at $p < 0.05$. Statistical analyses were performed using mixed linear procedures available on SPSS version 20.0 (IBM SPSS Statistics for Windows, Version 20.0. IBM Corp. Armonk, NY, USA).

The potential predictive effect of Assets on Enjoyment and Attitudes was examined through structural equation modelling, with AMOS software, version 21.0.0. The fit of the models was evaluated using the CFI and SRMR. The cut-off values are

0.95 for CFI and 0.08 for SRMR (Hagger & Chatzisarantis, 2005; Tabachnick & Fidell, 2007). For the estimation of the model, *the maximum likelihood method* was used.

5.3. RESULTS

The first analysis explored the changes between moments 1 and 2 of the data collection (Table 10). The multilevel technique was performed with the entire sample separately for Assets, Enjoyment and Attitudes. The results revealed that Assets are rather stable, presenting little variation in the mean composite scores. Only learning commitment presented a decrease ($p = .03$), but without a meaningful change in the variable.

For the five dimensions of Enjoyment, three of them - self-referenced competencies, positive parental involvement and affiliation with peers - presented no changes in the mean composite scores. The other two dimensions - effort expenditure ($p = .01$) and others-referenced competencies ($p = .00$) - presented an increase in the mean composite scores.

Attitudes is the construct that presents the most significant changes between moment 1 and moment 2. All the changes assumed a pro-social trend, with the mean composite scores decreasing for cheating and gamesmanship and increasing for commitment and convention ($p = .00$).

When multilevel analysis includes age and gender as co-variables (Table 11), the results for intercept and slopes present some modifications, when confronted with the whole sample. Age is related to differences in initial responses in support ($p = .01$), boundaries and expectations ($p = .01$), learning commitment ($p = .02$) and positive values ($p = .02$). The coefficients suggest that younger athletes tended to have lower scores in the initial responses in Developmental Assets dimensions. Changes in responses to training exposure in learning commitment were removed when age was considered. Interestingly, when considering age, individual negative responses with training were apparent for positive identity. Moreover, the interaction term between age and changes in responses to training exposure coefficient indicates that older athletes make slightly less change per interval compared to athletes on the grand mean for age.

With the exception of other-referenced competencies ($p = .02$), age does not appear to be related to inter-individual variability in initial responses in Sources of

Enjoyment dimensions (Table 12). Changes in responses to training in other-referenced competencies were removed when age was considered.

Table 10: Mean changes on composite scores in Developmental Assets, Sources of Enjoyment and Sport Attitudes as a consequence of training in the young athletes and chances that the true difference in the changes is substantial

	Pre-training	Post-training	Changes in mean. 95% CL. (%)	p	Practical inference
<i>Assets</i>					
Support	3.55 (0.45)	3.56 (0.47)	0.2 (-1.6 to 2.0)	0.84	Probably trivial
Boundaries and expectations	3.04 (0.54)	3.05 (0.53)	0.2 (-1.6 to 1.9)	0.84	Probably trivial
Learning commitment	3.28 (0.61)	3.21 (0.70)	-2.9 (-5.4 to -0.3)	0.03	Probably trivial
Positive values	2.99 (0.70)	2.99 (0.71)	-0.1 (-3.6 to 3.3)	0.94	Probably trivial
Positive identity	3.18 (0.55)	3.20 (0.55)	0.4 (-2.0 to 2.9)	0.72	Probably trivial
<i>Sources of enjoyment</i>					
Self-referenced competencies	4.37 (0.53)	4.38 (0.52)	0.4 (-1.2 to 2.1)	0.62	Probably trivial
Others referenced competencies	3.47 (0.89)	3.66 (0.90)	5.5 (1.9 to 9.2)	0.00	Benefit possible
Effort expenditure	4.28 (0.61)	4.40 (0.57)	2.9 (0.8 to 5.0)	0.01	Benefit possible
Affiliation with peers	4.22 (0.60)	4.25 (0.58)	0.8 (-1.2 to 2.8)	0.42	Probably trivial
Positive parental involvement	4.02 (0.86)	4.04 (0.88)	-0.1 (-3.2 to 2.9)	0.93	Probably trivial
<i>Attitudes</i>					
Cheating	3.01 (1.37)	2.57 (1.23)	-15.8 (-24.3 to -7.4)	0.00	Benefit likely
Gamesmanship	3.56 (1.09)	2.95 (1.17)	-22.8 (-29.8 to 15.7)	0.00	Probably beneficial
Convention	3.63 (1.09)	4.14 (0.88)	15.6 (10.8 to 20.4)	0.00	Probably beneficial
Commitment	3.89 (1.04)	0.62 (0.62)	14.6 (10.4 to 18.9)	0.00	Very likely beneficial

Table 11: Multilevel regression analysis for Developmental Assets

	Support	Boundaries and expectations	Learning commitment	Positive values	Positive identity
<i>Fixed Explanatory Variables</i>					
<i>Exponent value (standard error)</i>					
Constant	4.29 (0.19)**	4.25 (0.21)**	4.41 (0.27)**	4.52 (0.29)**	3.54 (0.23)**
Age	-0.05 (0.01)**	-0.09 (0.01)**	0.08 (0.02)**	-0.10 (0.02)**	-0.02 (0.01)
Gender	-0.15 (0.07)*	0.48 (0.07)**	0.08 (0.10)	-0.14 (0.11)	0.04 (0.09)
Changes in responses	0.01 (0.03)	0.01 (0.03)	-0.10 (0.04)**	-0.01 (0.05)	0.03 (0.04)
Gender · Changes in responses	0.11 (0.07)	-0.02 (0.06)	0.18 (0.09)*	0.08 (0.011)	-0.07 (0.09)
<i>Variance-Covariance Matrix of Random Variables</i>					
<i>Level 1 (within individuals)</i>					
Constant	0.06 (0.01)**	0.02 (0.01)**	0.08 (0.01)**	0.15 (0.02)**	0.10 (0.01)**
<i>Level 2 (between individuals)</i>					
Constant	0.13 (0.02)**	0.19 (0.02)**	0.26 (0.03)**	0.30 (0.04)**	0.19 (0.02)**
Changes in responses	0.09 (0.00)	0.11 (0.00)	0.17 (0.00)	0.20 (0.00)	0.13 (0.00)
-2 Restricted Log Likelihood	552.321	516.012	854.284	980.375	765.824
Akaike's Information Criterion	570.321	534.012	872.284	998.375	783.824

** p < 0.01; * p < 0.05

When controlling age, changes in responses in Sport Attitudes were more evident for all variables as the rate of change varies between 1.36 and 2.62, in absolute values. Inter-individual variability in initial responses in Sport Attitudes dimension was not related to age of young athletes. However, the differences in responses to training exposure were explained by age (Table 13). The interaction term between age and changes in responses to training exposure coefficients for cheating and gamesmanship indicates that older athletes make slightly less change per interval compared with athletes on the grand mean for age. As for the interaction term between age and changes in responses to training exposure coefficients for convention and commitment, the results indicate that younger athletes make slightly less increase per interval compared with athletes on the grand mean for age.

Gender seems to be the co-variable with the biggest impact on the athletes' answers. For the Assets, boys and girls presented different scores in Moment 1 and showed no significant differences in slope in external Assets, support, and boundaries and expectations. Regarding internal factors, girls showed an increase in scores for all of them, while boys presented a stable or a slight decreasing slope.

Table 12: Multilevel regression analysis for Sources of Enjoyment

	Self-referenced competencies	Others referenced competencies	Effort expenditure	Affiliation with peers	Positive parental involvement
<i>Fixed Explanatory Variables</i>					
<i>Exponent value (standard error)</i>					
Constant	4.38 (0.22)**	4.25 (0.38)**	4.55 (0.23)**	4.67 (0.25)**	5.31 (0.38)**
Age	0.00 (0.01)	-0.05 (0.02)*	-0.01 (0.02)	0.00 (0.02)	-0.09 (0.02)**
Gender	-0.29 (0.08)**	-0.41 (0.14)**	-0.63 (0.09)**	-0.17 (0.09)	-0.14 (0.14)
Changes in responses	-0.02 (0.04)	0.18 (0.06)**	0.00 (0.02)	0.00 (0.04)	-0.01 (0.05)
Gender · Changes in responses	0.21 (0.07)**	0.08 (0.01)	-0.64 (0.10)**	0.15 (0.09)	0.11 (0.11)
<i>Variance-Covariance Matrix of Random Variables</i>					
<i>Level 1 (within individuals)</i>					
Constant	0.08 (0.01)**	0.21 (0.03)**	0.13 (0.02)**	0.09 (0.01)**	0.11 (0.02)**
<i>Level 2 (between individuals)</i>					
Constant	0.18 (0.02)**	0.55 (0.07)**	0.19 (0.03)**	0.26 (0.03)**	0.60 (0.06)**
Changes in responses	0.12 (0.00)	0.34 (0.00)	0.14 (0.00)	0.15 (0.00)	0.32 (0.00)
-2 Restricted Log Likelihood	699.682	1225.917	813.982	811.134	1142.868
Akaike's Information Criterion	717.682	1243.917	831.982	829.134	1160.868

** p < 0.01; * p < 0.05

Table 13: Multilevel regression analysis for Sport Attitudes

	Cheating	Gamesmanship	Convention	Commitment
Fixed Explanatory Variables				
<i>Exponent value (standard error)</i>				
Constant	2.66 (0.49)**	3.38 (0.42)**	4.76 (0.35)**	4.67 (0.27)**
Age	0.02 (0.03)	0.01 (0.03)	-0.06 (0.02)**	-0.03 (0.02)
Gender	0.49 (0.22)*	0.45 (0.18)**	-1.52 (0.15)**	-1.62 (0.13)**
Changes in responses	-0.13 (0.11)	-0.31 (0.09)**	0.20 (0.07)**	0.14 (0.07)*
Gender · Changes in responses	-1.62 (0.25)**	-1.61 (0.22)**	1.67 (0.17)**	1.56 (0.15)**
Variance-Covariance Matrix of Random Variables				
<i>Level 1 (within individuals)</i>				
Constant	0.82 (0.10)**	0.64 (0.08)**	0.40 (0.05)**	0.33 (0.04)**
<i>Level 2 (between individuals)</i>				
Constant	1.03 (0.15)**	0.52 (0.10)**	0.46 (0.07)**	0.37 (0.05)**
Changes in responses	0.69 (0.00)	0.51 (0.00)	0.35 (0.00)	0.23 (0.00)
-2 Restricted Log Likelihood	1632.064	1491.616	1294.985	1084.976
Akaike's Information Criterion	1650.064	1509.616	1312.985	1102.976

** p < 0.01; * p < 0.05

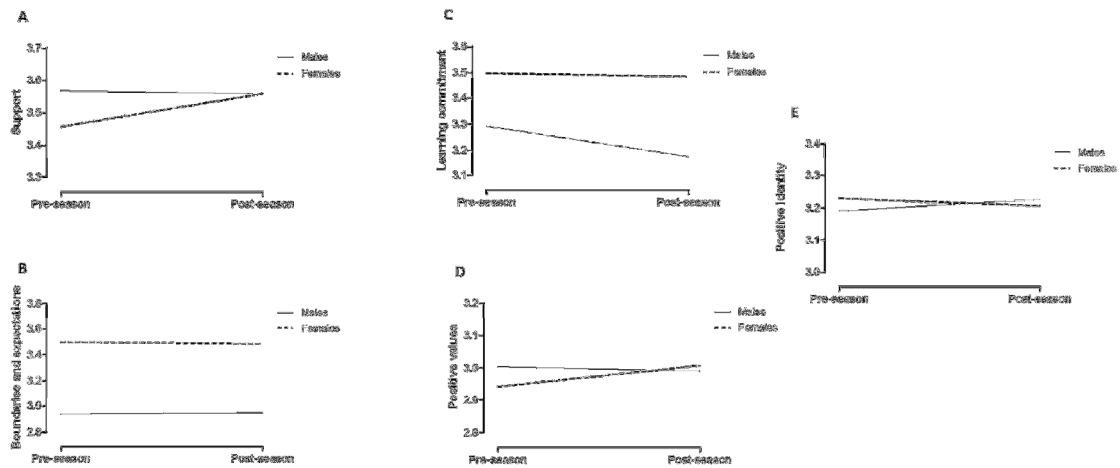


Figure 1 Mean changes on composite scores in Developmental Assets as a consequence of training in the young athletes by gender and controlling for age

For the Enjoyment factors, boys showed higher scores than girls at moment 1, and the results remain stable at moment 2, with the exception of other-referenced competencies, which showed a moderate increase. On the other hand, girls showed higher scores at moment 2 in all the Enjoyment factors.

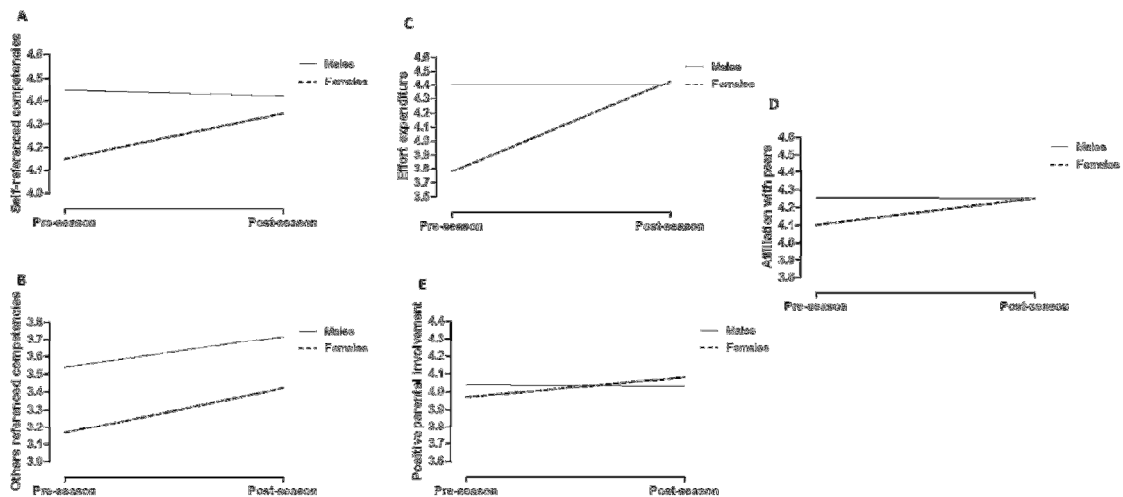


Figure 2 Mean changes on composite scores in Sources of Enjoyment as a consequence of training in the young athletes by gender and controlling for age

Regarding Attitudes, boys expressed higher scores than girls in all the four dimensions at moment 1, and the evolution of the slope at moment 2 is similar, with an increase in scores for convention and commitment and a decrease for cheating and gamesmanship. The big difference between genders is that girls showed more significant changes in moment 2.

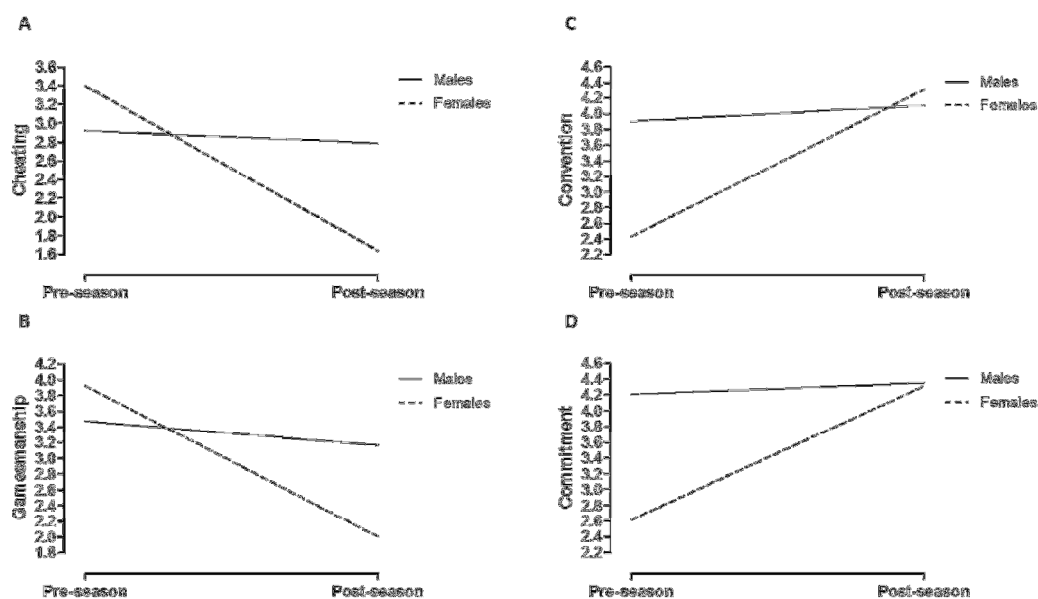


Figure 3 Mean changes on composite scores on Sport Attitudes as a consequence of training in the young athletes by gender and controlling for age

Overall, the results from the multilevel models suggest that there was still significant residual variance in initial intercepts to be explained for all dependent variables. There was no significant residual variance in slopes left to be explained across individuals.

To test the predictive role of assets path analysis were performed. Following Strachan et al. (2009a) it was hypothesized that internal and external factors of Assets can predict Enjoyment and Attitudes. An alternative model, with support as a predictor for Enjoyment and Attitudes was also tested. The two models failed to match the cut-off values for CFI, RMSEA and SRMR (Santos & Gonçalves, 2012). After that, support was tested as a predictor of enjoyment and positive attitudes (convention and commitment). The predictive role of internal assets for self-referenced competencies, affiliation with peers and negative attitudes (cheating and gamesmanship) was also tested. Again, the results did not match the cut-off values of the fit indexes CFI, RMSEA and SRMR (Santos & Gonçalves, 2012).

5.4. DISCUSSION

The aim of the study was to explore the potential links between Assets, Enjoyment and the moral dimensions of Sport Attitudes. Few studies addressed the topic of moral education as an important part of a positive participation in youth sport. Roberts (2001) and Duda (2001) pointed out the positive correlations between mastery orientation with enjoyment and with positive attitudes. It seems plausible to expect that the expression of Assets would have a positive role in increasing the sense of satisfaction and reducing negative attitudes. Furthermore, Strachan et al., (2009a) found that support and empowerment could play a predicting role in Enjoyment, with positive identity playing a mediational role. Interestingly, the same authors found that the perception of support may diminish positive identity.

The present research faced two major challenges. First, the lack of adequacy of the original model of Assets and Enjoyment factors for the Portuguese population, causing the absence of empowerment as possible predictive factor. On the other hand, the time dimension, although a crucial one in Bronfenbrenner's theory, is scarcely studied in literature.

The lack of adequacy of the tested predictive models highlights the complexity of factors and influences that produce the perceptions of sport participation and how it fits in the life of young people. The strong associations between some of the variables indicate that the interaction between assets, enjoyment and attitudes is real and plays a non neglectable role in the definition of the context.

The external assets of support and boundaries and expectations should provide the adequate context for athletes to learn social and specific rules, to develop commitment and persistence, and to control their emotions. A supportive environment based on a positive atmosphere, and a clear mastery orientation in practices and competitions can contribute to help athletes to understand their roles within the team and to develop strong feelings of belonging. A positive or negative climate is mainly the consequence of the action of families, coaches and peers. During pre-adolescence and early adolescence years, the parents and sometimes the coach are the key influences. Among older youths, peers start to shape the environment, when the teams gain in cohesion and social influence. That is why it is important to pay attention to the possession of assets and to assess their expression over a long period of time. The

present results show that external assets relate to all the dimensions of enjoyment and to half of the attitudes, stressing the importance of support, especially to the younger athletes.

The internal assets focus on the development of personal life skills transferable to other areas of life. This is particularly true for learning commitment and positive values, which refer to school engagement or equality and social justice, qualities that are not sport-specific but assume a key importance if sport participation claims for a positive role in youth development.

Positive identity is important to promote an opportunity for young people to discover themselves and feel useful within their teams. However, as pointed by Stephens (2000), Coakley (2001) or Shields et al. (2002), coaches must be careful not to reduce self-identity to athletes-identity, because this may lead to the expression of negative attitudes (Gonçalves, Coelho e Silva, Cruz, Torregrosa, et al., 2010). Therefore, the focus must be placed on developing personal competencies in both physical and social skills (Light, 2012).

Autonomy has been pointed as a key factor for the youngsters to feel in control of their choices and lives (Gonçalves, Carvalho, & Light, 2011), and to foster the athletes' self-regulation processes (Jonker, Elferink-Gemser, & Visscher, 2010). The traditional sport context provides a role in a team and teaches how to play by the rules, how to control emotions and how to prepare to face difficult challenges. If the context also allows the development of autonomy and initiative, then the expression of pro-social attitudes and the feeling of being a relevant member of the group is more likely to occur (Lee et al., 2008).

The external asset of support allows for these outcomes to occur in sport, but coaches must be aware of its relevance. In addition, it is also important for coaches to monitor and nurture internal assets, which relate strongly to self-referenced competencies and affiliation with peers. Assets like learning commitment or positive identity are not sport-specific, rather they refer to school engagement and self-esteem. Yet, it must be considered that individuals are both a product and producers of the environment

Younger people are more likely to value praise, encouragement and positive reinforcement given by parents and coaches as sources of relevant information (Côté,

Strachan, & Fraser-Thomas, 2009). The support of parents and coaches becomes less important in adolescence years, being replaced by a more valued peer assessment. The findings show that age moderates the effects of training, suggesting that the effectiveness of the coaches' intervention is more important with younger athletes.

Because these particular assets affect young people in a time when they are developing their own identities and roles, their contribution to a rewarding sport experience in a group of peers is a very important one. Creating a supportive environment by providing encouragement and a positive climate can enable young people to enjoy their experience. Findings indicate that the relations between sports participation and enjoyment or positive attitudes are not direct and may be influenced by contextual factors. The quality of the athlete-coach relational context is a potential factor that might moderate the relations between sport participation and self-esteem (Coatsworth & Conroy, 2006).

In this study, participants exhibited significant variability in their starting values, with younger athletes and girls expressing higher values on external assets, enjoyment and pro-social attitudes, and lower scores in negative attitudes than their older and male peers. The magnitude of the changes is small to modest and the younger participants and girls change at a faster pace. The older athletes tend to change at a very slow pace.

Girls present a different slope from boys, expressing more significant changes in enjoyment factors, like self-referenced competencies, affiliation with peers and effort expenditure. Regarding attitudes, girls show an increase in scores for convention and commitment and a decrease for cheating and gamesmanship. The findings suggest that the exposure to sport during the season fostered a positive adaptation for all participants, especially for pre-adolescents and girls. Again, the role of external assets appears as a crucial one, namely the support factor. In early stages of sport participation and with girls, a strong support offered by adults provides optimal conditions for a positive development. The role of the coach is perhaps the most important one, as support is not the role of the families alone.

The findings related to sport attitudes confirm that a caring sport environment can foster positive moral decisions and reduce negative outcomes. Both external and internal assets correlate positively with convention and commitment and negatively

with cheating and gamesmanship, suggesting that pro-social contents of sport participation, like the respect for opponents, and to be fair in victory and defeat, must be nurtured inside and outside pitches and gyms.

The present study shows that sport engagement causes effects that are never neutral. The youngsters enter the practices with their own personal assets that are confronted with the climate, rules and social interactions inside the team. The dialogue, sometimes the contrast, between these two realities is going to build and shape an experience that is going to last for the rest of the participants' life. How far the environment can interact with the personal dispositions is still an open question. The answers are possible through pre- and post-test designs to follow the evolution of the observed variables during years of sport participation. Holt (2008) argues that time limitations are the main obstacle to observe positive adaptations with experimental groups.

This study presents some limitations and needs to be complemented with further research. The heterogeneity of the sample can be considered as an advantage or an obstacle. From an exploratory point of view, the fact that the sample includes a variety of schools, teams, coaches, and sports is clearly an advantage, due to the possibility to explore the relations between assets and sport outcomes in a great diversity of settings. But it can also be considered as a constraint if the aim is to analyze more specific ecological effects over time. Further research should focus on the contextual effects of one club or school atmosphere on the climate orientations fostered by one coach or teacher, or on the specific effect of one sport.

Another limitation of the sample is the reduced number of girls compared with boys. If the percentage represents the participation of girls in sport, nonetheless it can influence the results. Girls display a more pro-social behavior and possess more developmental assets than boys (Gonçalves, Coelho e Silva, Cruz, Torregrosa, et al., 2010; Strachan et al., 2009a). At the same time, they react more positively to supportive sport environments (Gonçalves et al., 2011). The results would probably be different if the number of female athletes matched the number of their male peers.

5.5. CONCLUSION

The study has important pedagogical implications. The potential role of sport for positive development as the most important activity for young people, contrasting with health-life style oriented programs, is well known (Light, 2012). It is expected that the positive learning through sport is transferable to other domains of life and lasts during adulthood. But the effectiveness of sport participation cannot rely exclusively on families to provide all the assets. The study of contexts of practice and of their effects over time is an important theme for all significant adults and scholars. Ecological climates, where coaches and peers play a decisive role, affect and shape the experiences of young people, helping to develop autonomy, self-esteem, enjoyment, and positive attitudes. Youth coaches and educators must be aware of these possible effects that take place during long periods of time, in order to promote a healthy citizenship through sport.

What does this paper add?

The paper presents practical implications and has societal relevance. In a globalized sport it seems easy to apply ready measures from a cultural context to another, forgetting the cross-cultural biases. Two important constructs for youth sport, Development Assets and Enjoyment, show different structures when transferred from a North-American to a European setting.

Furthermore, the pedagogical effects of sport are strongly dependent on context and time. Factors that can influence the quality of the athletes' experiences are both dispositional and environmental, but their interaction is variable according to the time of exposure to training. Significant adults, namely coaches, must be aware of their importance to shape those interactions.

The most vulnerable group to external influences are the youngest participants, especially girls. The effects of context of specific coaches, teachers or sports must be studied through a longitudinal perspective.

1 CHAPTER 6

2

3 CONTEXTUAL AND AGE GROUP EFFECTS IN YOUTH MALE 4 SOCCER ATHLETES' POSITIVE DEVELOPMENT

5

6 Authors

7 Artur Jorge Santos¹, Richard Light², Carlos Eduardo Gonçalves¹, (in review).

8¹ Faculty of Sport Sciences and Physical Education of University of Coimbra

9² School of Human Movement and Sport Science of University of Ballarat

10

11 Abstract

12 The peculiarities of the sport contexts, such as demography and organizational culture,
13 influence human development through sport in different ways. Engagement and
14 maintenance in sport are mainly due to positive experiences. Sport can encourage
15 positive values and attitudes, promoting resilience and inhibiting risk-behaviours. This
16 study aims to analyse contextual and age effects on sources of enjoyment, development
17 assets and sport attitudes of youth soccer athletes. One hundred and thirty five
18 participants ($M=15.29$ years, $SD=1.64$) responded to Sources of Enjoyment in Youth
19 Sport Questionnaire, Developmental Assets Profile and Sport Attitudes Questionnaire.
20 A MANOVA test was applied to analyse the data. Age effects were found in convention
21 and positive identity. Results showed contextual effects on commitment to learning,
22 self-referenced competencies, effort expenditure, affiliation with peers, convention and
23 commitment. Gamesmanship is influenced by context and age group interaction. The
24 findings reinforce the relevance of a proper environment for positive development
25 through sport.

26 **KEYWORDS:** Cheating; gamesmanship; enjoyment; assets.

6.1. INTRODUCTION

The involvement in sport context has the potential to influence the human development, mainly in younger ages. Managers, coaches, athletes and other individuals who are related to this context all act by continuously influencing each other. Youth athletes are more vulnerable to such influences since they are in critical development phases, from childhood to adolescence. Concerns regarding the development of young athletes have been widely discussed and referred, not only by researchers (Holt, 2008) but also by governmental organizations (European Commission, 2007).

The Bioecological Theory (Bronfenbrenner, 1999), through the Process-Person-Context-Time model, refers that the individual in development suffers influences from different contexts. The person has a major role in this model since it is possible to interact positively or negatively or not interact with the dispositional situation.

From the PPCT model perspective, the multiple contexts where the athlete is involved can influence his/her development and how he/she experiences sport. The model presents contextual sub-components. The first one is the microsystem, which includes a number of activities, roles and interpersonal relationships that the individual experiences, for example, during the sport practice. The second one is the mesosystem which fits the interactions between two or more contexts, such as sport practice and school or family context. The third one is the exosystem, which refers to contexts in which the subject is not directly involved but whose events can affect what happens in other contexts. For example, parents who are unemployed and cannot pay the sport program fees or material for the youngster. The last sub-component is the macrosystem, which embraces the social cultural values and beliefs where all previous systems are set in. For example, the development of sport programs and function of sport organizations, and their sport philosophy. The latest system added to the bioecological theory is the chronosystem, which embraces the consistence or changes of the individual and environmental characteristics throughout time. This model has been considered as appropriate to study the effects of sport participation in the human development (Holt, Kingsley, Tink, & Scherer, 2011; Santos et al., 2012).

The contextual characteristics such as organizational culture and function, and rural or urban area can provide different kinds of demands that are available to the youth athlete. This can lead to different paths of development that should be pro-social and positive. The Bronfenbrenner's theory emphasizes individual characteristics such as age and personality. When the young athlete's age rises the dynamics of relationship with parents and coaches changes due to new and different needs and interests.

The influences exerted by context can be greater if the individual is involved in this context for long periods of time (Beaton, Funk, Ridinger, & Jordan, 2011). However, the individual can leave sport participation seeking pleasure in other activities. Enjoyment is an important factor for adhesion and maintenance in the sport context. This factor is positively related to sport commitment (Scanlan & Lewthwaite, 1986; Scanlan, Carpenter, Lobel, & Simons, 1993), task orientation and fair play (Boixadós, Cruz, Torregrosa, & Valiente, 2004) and developmental assets (Strachan et al., 2009a). On the other hand, it is negatively related to burnout (Goodger, Gorely, Lavalley, & Harwood, 2007) and dropout (Molinero et al., 2006). Scanlan and Lewthwaite (1986) developed a conceptual model of enjoyment based on non-achievement/achievement and intrinsic/extrinsic sources. Wiersma (2001) used this model to develop the Sources of Enjoyment in Youth Sport Questionnaire (SEYSQ).

The relevance of sport environment on promoting youth sport expertise led to the creation of the Developmental Model of Sport Participation (DMSP) by (Côté, Baker, & Abernethy, 2007), which proposes that athletes go through three stages of sport development: sampling (age 6-12), specializing (age 13-15) and investment years (age 16+). This model also highlights the roles of significant others (i.e. coaches, parents, peers, and siblings) on youth sport participation experience.

The concerns with the positive youth development led to the Development Assets theory (Benson, Leffert, Scales, & Blyth, 1998), which was considered a proper model to be used in the sport context (Bengoechea & Johnson, 2001). The development assets have a protective role on youth development, since the developmental assets acquisition leads to a reduction of high-risk behaviours. The assets also promote resilience and thriving, which lead to more success in school, volunteering, self-esteem. The developmental assets model was conceived resorting to an extensive literature review about predictor factors of successful adulthood, through the prevention of high-

risk behaviours (e.g., aggression, drugs use and school drop-out), enhancement of thriving outcomes (e.g., physical activity, school success) and resilience.

The developmental assets model can provide milestones for defining programs' goals, not only in sport but also in other areas, presenting results for the community and sponsors (Murcia et al., 2007). This model set the basis for programs that promote community support, school success (Chin, Khoo, & Low, 2009) and leadership (Fraser-Thomas et al., 2005). Also Strachan, Côté and Deakin (2009) verified that support, empowerment and positive identity are relevant factors of the developmental assets that influence sport enjoyment and burnout.

The development of athletes' identity can happen through the influence of society as a whole, or through the means of an athlete-identity that reflects the socio-cultural milieu in a sport club. The competition system and the orientation towards performance and winning can lead to adoption of attitudes and values contrary to fair play (Boixadós et al., 2004) and sportpersonship (Barkoukis, Vassilis Lambros, Lazuras Tsorbatzoudis & Rodafino, 2011; Miller, Roberts, & Ommundsen, 2005). The respect for the opponent, the games rules, the maintenance of equal opportunities and conditions for everyone, the avoidance of victory at all costs, pro-social attitudes regardless the game result and commitment to sport participation, all act as important values that should be reflected in attitudes during the sport practice. Lee, Whitehead, Ntoumanis and Hatzigeorgiadis, (2001) developed the *Sports Attitudes Questionnaire – SAQ*, composed of 23 items, and Gonçalves, Coelho e Silva, Cruz, Torregrosa and Cumming (2010) and Whitehead (2007) used this instrument to verify moral attitudes of young athletes. The instrument is presented in a four factors model, of which two factors were considered socially positive (*Commitment* and *Convention*) and the other two socially negative (*Cheating* and *Gamesmanship*).

The importance of researching the sport attitudes of youth athletes is linked to the chance of negative behaviours to be transferred from sport to daily life roles (Shields & Bredemeier, 2009). Even so, the athlete has personal characteristics that are forged outside the sport context. When the athlete goes to a club he brings with him some values and motivation acquired in other contexts. Previous studies observed that negative sport attitudes are related to ego orientation (Gonçalves et al., 2010; Lee & Whitehead, 1999) or lack of satisfaction (Boixadós et al., 2004).

Concerns about how youth athletes experience sport participation and what values they reveal according to their age group and club type led us to the present study. We hypothesize that the athletes from the professional club present higher levels of negative attitudes, developmental assets and enjoyment due to surrounding influence for performance and results, which can also compromise the positive development and enjoyment of young athletes. The present study aims to: a) analyse the age group effects in developmental assets, enjoyment and sport attitudes; b) analyse contextual effects in developmental assets, enjoyment and sport attitudes.

6.2. METHODS

Participants

One hundred and thirty five male soccer players with ages between 12 and 18 years ($M=15.29$, $SD=1.64$). They represent three different clubs of the Central Region of Portugal, one professional club ($n=45$) and two amateur clubs from different demographic areas (Rural – $n=46$; Urban – $n=44$). The sample was selected by convenience according to the clubs analysed in prior study of Santos and Gonçalves (2011). The athletes' age group was selected according to the Portuguese Football Federation age categories: under 15 ($n=55$), under 17 ($n=36$) and under 19 ($n=44$). The mean ages are, respectively, $M=13.64 \pm 0.79$; $M=15.44 \pm 0.84$ and $M=17.23 \pm 0.97$. Each team (age group by context) has at least a head and an assistant coach. In the professional club there is a goalkeeper coach working in each team.

The competent ethical committee of the author's institution approved this study. The coaches, parents and athletes were contacted and parental authorization to participate in this study was requested. The questionnaires were completed at the beginning of the season and during the practice period, with supervision of the main researcher.

Instruments

Development Assets Profile (DAP)

The DAP was developed by the Search Institute (2005), and the Portuguese version was adapted by Santos and Gonçalves (2012). This version aggregates 24 items that measure the following external and internal factors from a personal perspective: support, boundaries and expectations, commitment to learning, positive values, positive identity. Furthermore, it also measures a contextual perspective through social, family, school and community factors. The Portuguese version presents good reliability estimates (e.g., .69 to .82 for the referred categories). An item that measures an external asset is, for example, “There are adults who are good role models for me” and an internal asset is, for example, “I feel good about myself”. The answers are given through a Likert scale from 1 (Not at all or Rarely) to 4 (Extremely or Almost Always). The Portuguese version presented good reliability estimates that range from .69 to .82.

Sources of Enjoyment in Youth Sport Questionnaire (SEYSQ)

This instrument was developed by Wiersma (2001) and was adapted to the Portuguese version by Santos and Gonçalves (2012). It has 28 items that measure the positive parental involvement, self-referenced competencies, other-referenced competencies and recognition, effort expenditure, affiliation with peers. The subscales revealed good Cronbach alpha coefficients from .78 to .85. This is rated on a 5-point Likert scale ranging from 1 (poor match) to 5 (excellent match). An example of an item that measures the positive parental involvement is, for example, “Getting support from my parents for playing my sport”.

Sport Attitudes Questionnaire (SAQ-2)

The SAQ was developed by Martin J Lee et al. (2001) and has 23 items that measure cheating, gamesmanship, commitment and convention. The answers are given on a 5-point Likert scale (1 – totally disagree; 5 – totally agree). The Portuguese version was obtained by Gonçalves, Coelho e Silva, Chatzisarantis, Lee and Cruz (2006) revealing a good Cronbach alpha for reliability from .67 to .90. The cheating is measured through items like the following one: “Sometimes it is necessary to cheat”.

Data analysis

The data were screened for missing values with the few missing values replaced by the mean, which is considered conservative (Tabachnick & Fidell, 2007). The DAP items are converted in a scale from zero to three, and the factors multiplied by ten to diminish the error (Search Institute, 2005). The Kolmogorov-Smirnov test, the skewness and kurtosis tests and the multivariate analysis of covariance (MANOVA) were used to observe the age group and context effects. The tested model included the main effects for age group and club type, and the interaction between both factors. The LSD *post-hoc* test was performed. Significance was set at $p < 0.05$. The SPSS 20 was used for data analysis.

6.3. RESULTS

The Kolmogorov-Smirnov test according to age group and context revealed that the factors do not present a normal distribution, with some exceptions. Regardless of that, through the Kurtosis test a normal distribution was observed. And the skewness test results lead to non rejection of symmetry for the majority of factors according to age group and context. The Levene's test for homogeneity of variances did not present significant levels in all factors analysed. No significant effects of outliers in the mean, median, confidence interval for mean and standard deviation according to context or age group were observed. Through a MANOVA test differences were verified in athletes age when analysing by age group ($F=468.67$; $p=.000$) and age group x context ($F=2.673$, $p=.035$).

The results from MANOVA analysis of sources of enjoyment are presented in table 14. There are differences according to context (Wilk's $\lambda = .709$, $F=4.584$, $p=.000$) on self-referenced competencies ($p=.000$), effort expenditure ($p=.000$) and in affiliation with peers ($p=.000$). The last factor also presents differences according to age group. According to context it is observed through the post-hoc test that the rural amateur club presents significant lower levels than the other two clubs. The LSD test shows that the under 19 has lower scores than the other age groups in affiliation with peers.

Table 14: Descriptive statistics and differences by club type and age group of SEYSQ factors.

Club Type	Age group	Self-Ref Comp		Other-Ref Comp Rec		Eff Exp		Aff Peers		Pos Parental Inv	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Professional (PC)	U15 (n=19)	4.65	.32	3.20	.77	4.60	.55	4.51	.38	4.11	.76
	U17 (n=10)	4.50	.42	3.64	.78	4.52	.55	4.39	.50	3.86	.98
	U19 (n=15)	4.57	.47	3.47	.93	4.73	.36	4.37	.39	4.42	.70
Urban Amateur (UAC)	U15 (n=16)	4.55	.58	4.08	.84	4.56	.58	4.36	.47	4.16	.92
	U17 (n=11)	4.77	.31	3.91	1.14	4.79	.34	4.57	.58	4.32	1.12
	U19 (n=19)	4.53	.42	3.41	.93	4.60	.42	4.20	.67	4.03	.72
Rural Amateur (RAC)	U15 (n=20)	4.25	.55	3.81	.74	4.25	.52	4.09	.62	4.01	.71
	U17 (n=12)	4.18	.60	3.19	.87	4.26	.53	4.07	.51	4.05	.66
	U19 (n=13)	4.08	.37	3.28	.90	3.93	.34	3.63	.49	3.65	.54
<i>Club Type</i>	<i>F</i>	11.617		2.566		14.232		11.123		1.320	
	<i>p</i>	.000		.081		.000		.000		.271	
<i>Age Group</i>	<i>F</i>	.556		1.480		.425		3.609		.071	
	<i>p</i>	.575		.232		.655		.030		.931	
<i>Club * Age</i>	<i>F</i>	.682		2.276		1.503		.851		1.468	
	<i>p</i>	.606		.065		.205		.496		.216	

Table 15: Descriptive statistics and differences by club type and age group of SAQ factors.

Club Type	Age group	Cheating		Gamesmanship		Convention		Commitment	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Professional (PC)	U15 (n=19)	2.30	1.13	3.05	.93	4.08	.87	4.55	.38
	U17 (n=10)	2.18	1.14	2.68	1.30	4.48	.49	4.61	.41
	U19 (n=15)	3.00	1.61	3.58	1.16	3.88	.88	4.53	.53
Urban Amateur (UAC)	U15 (n=16)	3.09	1.34	4.09	.68	4.61	.40	4.66	.39
	U17 (n=11)	3.02	1.42	3.57	1.26	4.59	.82	4.70	.50
	U19 (n=19)	2.37	1.14	2.97	.89	4.11	1.01	4.33	.52
Rural Amateur (RAC)	U15 (n=20)	2.54	1.20	3.18	1.12	4.00	.87	4.44	.60
	U17 (n=12)	2.77	1.24	3.30	.90	3.91	.70	4.25	.60
	U19 (n=13)	3.33	1.25	3.73	1.09	2.63	1.01	3.78	.80

<i>Club Type</i>	<i>F</i>	1.132	2.043	13.163	8.400
	<i>p</i>	.326	.134	.000	.000
<i>Age group</i>	<i>F</i>	.537	.769	10.744	5.424
	<i>p</i>	.586	.466	.000	.005
<i>Club * Age</i>	<i>F</i>	2.207	4.109	2.061	1.467
	<i>P</i>	.072	.004	.090	.216

Differences were found in the sports attitudes (Table 15) according to club type (Wilk's $\lambda = .768$, $F=4.343$, $p=.000$) and age group (Wilk's $\lambda = .820$, $F=3.205$, $p=.002$) in convention and commitment. The interaction model between age group and club type also presents differences (Wilk's $\lambda = .807$, $F=1.715$, $p=.042$) in the gamesmanship ($p=.004$).

The LSD *post-hoc* test presents differences between the rural amateur club and the other clubs in convention and commitment. According to age group the *post-hoc* test reveals that the under 19 have lower scores than the other age groups.

The scores of the developmental assets are presented in table 16 and table 17. The club context presents effects in the commitment to learning ($p=.011$) and in community ($p=.048$). Furthermore, the results present differences according to age group in the positive identity ($p=.024$).

Table 16: Descriptive statistics and differences by club type and age group of DAP factors.

Club Type	Age group	Support		Bound & Exp		Com Learn		Pos Values		Pos Identity	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Professional (PC)	U15 (n=19)	27.24	3.53	20.97	4.28	26.14	6.31	21.05	5.10	21.18	4.89
	U17 (n=10)	25.23	3.44	20.45	2.48	25.15	4.80	22.42	7.16	19.55	6.40
	U19 (n=15)	27.17	2.81	20.55	4.02	25.78	5.26	18.67	7.85	24.17	4.30
Urban Amateur (UAC)	U15 (n=16)	26.41	3.65	19.17	4.35	21.67	7.60	18.33	8.07	21.41	5.91
	U17 (n=11)	25.68	5.49	18.33	4.83	19.09	7.32	16.36	9.00	19.32	7.67
	U19 (n=19)	27.50	3.00	19.65	4.93	22.81	8.41	19.82	8.28	22.37	5.74
Rural Amateur (RAC)	U15 (n=20)	26.63	3.65	20.50	3.67	20.33	6.66	21.33	6.25	22.38	6.91
	U17 (n=12)	25.36	4.58	17.98	4.30	21.43	8.34	17.62	9.10	21.79	6.31
	U19 (n=13)	26.00	4.89	20.83	3.62	26.67	5.21	24.00	6.99	25.25	4.92
<i>Club Type</i>	<i>F</i>	.276		1.617		4.707		1.825		1.392	
	<i>p</i>	.759		.202		.011		.166		.252	
<i>Age group</i>	<i>F</i>	1.714		1.369		2.302		.728		3.855	
	<i>p</i>	.184		.258		.104		.485		.024	
<i>Club * Age</i>	<i>F</i>	.270		.417		1.051		1.515		.195	

<i>p</i>	.897	.796	.384	.202	.941
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Through the LSD *post-hoc* test the urban amateur club has lower scores than the professional club in the commitment to learning. The former club also presents lower scores than the rural amateur club in community involvement. The *post-hoc* reveals age differences between the under 17 and under 19 in commitment to learning and positive identity, with the latter presenting higher scores.

Table 17: Descriptive statistics and differences by club type and age group of contextual DAP factors.

Club Type	Age group	Social		Family		School		Community	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Professional (PC)	U15 (n=19)	25.47	4.05	26.25	3.63	24,53	5,65	16,76	5,79
	U17 (n=10)	24.00	5.06	25.11	4.42	23,82	4,69	15,00	6,46
	U19 (n=15)	25.20	4.59	25.75	3.23	23,47	5,73	17,22	7,58
Urban Amateur (UAC)	U15 (n=16)	24.88	3.79	25.63	4.21	21,13	6,11	13,33	7,23
	U17 (n=11)	23.82	5.02	25.80	4.34	21,45	5,15	13,64	6,66
	U19 (n=19)	25.68	3.73	26.97	2.84	22,32	8,12	15,44	7,97
Rural Amateur (RAC)	U15 (n=20)	25.50	3.89	25.94	4.11	23,30	5,78	17,83	5,67
	U17 (n=12)	23.00	5.19	24.91	4.45	20,00	5,20	14,76	9,01
	U19 (n=13)	25.00	4.64	25.38	4.68	24,40	5,15	21,17	5,88
<i>Club Type</i>	<i>F</i>	.090		.361		1.629		3.117	
	<i>p</i>	.914		.698		.200		.048	
<i>Age group</i>	<i>F</i>	1.929		.422		.770		2.391	
	<i>p</i>	.150		.656		.465		.096	
<i>Club * Age</i>	<i>F</i>	.172		.324		.689		.488	
	<i>p</i>	.952		.862		.601		.745	

6.4. DISCUSSION

This study presents an analysis of context and age group effects in developmental assets, enjoyment and the sport attitudes in a cross-sectional sample of youth male soccer players from three different contextual clubs. The findings reveal more context than age group effects in the measured dimensions. The possession of developmental assets by youth is associated to successful adulthood (Benson et al., 1998) and enjoyment in sport (Strachan et al., 2009a). Nonetheless, during the adolescence period the athlete is also susceptible to suffer negative influences from sport context.

Initially, older athletes were expected to present lower levels in sources of enjoyment due to the years of sport participation and the higher expectations in sport results. According to Murcia et al. (2007) older athletes express higher values of enjoyment. However, the present results contradict that research. The lack of differences between some age groups in enjoyment can be influenced by other factors such as motivational climate (S. L. Smith, Fry, Ethington, & Li, 2005), perceived ability and years of sport participation (Boyd & Yin, 1996). From all the sources of enjoyment the lowest scores were in other-referenced competencies and recognition which can be considered reasonable. It seems that athletes attribute less importance to others' perceptions than to their own performance and effort expenditure.

The analysis of contextual effects in SEYSQ factors revealed differences between the athletes from rural clubs and others, with the former presenting lower scores. This view is consistent with the findings which observed differences in motivational levels between urban and rural male athletes with the formers presenting higher task orientation. However, these same authors verified similarities in the ego orientation.

Another possible explanation for lower levels in self-reference competencies and effort expenditure can be the restricted number of athletes available in the club. The demographic limitations may cause a lack of competition within their group for a position in the team. It is debatable if the lack of comparison between peers may lead to deterrent effect on the improvement needs of their personal performance standards (MacDonald, Cheung, Côté, & Abernethy, 2009). The economic and resource constraints reflected through contextual disadvantage (e.g., limited facilities and activities, funding and opportunities) might lead to these differences. Consequently, these constrains place the rural athletes at risk of low motivation and lack of success.

A small community allows more opportunities to established relationships between peers (Fraser-Thomas, Côté, & MacDonald, 2010). So, the athletes from the rural area club were expected to present higher affiliation with peers. Nevertheless, the results revealed that these athletes have lower scores in this factor. This may suggest that the club is unable to promote group and community cohesion or social capital (Atherley, 2006; Seippel, 2006), which is a disadvantaged context regarding positive

youth development. Another concern is the importance of group cohesion in teams sport to achieve the intended aim that is victory.

The Search Institute (2005) refers a trend in the developmental assets according to age, with the reduction for the older ones. Nonetheless, Benson (2002) referred that this may not necessarily be problematic if the youngster under development acquires the needed assets in early ages. This study did not verify any trend according to age in the development assets when controlling the context. This could result from the athletes being involved in sport context during long periods. These soccer athletes showed moderate to abundant assets. Despite this fact, they revealed weaknesses in community and positive values, presenting a considerable room for strengthening these assets.

The positive values include personal virtues such as honesty, integrity, responsibility and restraint, as well as caring about others and working for equality and social justice (Search Institute, 2005). The athletes analysed in the present study revealed a lower level of these assets. This study can reflect a lack of personal values, which is related to an increased risk for alcohol consumption, tobacco and drug use, school problems, violence, and antisocial behaviours (Leffert et al., 1998). The long periods of sport involvement may exert influences in the development of a self-identity. The practice of sport provides opportunities for social interaction with the identity becoming intertwined with the sport experiences (Coatsworth & Conroy, 2006). The individual single identity integrating the athletic identity can be problematic since the latter can express negative attitudes (Proios, 2013). This reflects the concern about a proper sportive environment for a positive development of young individuals.

In addition, the lack of positive values can also reflect the lack of involvement in other activities that include volunteering or community service. The young athletes can provide some volunteer work with younger ones. The integration of the athletes in the organization operation can help the amateur clubs managers to minimize a problem of collaborators (Santos & Gonçalves, 2011). Therefore, clubs can consider the opportunity of getting athletes volunteering in the club while promoting their positive development.

Regarding commitment to learning, the differences presented are only between the urban and professional clubs athletes. It was expected that the idea of becoming a

professional soccer player would lead athletes from a higher level of competition to neglect or give less importance to school and education. Nevertheless, the athletes from the professional club were the ones that presented higher scores. Probably this reflects a specific organization culture in the professional club, which emphasizes the athletes' education and has an identity connection to the local Higher Education institution.

Gonçalves, Carvalho and Santos (2013) have recently investigated school athletes and found that the developmental assets have strong associations with enjoyment and attitudes shown in sport and that age moderates the effects of training. In the case of sport attitudes, which reflect moral development, the expected changes according to the age were not confirmed. The different age groups present an average level of cheating and gamesmanship, probably reflecting an intrinsic moral code of conduct from this specific context. According to scores of negative attitudes, it appears that the youth soccer athletes do not transcend a conventional level. This is, acting right, maintaining behavioral standards and expectancies of others, perpetuating this type of values. The athlete's adoption of cheating or gamesmanship attitudes could be in the perspective of satisfying his own needs (e.g., recognition, victory) or for interpersonal ones (e.g., social norms, expected attitudes from the others). The effects of club type and age group in the gamesmanship could be a result of levels of specialization and acculturation processes that lead to the idea that this type of behaviour is acceptable. Even if the attitudes are beneficial to the team, it still is a moral issue, due to the misrepresentation of fair competition (Shields & Bredemeier, 2009). The age effects in positive attitudes suggest that the athletes from the higher age group have other concurrent activities. The commitment diminishing can lead to absenteeism and dropout. That fact, related to the effects according to context in those factors leads us to suggest that the athletes from rural areas may easily dropout sport. Regarding convention, the lower scores of rural athletes may suggest a lack of relationship with the other athletes outside sport context.

This study shows that age by itself is not a predictor of changes in developmental assets, enjoyment and sport attitudes. The socio-cultural context can act as a positive influence in the development of an athlete through sport. Athletes develop a special relation with the coach or teachers, viewing them as role models (Lafrenière, Jowett, Vallerand, & Carbonneau, 2011). Also, the parents have an important role for the positive development of the youth individual. Nevertheless, they can exert negative

pressures believing that they “support” the child in sport (Martin, Dale, & Jackson, 2001).

The young athlete is looking for enjoyment and well-run programs with high-quality staff who can provide the opportunity to learn new skills and prepare them for adulthood (Borden, Perkins, Villarruel, & Stone, 2005). Not only is this important for coaches’ education, but for the community, which should concentrate efforts in supporting the athletes’ positive development through sport. However, the analysed clubs present some biases in programming individual developmental objectives and targets. Therefore, the logical model that combines the developmental assets theory can be a good tool to promote youth positive development (Wells & Arthur-Banning, 2008). A model like this is simple and can help to organize information that enables a picture of how programs work, providing a visual model that connects the program with the desired outcomes.

The present investigation had some limitations that should be recognised. The participants were only males, from specific clubs and sport that have their own norms, rules and culture. Further research should compare the developmental assets, enjoyment and pro-social attitudes of different genders and sports. It is also necessary to understand how athletes perceive their attitudes and how this influences their colleagues and opponents.

6.5. CONCLUSION

This study helped to fill a void in sport literature about sport attitudes. It showed that there are some changes according to age group. Nevertheless, the main source of influences on the athletes’ enjoyment, assets and sport attitudes is the context where they are inserted. The coaches of younger athletes must know the contextual characteristics (e.g., organizational ends, local culture) and the individual ones to maximize the youth positive development. The proper environment and function of sport programs are important for a positive development and a healthy growth of the athlete. However, these clubs do not advocate a sport program for the youth development with specific topics or factors to work out. The athletes’ experiences are relevant for their maintenance in sport and their behaviours and values can be

transferred to other domains of life. Coaches, peers and parents should contribute to the acquisition and development of assets, enjoyment and positive attitudes in sport. However, while this research offers interesting insight into youth positive development, there are some limitations. This is a cross-sectional study which does not permit us to observe the influences of long periods of involvement in sport. In future research the time effect should be analysed, as well as the differences between team sports or genders. Additional research should then explore the effects of coach behaviours in assets, enjoyment and sport attitudes.

CHAPTER 7

A SEASON LONG EFFECTS OF DIFFERENT TRAINING CONTEXTS ON YOUTH MALE SOCCER ATHLETES' ASSETS AND SPORT ATTITUDES

Artur Jorge Santos¹; Humberto Moreira Carvalho¹; Michael Ayres²; Carlos Eduardo Gonçalves¹ (in review)

¹ Faculty of Sport Sciences and Physical Education – Coimbra University

² Saint Mary's University – Twickenham

Abstract

Sport can be utilized as an informal educational context, helping the youth develop positive values and healthy habits. Through the Process-Person-Context-Time model (PPCT) the ecological theories value the contexts where the individual is inserted and the involvement time. The orientation to performance or to socialization and healthy habits can promote different values and behaviors in the young athletes.

We aim to: a) examine the contextual effects in youth soccer players; b) observe the effects of a season involvement in the developmental assets and attitudes.

The participants (n=135) are male soccer players with ages between 12 and 18 years ($M=15.29$, $SD=1.64$) from three different contexts: Professional Club (n=45), Urban Amateur Club (n=46), Rural Amateur Club (n=44). They responded to the Developmental Assets Profile and the Sport Attitudes Questionnaire. A multilevel analysis was performed. The Rural Amateur Club athletes reveal higher levels of social and family assets than the other athletes. The professional club athletes revealed less positive attitudes than their siblings, suggesting a disadvantage context for positive development. A season exposure has negative effects in the athletes' sport attitudes. The findings reinforce the importance of sport contexts on athletes' development with the family and other significant adults having a major role.

KEYWORDS: values; family; cheating; gamesmanship.

7.1. INTRODUCTION

In the last decade the concern about the positive youth development has been rising. These concerns arise, since health risks have grown, namely children's and adolescent's obesity (Seabra et al., 2012) and tobacco consumption (Primack et al., 2010). Holt, Kingsley, Tink and Scherer (2011) refer that parents and athletes associated sport with a range of personal and social developmental benefits. In fact, some studies referred benefits of sport involvement in health, personal and social development (Holt, 2008). Nevertheless, the benefits of sport have not always been consensual. Other researchers verified negative effects of sport such as misuse of alcohol, aggression and anti-social behaviours (O'Brien, Ali, Cotter, O'Shea, & Stannard, 2007), engagement in delinquent behaviours (Kreager, 2007) and use of illegal drugs (Lorente et al., 2005). Sport is the major out-of-school time activity (Perkins & Noam, 2007) and has a great potential to promote positive youth development. In the majority of the cases sport programs are implemented by sport clubs, which have contextual specificities (e.g. local identity, demography).

The present study is based on the Bronfenbrenner's bioecological theory (1999) which gives a major importance to the individual and to the context where he is inserted. The bioecological theory presents the Process-Person-Context-Time model (PPCT), giving relevance to the individual since the person subcomponent is related to its own characteristics (e.g. age, gender, ethnic). The model subcomponent process refers to proximal processes that should take part during long periods to be effective and be more complex with time. In addition, the form, power, content and direction are relevant for the development of proximal processes. The bioecological theory is an interactive system, aggregating several systems or contexts. One of those is the microsystem, which comprehends the immediate context where the individual is inserted and the number of activities, roles and interpersonal relationships experienced by the individual in his places of activity. For example, in sport context, if the subject is the athlete, we can consider the microsystem the sport practice. In this system he establishes relations with coaches, peers, managers and other adults. Another system is the mesosystem where the interactions between two or more contexts are combined. The exosystem is another one, and refers to contexts in which the subject is not directly involved but whose events affect him or are affected by what happens in other contexts. The last system concerned to environmental aspects is the macrosystem, which reflects

the sociocultural values and beliefs where all systems are set in. The *context* subcomponent of the PPCT model is commonly, metaphorically, referred as a Russian doll's system, since it goes from the microsystem to the macrosystem with one embodying the other. Another system that was included during the changes to the original theory of Bronfenbrenner (1977) is the chronosystem. In the study of human development, it is common to treat the course of time in a synonymous way with chronological age. This system embraces the consistency or the changes of the subject's characteristics and of the environment where he lives throughout time.

This model has been successfully used to examine aspects of physical activity participation among low-income youth (Holt et al., 2011) and sport participation (Holt, 2008). And it was considered an appropriate model to examine the youngsters' involvement in sport as a developmental process (Bengoechea & Johnson, 2001; Santos, Domingues, & Gonçalves, 2012).

Interestingly, there has been a growth of measures of positive youth development in recent years (Johnston, Harwood, & Minniti, 2012; Murphey et al., 2004). The positive development is critical to establish a "positive" guidepost to help promote successful adulthood, instead of a typical set of "negative" indicators, which fails to delineate what is desirable for the human development. The developmental assets theory (Benson et al., 1998) provides a good framework to programs that expect a reduction of high-risk behaviours and an increase of thriving behaviours. This theory is also based on Bronfenbrenner's theory (1999) and on an extensive literature revision and data analysis which allows the identification of 40 developmental assets or building blocks of success that help young people be healthy, caring, responsible, and productive (Scales et al., 2004). The developmental assets framework provides a personal and contextual overview. The first category is concerned with individual values such as commitment to learning, positive values, social competencies and positive identity. The external assets comprise four factors, such as support, empowerment, boundaries and expectations and constructive use of time. Through these categories, it is possible to verify which factors should be worked to promote positive development.

Fraser-Thomas, Côté and Deakin (2005) suggested an integration of Developmental assets (Benson, 2002) and Developmental Model of Sport Participation (DMSP) (Côté, 1999; Fraser-Thomas et al., 2008) applying it to sport-programming model with the aim to promote positive youth development through sport. Côté (1999)

verified that in the expertise process there are three stages: sampling years (6 to 12 years), specializing (13-15 years) and investment years (over 16). The DMSP outlines that youth usually present an involvement in a diverse number of activities during early childhood and a change from deliberate play to deliberate practice from the early stage to adulthood. It is also considered that after the “investment years” there is a fourth stage related to maintenance and perfection of skills. With transition between stages, the children are susceptible to contextual changes, such as the parental and family level. The parents adopt different roles according to youth ages. For example, until the age of 12 the parents play a leadership role that changes to a follower/supporter role in the last investment years. The sports-based youth development programs provide a way to facilitate learning and life skill development in youth during out-of-school-time. Nevertheless, it is important that the programs define measures for positive youth development instead of competitive aims.

Previous studies observed that there are contextual effects related to birthplace and the community where the young athlete lives (Fraser-Thomas et al., 2010; MacDonald et al., 2009). In those studies, the small communities (under 500,000 inhabitants) reveal positive outcomes for achieving the elite level with the supportive environment. Nevertheless, it is important for the young athlete to have access to higher levels of performance, which can be hampered due to the costs for practice, transport and time. In a comparative analysis of three sport clubs (Santos & Gonçalves, 2011) it was observed that regardless being a professional club or an amateur one from a rural area or an urban area there is a lack of youth positive development programs, properly defined. So, how can sport, or more precisely, soccer promote positive values instead of just transmitting soccer intrinsic values? The coaches and managers evaluate the team or individual according to performance standards, so how can they see their effects in human development? It is important to analyse how a season involvement in these types of clubs affects the positive youth development.

As previously referred, the sport context has intrinsic values. Since the modern age of sport with Pierre de Coubertin, a philosophy that sports are for everyone and for a lifetime was encouraged. He stated that sport is not just competition and winning, but also participation and co-operation. In this way, he was the first one to defend a formative and developmental influence of sport, contributing to desirable characteristics of the individual personality and social life. Nowadays, the Fédération Internationale de

Football Association (FIFA) spend several millions in campaigns in favour of fair play and respect values or against racism. The values, attitudes and behaviours adopted in sport context can be transferred to daily life (Shields & Bredemeier, 2009) and therefore they should be positive ones. According to Miller, Roberts and Ommundsen (2004) competition may result in moral problems, reduce pro-social behaviour and support antisocial behaviour. These authors also refer that cheating in sport is constantly reported in the media.

Lee (1996) presented a report concerning young people, sport and ethics, where the fair play in youth sport was discussed. It is through the individual attitudes in certain dispositional situations that you reveal your values. The Sport Attitudes Questionnaire (Lee & Whitehead, 1999), which measures negative and positive attitudes in sport, was based on that report. Cheating (e.g. rules infractions in order to achieve some unfair advantage) and gamesmanship (e.g. actions that do not violate the rules but appear to violate the spirit of the sport contest, in other words, the ability to succeed by using the rules of a game to your own advantage) are the negative factors measured by the questionnaire, while commitment (e.g. interest in practice sport) and convention (e.g. respect for the opponents) are the social positive factors of the instrument. During the season, the athletes are submitted to the competition process which may compel some of them to adopt negative behaviours as a way to be socially accepted or to achieve personal goals. Previous studies observed a positive relation between task orientation and convention and commitment, and between ego orientation and cheating and gamesmanship (Gonçalves, Coelho e Silva, Cruz, Torregrosa, & Cumming, 2010; Lee, Whitehead, Ntoumanis, & Hatzigeorgiadis, 2008).

The aims of the study are: a) to analyse the developmental assets and sport attitudes variables in three different youth competitive sport settings; b) to analyse the effects of a season-long exposure to different environments on the developmental assets and attitudes in sport variables.

7.2. METHODOLOGY

Participants

The study comprised 135 male soccer players with ages between 12 and 18 years ($M=15.68$, $SD=1.63$). The sample was selected by convenience according to the clubs

analysed in a prior study of Santos & Gonçalves (2011). The clubs are from three different contexts (one professional club, two amateur clubs – one from a rural area and another from an urban area) from the central region of Portugal. The competent ethical committee of researchers' institution have given their approval. The participants presented the parental authorization to participate in this study. The questionnaires were completed during the practice period at the season beginning and end, with more than 3 months between applications.

Instruments

Development Assets Profile (DAP) - Search Institute (2005)

To measure the external and internal factors of developmental assets the Portuguese version obtained by Santos and Gonçalves (2012) was applied. From a contextual perspective the following factors were measured: social, family, school and community. The Portuguese version presents good reliability estimates (going from .69 to .82). "Care about school." is an example of an item that measures the commitment to learning asset. An example of an external asset, is "A school that enforces rules fairly". The responses are given through a Likert scale from 1 (Not at all or Rarely) to 4 (Extremely or Almost Always). An example of an item that measures the positive parental involvement is "Getting support from my parents for playing my sport".

Sport Attitudes Questionnaire (SAQ-2) - Lee (1996)

The Portuguese version obtained by Gonçalves et al. (2006) was applied to measure cheating, gamesmanship, commitment and convention. The Portuguese version revealed a good reliability (from .67 to .90). Cheating is measured through items like the following one: "Sometimes it is necessary to cheat".

Data analysis

Descriptive statistics for developmental assets and sport attitudes dimensions were calculated at the beginning and end of the competitive season. The first main step of the analysis was to examine changes on developmental assets and sport attitudes' dimensions as a consequence of the competitive season using Multilevel modeling, based on a pre- and post-season design (unconditional linear model). Full information maximum likelihood was used. Each participant's successive measurements over time

were defined by individual response change and random error (level 1). Differences in response change between groups of individuals were examined (level 2). To allow inferences about the true (population) values of the effect of the awareness effect intervention the 95% confidence limits for each effect were estimated, as well as the between-subject standard deviation for each dependent variable used to convert the absolute changes' values in responses into standardized (Cohen) changes in the mean (Batterham & Hopkins, 2006). The smallest standardized change was assumed to be 0.20 (Cohen, 1988).

The second step of the analysis was to explore the influence of age on differences in participants' initial status and changes in responses to the season exposure on the dependent variables, inter-individual variation in age was added as predictors (level 2) in conditional linear models. All parameters were fixed with the exception of the constant (intercept term) and changes in responses across the season (slope) parameters, which were allowed to vary randomly at level 2 (between individuals). Interaction term between age with response change with intervention (cross level interaction) was explored as level 2 predictors, but no effect was found (data not presented).

The final step of the analysis was to explore the influence of the players' club context, adding to step 2 models a dummy variable as fixed term at level 2 (dummy variable: 0 for Professional club; 1 for Urban amateur club; 2 for Rural amateur club).

Deviance values (-2 restricted log-likelihood), Akaike information criterion (AIC), as well as visual inspection of residual plots were used to determine the final models' validity. Significance was set at $p < 0.05$. Statistical analyses were performed using mixed linear procedures available on SPSS version 20.0.

7.3. RESULTS

Changes of contextual developmental assets and sport attitudes between pre- and post-season are summarized in Table 18. School assets showed a significant increase across the season ($p < 0.05$), but the magnitude of the effect was moderate at best. Cheating had a significant increase and Commitment had a significant decrease across the competitive

season ($p < 0.01$), indicating a probably negative effect of a competitive season exposure in the young soccer players.

Table 18: Mean changes on composite scores in Developmental Assets and Sport Attitudes as a consequence of training in the young athletes and chances that the true difference in the changes is substantial

	Pre-training	Post-training	Changes in mean (95% CL)	P	Practical inference
<i>Assets</i>					
Social	33.82 (4.35)	33.91 (4.65)	0.09 (-0.80 to 0.97)	.849	Trivial
Family	35.31 (3.99)	35.25 (4.28)	-0.06 (-0.78 to 0.67)	.880	Trivial
School	31.50 (6.39)	32.34 (5.64)	1.34 (0.14 to 2.55)	.030	Possibly Beneficial
Community	27.17 (6.87)	26.38 (6.79)	-0.79 (-2.05 to 0.47)	.218	Trivial
<i>Attitudes</i>					
Cheating	2.69 (1.29)	3.01 (1.15)	0.33 (0.09 to 0.56)	.006	Possible harmful
Gamesmanship	3.34 (1.08)	3.31 (0.90)	-0.02 (-0.24 to 0.19)	.823	Trivial
Convention	4.06 (0.95)	3.91 (0.88)	-0.15 (-0.31 to 0.01)	.061	Trivial
Commitment	4.44 (0.56)	4.29 (0.63)	-0.16 (-0.27 to -0.05)	.005	Possible harmful

Age had a significant negative effect on Commitment ($p < 0.05$), Convention ($p < 0.01$), Family ($p < 0.05$), School ($p < 0.01$) and Community ($p < 0.01$) scores, indicating that older players had lower values in each of the variables. When considering the club context, the multilevel models showed positive significant exponents for the rural and urban amateur clubs on Commitment and Convention (Table 19). Since no interaction exponents were present, the results indicate that both amateur clubs players had higher values of Commitment and Convention compared to the professional club players. As for Social assets, the rural amateur club players had significantly higher values compared to their peer from the other club contexts. Both amateur club contexts had significantly higher values of Family assets than the professional club players, and the urban amateur club players had lower values of Community assets compared to the other club contexts. No interactions between club context and changes across the season were found.

Table 19: Multilevel regression analysis for Sport Attitudes variables to training in the young athletes

	Cheating	Gamesmanship	Convention	Commitment
<i>Fixed Explanatory Variables</i>				
<i>Exponent value (standard error)</i>				
Constant	2.76 (0.16)**	3.37 (0.14)**	6.14 (0.55)**	5.10 (0.37)**
Season changes	0.31 (0.20)	-0.07 (0.19)	-0.16 (0.13)	-0.20 (0.09)*
Age	-	-	-0.16 (0.04)**	-0.06 (0.02)*
<i>Club Context (reference category: Professional)</i>				
Urban amateur club	-0.23 (0.23)	-0.25 (0.20)	0.47 (0.16)**	0.32 (0.11)**
Rural amateur club	0.02 (0.23)	0.13 (0.20)	0.79 (0.16)**	0.31 (0.11)**
<i>Club Context – Season changes interaction (reference category: Professional)</i>				
Urban amateur club	0.26 (0.29)	0.21 (0.26)	0.19 (0.19)	0.25 (0.13)
Rural amateur club	-0.19 (0.28)	-0.06 (0.26)	-0.18 (0.19)	-0.11 (0.13)
<i>Variance-Covariance Matrix of Random Variables</i>				
<i>Level 1 (within individuals)</i>				
Residuals	0.64 (0.13)**	0.67 (0.11)**	0.25 (0.06)**	0.13 (0.03)**
<i>Level 2 (between individuals)</i>				
Residuals	0.56 (0.12)**	0.20 (0.08)**	0.29 (0.06)**	0.12 (0.03)**
-2 Restricted Log Likelihood	844.735	750.821	630.729	423.916
Akaike's Information Criterion	860.735	766.821	648.729	441.916

** p < 0.01; * p < 0.05

Table 20: Multilevel regression analysis for Developmental Assets contextual variables to training in the young athletes

	Social	Family	School	Community
<i>Fixed Explanatory Variables</i>				
<i>Exponent value (standard error)</i>				
Constant	32.67 (0.60)**	39.70 (2.68)**	42.25 (3.82)**	45.09 (4.23)**
Season changes	0.28 (0.77)	0.17 (0.62)	1.16 (1.04)	-1.16 (1.05)
Age	-	-0.36 (0.17)*	-0.73 (0.25)**	-1.07 (0.28)**
<i>Club Context (reference category: Professional)</i>				
Urban amateur club	1.61 (0.86)	1.57 (0.75)*	-0.10 (1.16)	-4.30 (1.22)**
Rural amateur club	1.86 (0.85)*	1.95 (0.74)**	1.12 (1.15)	-0.27 (1.21)
<i>Club Context – Season changes interaction (reference category: Professional)</i>				
Urban amateur club	0.39 (1.09)	0.40 (0.89)	0.23 (1.48)	1.53 (1.50)
Rural amateur club	-0.94 (1.08)	-1.04 (0.88)	0.33 (1.46)	-0.39 (1.48)
<i>Variance-Covariance Matrix of Random Variables</i>				
<i>Level 1 (within individuals)</i>				
Residuals	10.04 (1.86)**	5.08 (1.23)**	19.12 (3.46)**	17.01 (3.52)**
<i>Level 2 (between individuals)</i>				
Residuals	6.26 (1.59)**	7.35 (1.39)**	10.47 (2.85)**	15.93 (3.44)**
-2 Restricted Log Likelihood	1548.522	1475.929	1708.634	1739.887
Akaike's Information Criterion	1564.522	1493.929	1726.634	1757.887

** p < 0.01; * p < 0.05

7.4. DISCUSSION

The present study has important implications for soccer programs as a pedagogical tool. Sport programs have a potential role on youth positive development (Holt, 2008). The study aimed to analyse the developmental assets and sport attitudes variables in three different youth competitive sport settings. It also intended to analyse the effects of a season-long exposure to different environments on the developmental assets and attitudes in sport variables.

It was hypothesized that a professional context, a demanding environment, more oriented to performance, with a higher expectation to have a professional career in sport and more evaluations would present a less favourable context to youth positive development. It was also hypothesized that rural amateur club athletes would present higher levels of developmental assets, since the lower demographic places allow the development of relations and supportive environment. The results reinforce some concerns with the youth athletes' specialization process and their personal development.

The age is an important variable that affects the youth player assets and positive attitudes. A diminish of developmental assets report with the increase in age, was already expected, since this trend exists in the youth assets profile evaluation (Search Institute, 2005). We suspected that specific mesosystem variables (e.g. changes on family, school, other community activities) could affect these changes, therefore the effects of age group were studied but did not reveal any differences between them (these results are not presented).

During a season long involvement in youth soccer the athletes reduced their levels of commitment. Though the changes are not major ones, this suggests either an outcome of a long period of involvement in practice, or the influence of the championship classification. Or this is influenced by the championship classification leading the athletes to reduce their commitment since they cannot achieve better positions. As the task orientation is positively related to positive attitudes in sport (Gonçalves et al., 2010; Lee et al., 2008), a mastery climate in the practice should be provided. The coaches should give a special emphasis in the season ending to promote higher levels of positive sport attitudes. On the other hand, the negative attitudes in sport are related to performance climate (Gonçalves et al., 2010; Miller et al., 2004).

The lack of differences in negative attitudes shows that there is an intrinsic norm of conduct and behaviours in soccer. However, the levels of cheating and gamesmanship behaviours are concerning. Kreager (2007) suggested that athletic involvement fails to inhibit male violence and that there is a strong relationship between contact sport and violence. When comparing these results to the results of school athletes and several sports (Gonçalves et al., 2010) a higher level of gamesmanship among the present sample of youth soccer players is confirmed. According to Harvey, Kirk and O'Donovan (2011) there are four pedagogical applications within Sport Education that coaches, managers, teachers, school administrators or youth sport practitioners may find useful to promote ethical development: a) ethical contracts; b) sports panels; c) modified games and d) awards and rewards. Therefore, the sport clubs that offer soccer programs for youths should adopt and implement some actions for the reduction of negative attitudes and the promotion of positive development.

The differences in convention and commitment lead us to the conclusion that this context of practice exerts influence on the player's positive sportive attitude. The amateur clubs can be considered as the proper environment for the development of youth positive behaviours. Nevertheless, these clubs have less personnel with high qualifications and less infrastructure conditions to implement a positive youth development program by themselves. The athletes that are involved in a demanding club, which is more oriented to performance, may feel a lack of commitment but they continue to invest in the specialization process of soccer. The integration in teams that compete at national level and the aspiration to a professional soccer career may motivate them to continue committing to sport practice.

Further studies should compare the motivational climate implemented in different soccer clubs contexts to verify their influence on athletes' motivation. The sport experience should provide fun with the intention to maintain the athlete in sport (Kimiecik & Harris, 1996). The coach plays an important role during the sport practice process. Through the training plans he can "manipulate" the practice and the athletes. The coaches should practice the best activities to achieve their goals, but, at the same time, provide some fun to their athletes. as conveyed in Teaching Games for Understanding (TGfU) (Stearns & Holt, 2000) or other Nonlinear Pedagogy (Renshaw, Oldham, & Bawden, 2012). Future studies should observe the practice context and the activities developed in the club by the athletes and the effects in youth development.

According to Search Institute (2005) the Social assets considered the social relationships with one or more people outside the family, such as friendships, positive peer and adult role models. The diversity of the young athlete's interactions promotes a coping process to resist to others' pressure, resolve conflicts in a peaceful way and be sensitive to other persons. So, it seems that the athletes from rural area benefit from the lower demographic density for the establishment of stronger relations. The rural amateur club is the only one in the municipality that provides youth soccer which allows players to be easily recognized as athletes of a club, principally the representative one from the town or city.

Tonts (2005) referred that the competitive sport has an important role for the rural communities since it offers an opportunity for social interaction and engagement. It is through the sport club activity, practices and matches, that the social capital is promoted. In this case, this club provides a loyalty and community identity for the town residents and athletes. Nevertheless, this involvement in the rural areas in some cases can also contribute to social exclusion of those who do not care about sport and do not get involved.

Moreover, it seems that the involvement in a professional club restrains some opportunities to develop close relationships. The majority of the club athletes come from different places, which poses some difficulties in establishing relations between peers or other persons from the local club. Another consideration about the lower scores in Social assets for youth professional club athletes is provided by Gonçalves, Carvalho and Diogo (2014). Those authors referred that the time spent the whole year in the training process withdrew time to be with the family. Further studies should verify the athletes' socioeconomic levels and residence area to understand the limitations of Social assets development by these athletes.

The Family assets reflect a "positive family communication and support, clear family rules, quality time at home, advice and encouragement from parents, and feeling safe at home" (Search Institute, 2005) (pg. 6). Thus, the lower levels presented by the players from the professional club may reflect a lack of time from the parents to follow up the youngster's practice and life. Côté (1999) observed the importance of the family dynamics at particular moments as an important factor to improve sport competence.

Similarly to American developmental assets scores (Search Institute, 2005), the present sample also follows the age trend of reduction in School assets. The high scores of School assets are interesting since they may reflect a major influence of the Portuguese education system. The athletes perceived that they have a caring school environment, where they: a) are encouraged by the teachers, b) have clear and fair rules, c) are actively engaged in reading and learning. Nevertheless, this system is influenced by the macrosystem that is the internal policies and by the European Union. In the last years there has been an economic crisis with social implications, such as financial cuts on the educational system. This leads to a lack of capability of the formal education to promote youth positive development.

The findings of Community assets differences from the urban amateur club players raised some questions about the lower scores in this factor, since involvement in sport is one of the considered activities in a larger community, on a par with groups or religious, creative (e.g. arts) activities. This reinforces the suggestion of MacDonald et al. (2009) about the need of larger centres to create similar conditions of small communities with a positive youth development principle. Even so, there are similarities between the athletes' schedule and the participation, which generates a conflict between the athletes' schedule and the participation in other activities. A deep understanding of the lack of community involvement by these athletes should be explored. Scales et al. (2004) refer that people who are involved in community activities are more likely to follow implicit norms instead of avoiding involvement with other people. For that reason, the timetable of practice periods and matches should take into account the athletes' needs to engage in other activities, allowing the possibility to promote the positive development.

The present results reinforce the suggestion of Fraser-Thomas et al. (2010) that small communities may focus on recreational and personal skills development (e.g. mastery climate), while in larger cities they are more focused on performance climate. Actually, it was observed that the amateur clubs analysed are more oriented to youth development and recreation than the professional one. However, the present study did not analyse the motivational climate. This study presents some limitations and needs to be complemented with further research that should focus on the contextual effects of different clubs or sport contexts on enjoyment and motivational climate.

7.5. CONCLUSION

The present study provides valuable information for the implementation of soccer sport programs for youth male. It can help managers, coaches and significant others (e.g. parents) promote positive youth development. There should be a promotion of a community-building work for positive development since children and youth athletes are influenced by different contexts (Scales et al., 2004). The players assessed in this study should be followed up through a longitudinal design study to better understand age effects.

CHAPTER 8

A MULTILEVEL APPROACH TO CONTEXTUAL EFFECTS ON YOUTH MALE SOCCER PLAYERS' ENJOYMENT AND DEVELOPMENTAL ASSETS

Authors:

Artur Jorge Santos¹; Humberto Moreira Carvalho¹; Michael Ayres²; Carlos Eduardo Gonçalves¹ (in review)

¹ Faculty of Sport Sciences and Physical Education – Coimbra University

² Saint Mary's University – Twickenham

Abstract

The sport context can promote positive youth development. The assets are important values to accomplish adult success and healthy habits. These assets are important to achieve healthy habits and success in adulthood. The purpose of the study was to analyze: a) developmental assets and enjoyment variables in three different youth male soccer settings; b) effects of a season long exposure to different environments on athletes' developmental assets and enjoyment. This study explores three contexts in soccer, with one professional club and two amateur ones (rural and urban area). It comprised 135 male soccer players aged 12-18 years ($M=15.68$, $SD=1.63$). The athletes filled in the Developmental Assets Profile (DAP) and Sources of Enjoyment in Youth Sport Questionnaire (SEYSQ) at the beginning and at the end of the season. The data was submitted to a multilevel analysis. The athlete's Sources of enjoyment (Self-referenced competencies, Effort expenditure and Affiliation with peers) and the Support assets are affected by context. The professional club can be considered a disadvantage context for positive youth development. There are positive effects of a season involvement on Positive values assets, but there are also negative ones on Commitment to learning and Effort Expenditure. The results highlight the importance of contextual factors in explaining positive youth development through sport. The role of coaches, managers, peers and community for the promotion and development of positive feelings is also emphasized .

KEYWORDS: motivation; satisfaction; club; sport.

8.1. INTRODUCTION

Nowadays, sport plays a major role in our societies with implications in economic, community and human development. The Fédération Internationale de Football Association (FIFA) (2014) invested 183 million dollars in development and education programs through soccer, while it spent more than that in other operating expenses or events (e.g., FIFA world cup). Soccer is one of the most practiced sports in Europe and it is the major one in Portugal (Instituto Nacional de Estatística, 2012). Therefore, the soccer program presents itself as a context to promote the youth positive development. To promote youth positive development through sport practice it is important to consider how sport practice influences youth enjoyment and assets. If on the one hand the sport involvement provides positive outcomes, such as healthy, and positive values and behaviours (Holt, 2008), on the other hand, the sport context can also have negative effects in youth development, such as aggressive behaviours (Guivernau & Duda, 2002), cheating (Gonçalves, Coelho e Silva, Cruz, Torregrosa, et al., 2010), health-risk behaviours (e.g. drugs, alcohol) (O'Brien et al., 2012; A. Smith et al., 2010)

The Process-Person-Context-Time model (PPCT) (Bronfenbrenner, 1979, 1999) has been considered proper to use in sports sciences research (Bengoechea & Johnson, 2001; Holt, 2008; Krebs, 2009; Santos et al., 2012). This model considers the Process as the model core, representing the forms of interaction between the individual and the environment. Nevertheless, the power of such processes to influence individual development varies according to the individual's characteristics, the type of Context (e.g. more remote or immediate) and the Time periods (Krebs, 2009). This model considers that the individual has biopsychological resources (e.g. sex, age, ethnic group, motivation), directional dispositions and demands. The disposition can be considered as a motivational force, negative or positive, which may activate proximal processes. The demand can lead to engage or avoid reactions from the context which can foster or disrupt proximal processes. Bronfenbrenner's theory also considers that for proximal processes to occur long periods of involvement in practice are necessary.

Previous research supported the major role that out-of-school-time activities have in youth positive development promotion, contributing for the acquisition of developmental assets (Simpkins, Ripke, Huston, & Eccles, 2005; Urban et al., 2010; Zarrett et al., 2009). However, those authors refer that youth development is influenced

by the different characteristics of the individual and the context (e.g. family, community). In spite of that, youth soccer players from different socio-demographic areas and contexts are submitted to the same competition process. The birthplace or the environment where the athlete is inserted is considered an important factor to achieve a professional career in sport. Most of the professional players in baseball, ice hockey, basketball, and golf were born in cities with populations of less than 500,000 (MacDonald et al., 2009). Furthermore, the players born in cities with populations of less than 500,000 presented lower negative experiences and outcomes and higher developmental assets (Fraser-Thomas et al., 2010). Gonçalves and Coelho e Silva (2004) raised some concerns about the capability of different (e.g. rural vs urban) to promote positive youth development through sport, due to their lack of human resources and accessibilities.

The Developmental Assets theory is grounded in a large literature review and provides a contextual and individual perspective through factors that are related to safety, healthy behaviours, supportive relations and enhance the opportunity for positive developmental outcomes (Benson, 2002). The 40 developmental assets are considered the ‘building blocks’ of human development, therefore the acquisition of assets provides a positive development. This framework outlines four external assets (e.g. support, empowerment, boundaries and expectations, constructive use of time) and four internal (e.g. commitment to learning, social competencies, positive values, positive identity). For the assets’ measurement it was developed the Developmental Assets Profile (DAP) (Search Institute, 2005), which was translated and validated to youth Portuguese athletes by (Santos & Gonçalves, 2012). The Portuguese version is presented in a shorter version that measures five factors, from which two are external, such as: a) Support – concerns youth encouragement, support and good communication within family, neighbourhood, school, and community; b) Boundaries and expectations – reflects the exposure to social rules and norms from the different contexts, and also having good role models. The three factors that measure internal assets are: a) Commitment to learning – is related not only to school success and interest, but also to engagement in reading and learning; b) Positive values - includes personal values, for example, honesty, integrity, responsibility and caring about others; c) Positive identity – concerns to self-esteem, self-efficacy and sense of purpose in life. Few studies considered examining the developmental assets in sports contexts (Fraser-Thomas et al.,

2010). However, the research verified that sport promotes assets, principally if you are at disadvantage or at risk (Murphey et al., 2004; Scales et al., 2008). Strachan, Côté and Deakin (2009) verified that positive identity, empowerment, and support are positive predictors of enjoyment in youth sport.

Therefore the promotion of the developmental assets in sport not only helps the individual development, but it promotes enjoyment in youth sport as well. Enjoyment is an important factor to sport involvement being related to motivational theories (e.g. Self-determination, *flow*) (Kimiecik & Harris, 1996; Mccarthy, Jones, & Clark-Carter, 2008; Scanlan & Lewthwaite, 1986). The involvement in sport during long periods of time provides opportunities for the occurrence of proximal processes. Enjoyment can be defined as a positive affective response to sport experience which reflects feelings such as liking, pleasure and fun (Scanlan et al., 1993). These authors considered four quadrants related to the enjoyment construct: 1) Achievement-Intrinsic – concerns to mastery and success perception; 2) Achievement-Extrinsic – related to obtaining prizes, beat the opponent and social recognition of being an athlete; 3) Nonachievement-Intrinsic – related to commitment, effort expenditure and competitive excitement; 4) Nonachievement-Extrinsic – considers positive interactions between athletes and peers or other significant adults.

Previous studies observed that enjoyment is negatively related to burnout (Goodger et al., 2007) and dropout (Siesmaa, Blitvich, & Finch, 2011). If it is a sport clubs' intention to provide their organization and community members sport services it should be its concern to provide pleasure and fun to the individuals as well.

The aims of the study are to analyse: a) developmental assets and enjoyment variables in three different youth sport settings; b) effects of a season long exposure to different environments on developmental assets and enjoyment.

8.2. METHODOLOGY

Participants

The study comprised 135 male soccer players with ages between 12 and 18 years ($M=15.68$, $SD=1.63$). The sample was selected by convenience according to the clubs analysed in a prior study of Santos and Gonçalves (2011). The clubs are from three

different contexts (one professional club, two amateur clubs – one from a rural area and another from an urban area) from the central region of Portugal. The competent ethical committee of researchers' institution has given its approval. The participants presented the parental authorization to participate in this study. The questionnaires were completed during the practice period at the season beginning and end, with more than 3 months between applications.

Instruments

Development Assets Profile (DAP) - Search Institute (2005)

The Portuguese version obtained by Santos and Gonçalves (2012) was applied to measure the external and internal factors of developmental assets. The factors measured from a personal perspective are: support, boundaries and expectations, commitment to learning, positive values, positive identity. From a contextual perspective, the following factors were measured: social, family, school and community. The Portuguese version presents good reliability estimates (going from .69 to .82). “Care about school” is an example of an item that measures the Commitment to learning asset. Another example, this one of an external asset, is “A school that enforces rules fairly”. The responses are given through a Likert scale from 1 (Not at all or Rarely) to 4 (Extremely or Almost Always).

Sources of Enjoyment in Youth Sport Questionnaire (SEYSQ) - Wiersma (2001)

The Portuguese version obtained by Santos and Gonçalves (2012) was applied to measure the factors: positive parental involvement, self-referenced competencies, other-referenced competencies and recognition, effort expenditure, affiliation with peers. The Portuguese version presents good Cronbach alpha coefficients (ranging from .78 to .85.). An example of an item that measures the positive parental involvement is “Getting support from my parents for playing my sport”.

Data Analysis

Descriptive statistics for developmental assets and enjoyment dimensions in a pre- and post-competitive season were calculated. Initially we examined changes on developmental assets and enjoyment dimensions across the competitive season using Multilevel modeling, based on unconditional linear models. We used full information

maximum likelihood to estimate unknown parameters. The two-level models used were similar to the ones described previously (Gonçalves et al., 2014).

Inferences about the true (population) values of the effect of the season were based on the 95% confidence limits for each effect, and the between-subject standard deviation for each dependent variable was used to convert the absolute changes' values in responses into standardized (Cohen) changes in the mean (Batterham & Hopkins, 2006). The smallest standardized change was assumed to be 0.20 (Cohen, 1988).

The second part of the analysis considered the influence of age on differences in players' initial status and changes in responses to the season exposure on the dependent variables, inter-individual variation in age was added as predictors (level 2) in conditional linear models. All parameters were fixed with the exception of the constant (intercept term) and changes in responses across the season (slope) parameters, which were allowed to vary randomly at level 2 (between individuals). Interaction term between age with response change with competitive season (cross level interaction), were explored as level 2 predictors, but no effect was found (data not presented).

Finally, we explored the influence of the players' club context, adding to the step 2 models a dummy variable as fixed term at level 2 (dummy variable: 0 for Professional club; 1 for Urban amateur club; 2 for Rural amateur club). Interaction term between club context with response change with competitive season (cross level interaction), were tested as level 2 predictors, but again no effect was found (data not presented).

Deviance values (-2 restricted log-likelihood), Akaike information criterion (AIC), as well as visual inspection of residual plots were used to determine the final models' validity.

8.3. RESULTS

Changes of developmental assets and sources of enjoyment between pre- and post-season are summarized in Table 21. Commitment to learning showed a significant decrease across the season ($p=0.05$), but the magnitude of the effect indicates differences across the season are likely trivial. Positive values had a significant across

the competitive season ($p < 0.001$), indicating a probably beneficial effect of a competitive season exposure in the young soccer players. Other-referenced competencies and Recognition showed a significant decrease across the season ($p = 0.05$), but effect size indicates that differences are likely trivial. Also the decreases observed for Positive parental involvement ($p = 0.06$) are likely trivial. The magnitude of the effects for the Effort expenditure ($p < 0.01$) and Self-referenced competencies ($p = 0.08$) decreases across the competitive season are possibly harmful.

Table 21: Mean changes on composite scores in Developmental Assets and Sources of Enjoyment as a consequence of training in the young athletes and chances that the true difference in the changes is substantial

	Pre-training	Post-training	Changes in mean (95% CL)	P	Practical inference
<i>Assets</i>					
Support	35.7 (4.1)	35.4 (4.6)	-0.23 (-1.03 to 0.51)	0.51	Trivial
Boundaries and Expectations	33.1 (4.9)	33.6 (5.0)	0.50 (-0.37 to 1.38)	0.26	Trivial
Commitment to learning	31.9 (6.9)	30.7 (7.4)	-1.23 (-2.46 to -0.01)	0.05	Likely trivial
Positive values	22.5 (5.5)	29.5 (7.0)	6.99 (5.84 to 8.15)	0.00	Probably benefit
Positive identity	32.0 (5.5)	32.6 (5.3)	0.64 (-0.42 to 1.69)	0.23	Likely trivial
<i>Sources of Enjoyment</i>					
Self-referenced competencies	4.5 (0.5)	4.4 (0.5)	-0.09 (-0.18 to 0.01)	0.08	Possibly harmful
Other-referenced competencies and Recognition	3.6 (0.9)	3.7 (0.8)	0.17 (0.00 to 0.33)	0.05	Likely trivial
Effort expenditure	4.5 (0.5)	4.3 (0.6)	-0.15 (-0.25 to -0.05)	0.00	Possibly harmful
Affiliation with peers	4.3 (0.6)	4.2 (0.6)	-0.03 (-0.13 to 0.07)	0.53	Likely trivial
Positive parental involvement	4.1 (0.8)	4.0 (0.9)	-0.14 (-0.29 to 0.01)	0.06	Likely trivial

Age had a significant negative effect on Boundaries and expectations ($p < 0.01$), Commitment to learning ($p < 0.01$), Positive Values ($p < 0.01$) and Affiliation with peers ($p < 0.05$) scores, indicating that older players had lower values in each of the variables. When considering the club context in the assets, the multilevel models showed positive significant exponents for the rural and urban amateur clubs only for Support scores ($p < 0.01$, Table 22). Since no interaction exponents were present, the results indicate that both amateur clubs' players had higher values of Support compared to the professional club players. As for enjoyment scores, the amateur club context players had significantly higher values compared to their peers from the professional club for Self-referenced competence, Effort expenditure and Affiliation with peers ($p < 0.01$). No interactions between club context and changes across the season were found.

Table 22: Multilevel regression analysis for Developmental Assets variables to training in the young athletes

	Support	Boundaries and Expectations	Commitment to learning	Positive values	Positive identity
<i>Fixed Explanatory Variables</i>					
<i>Exponent value (standard error)</i>					
Constant	38.47 (2.82)**	44.57 (3.23)**	53.59 (4.59)**	37.49 (3.99)**	37.72 (3.52)**
Season changes	-0.26 (0.39)	0.50 (0.43)	-1.23 (0.60)*	6.99 (0.57)**	0.64 (0.53)
Age	-0.26 (0.18)	-0.77 (0.21)**	-1.41 (0.30)**	-0.95 (0.26)**	-0.36 (0.23)
<i>Club Context (reference category: Professional)</i>					
Urban amateur club	1.76 (0.74)*	-0.22 (0.85)	-0.77 (1.21)	-1.45 (1.05)	-0.59 (0.92)
Rural amateur club	1.73 (0.74)*	1.09 (0.84)	0.30 (1.20)	-0.17 (1.04)	-0.11 (0.92)
<i>Variance-Covariance Matrix of Random Variables</i>					
<i>Level 1 (within individuals)</i>					
Residuals	6.08 (1.41)**	6.89 (1.76)**	12.35 (3.41)**	15.01 (3.13)**	13.72 (2.68)**
<i>Level 2 (between individuals)</i>					
Residuals	7.93 (1.54)**	10.97 (2.05)**	23.11 (4.17)**	14.37 (3.08)**	10.19 (2.43)**
-2 Restricted Log Likelihood	1508.696	1573.295	1757.306	1709.045	1652.873
Akaike's Information Criterion	1522.696	1587.295	1771.306	1723.045	1666.873

** p < 0.01; * p < 0.05

Table 23: Multilevel regression analysis for Sources of Enjoyment variables to training in the young athletes

	Self-referenced competencies	Other-referenced competencies and recognition	Effort expenditure	Affiliation with peers	Positive parental involvement
<i>Fixed Explanatory Variables</i>					
<i>Exponent value (standard error)</i>					
Constant	4.29 (0.28)**	4.44 (0.56)**	4.49 (0.34)**	4.74 (0.33)**	4.67 (0.55)**
Season changes	-0.09 (0.48)	0.17 (0.08)	-0.15 (0.05)**	-0.03 (0.05)	-0.14 (0.08)
Age	-0.01 (0.02)	-0.06 (0.04)	-0.02 (0.02)	-0.05 (0.02)*	-0.05 (0.04)
<i>Club Context (reference category: Professional)</i>					
Urban amateur club	0.41 (0.07)**	-0.03 (0.15)	0.45 (0.09)**	0.50 (0.09)**	0.20 (0.15)
Rural amateur club	0.35 (0.07)**	0.23 (0.15)	0.43 (0.09)**	0.37 (0.09)**	0.22 (0.14)
<i>Variance-Covariance Matrix of Random Variables</i>					
<i>Level 1 (within individuals)</i>					
Residuals	0.14 (0.02)**	0.32 (0.06)**	0.12 (0.02)**	0.12 (0.02)**	0.25 (0.06)**
<i>Level 2 (between individuals)</i>					
Residuals	0.04 (0.02)*	0.28 (0.06)**	0.09 (0.02)**	0.10 (0.02)**	0.29 (0.06)**
-2 Restricted Log Likelihood	325.526	656.108	386.101	377.622	631.468
Akaike's Information Criterion	339.526	670.108	400.101	391.622	645.468

** p < 0.01; * p < 0.05

8.4. DISCUSSION

The present study aimed to verify the effects of soccer practice in different contexts on youth developmental assets and sources of enjoyment. Another intention was to verify the exposure to a competitive season and its effects on the developmental assets and sources of enjoyment in youth sport. The findings reveal partial effects of soccer involvement and contextual characteristics on assets and enjoyment.

The results reveal that there are contextual effects on youth athletes' assets (Support) and enjoyment (Self-referenced competencies; Effort expenditure; Affiliation with Peers). Therefore, the rural amateur club appears as a better environment for the youth positive development when compared to the other clubs settings. To some extent, these results reinforce the findings that small cities (>500.000 inhabitants) have higher levels of assets and are better contexts for an individual sport career (Fraser-Thomas et al., 2010; MacDonald et al., 2009). However, the present clubs are from a region that has fewer inhabitants than the ones used in previous studies. In fact, the rural amateur club is inserted in a demographic area with less than 100 inhabitants by square mile, contrary to the other two clubs which come from a higher density area. This leads us to believe that different contexts (urban vs rural) have different impacts in the youth positive development.

In areas with low demographic density the youth individual has more opportunities for social interaction, to be recognized by others and to find spaces to practice (MacDonald et al., 2009). The Support asset differences between the professional club and the urban amateur club are interesting, suggesting that athletes who engage in a professional club have less opportunities to: a) communicate with adults; b) be supported by parents, family and others; c) have caring school environment. This may reflect the demands of being involved in a club oriented to performance. It takes time to establish and develop supportive relationships between athletes and other significant adults.

MacDonald et al. (2009) referred that a psychosocial factor that contributes for athletic development is social comparison. In the rural area, where there is a small number of competitors, the athletes have more opportunities to practice sport, obtain more attention from coaches, managers, parents and other adults, and be perceived to be talented. It seems that the professional club athletes are constrained by high levels of

competition for a place in the team and compared with higher level players (e.g. professional or elite players).

Previous studies had verified that athletes with higher levels of self-efficacy performed better than their mates with lower levels (Chanal, Marsh, Sarrazin, & Bois, 2005). So, it was expected that these athletes revealed higher values of Effort expenditure. This way, the athletes feel competent when they achieve learning success, personal improvement, mastering and skill and, at the same time, have a high sense of effort and hard work.

Another factor that is influenced by context is the Affiliation with peers. Amateur clubs provide a better environment for the youth individual to establish social relationships and friendship with his teammates and other persons. The low demography leads to an augment of relations between the same individuals. Santos and Gonçalves (2011) observed that the majority of the rural amateur club athletes are colleagues in the same school or live in the same neighbourhood. These authors also observed that the professional club athletes usually come from different places, even another city. The close friendships reveal similar beliefs and interests between individuals, which may lead to increased persistence in sport (MacDonald et al., 2009).

Interestingly, no differences were verified in Positive parental involvement, which reveals that these soccer athletes perceived the maintenance of parental involvement in sport along the season. Nevertheless, there are differences in Support assets which suggest that parents may be more involved in and concerned with other youth activities (e.g. school) or that the athletes have a larger relationship network on their daily life. Côté (1999) referred that during sport practice the athletes' parents adopt different behaviours, exerting more leadership in the sampling years (7 to 12 years) and a more follower/supporter role in investment years (15-18 years). However, the present study does not reinforce those findings because no changes with age in the positive parental involvement were verified. Nevertheless, the age effects on Affiliation with Peers can be an outcome of organizational selection process during the investment years, changes of youth mobility autonomy and variations in school, club or interests.

Changes according to age on Boundaries and Expectations, Commitment to learning and Positive values were expected since this trend was verified in North-American individuals (Search Institute, 2005). These results demonstrated a cross-

cultural tendency of human development from the childhood to adolescence. Nevertheless, assets which contribute to youth academic success (Scales, Benson, Roehlkepartain, Sesma, & van Dulmen, 2006), pro-social and healthy values and behaviours and caring about others values should be promoted (Scales et al., 2004). The promotion of developmental assets should embrace the efforts of different community individuals (e.g. club, school, family, others adults). The changes on Boundaries and expectations due to athletes' age effects reflect lower perceptions of good role models and relationships modifications. It seems that these can be an outcome of the common adolescent and adult conflicts and discussions about rules at home and school, monitored by family and neighbours.

Curiously, a season long involvement in soccer reveals beneficial for Positive values acquisition, reinforcing the idea that sport promotes healthy behaviours (e.g. avoiding alcohol, tobacco and drugs) (Benson, 2002; Fraser-Thomas et al., 2005; Holt, 2008) and contributes to the development of pro-social values (e.g. help, respect, and solidarity; honesty, responsibility) (Murphy & Ensher, 2006). However, these values are more concerned to the community and social actors that interact with the athlete during a long period of time. It is possible that young athletes do not represent these values on sport attitudes towards their opponents, since they can be in a *decompetition* process instead of true competition (Shields & Bredemeier, 2009).

In Portugal the soccer season occurs during the school year. Therefore, the decrease in Commitment to learning may reflect changes concerning school activities (e.g. doing homework; class environment and interest). This factor also considers the encouragement to try new things, which may be experienced in different ways according to the school context where the athletes are inserted. This reduction can also represent an approach to educational processes based on behaviourist-type, which usually use repetition. In sport context, for example, the drill based practice can be both monotonous and boring presenting a problem for athletes and coaches (Renshaw et al., 2012).

The concerns with the implementation of this pedagogical methodology in sport has led to some authors' proposal to use learning processes that highlight individual and environmental characteristics, for example, Nonlinear Pedagogy (NLP) (Renshaw et al., 2012) or Teaching Games for Understanding (TGfU) (Hopper, Butler, & Storey, 2009). The athlete may dislike some practice activities that are too easy or too

hard or always presented in the same way and, therefore, developmental and motivational positive youth development processes are not generated. Moreover, the practice and competition process may lead the athlete to perceive at the season end that he could have been more committed and worked harder to improve skills and abilities. Their perceptions and attitudes can be influenced by organizational culture (Smith et al., 2010), because these clubs usually evaluate their organization and, consequently, the teams' and athletes' development is based on competition results' achievement (Santos & Gonçalves, 2011).

The athletes' perception of their skills and abilities improvement can be influenced by these contextual characteristics, since these clubs do not have a proper evaluation of individual skills, abilities, values or behaviours development. Gonçalves, Carvalho and Diogo (2014) consider that at the season end youth athletes re-evaluate their priorities, dedication to sport and initial expectations. Shields and Bredemeier (2009) referred that many argued that it is necessary to change a high-performance model of sport into a more educational and recreational one. The relevance of coaches' role in the way youth athlete experience sport has been largely discussed (Holt, 2008; Langan, Blake, & Lonsdale, 2013; R. E. Smith et al., 2007). They should pay attention to athletes' needs and interests as well as to contextual characteristics, in order to promote a positive development. Camiréa, Trudel, and Fornerisa (2014) refer that the implementation of a coaching philosophy and practice based on promoting positive youth development is a process that evolves over time through the reflection of one's experiences. The coaches should extend their learning process by active participation in learning communities, accessing to specialized information and providing tools to promote the development of youth.

The present study presents some limitations because practice environment, pedagogy methodology and coaches' behaviours were not verified. Future research concerning contextual and age effects on positive youth development through sport should be addressed.

8.5. CONCLUSIONS

The present study reinforces the importance of ecological approaches to sport practices. The contextual and individual differences of youth athletes should be considered by those responsible for the sport program implementation (e.g. coaches, managers). This research addresses the importance of coaches, peers and parents on the promotion of positive values and feelings through sport. Nevertheless, the community must also be actively mobilized to foster the positive youth development. The involvement in different sport practice contexts and the time effects are important themes and should be explored in the future.

CHAPTER 9

GENERAL DISCUSSION

The present results reinforce the importance of ecological approaches to study the youth athlete development. This research addressed the contextual and individual characteristics, sustained by the bioecological theory of human development (Bronfenbrenner, 1977, 1999). The Second Chapter provided a theoretical background for the present research, and the third Chapter addressed the contextual analysis of soccer clubs. Those contexts presented specificities, reinforcing the concerns with the unwise application of sport programs through a generalization or standardization of the process (European Commission, 2007).

Wells and Arthur-Banning (2008) refer that “positive youth development is more likely to occur in youth sport programs if parks and recreation professionals use intentional programming when designing their programs” (pg. 189). The clubs analysed are designed for competition between teams, with an insufficient sport program definition for positive youth development. Tools and knowledge should be provided to coaches and managers for intentional programs’ implementation, aiming to foster positive experiences in sport instead of negative ones. These findings reinforce the interest of using ecological human development theories on research in sport context (Barreiros, Côté, & Fonseca, 2013; Bengoechea & Johnson, 2001; Kimiecik & Horn, 2012; Krebs, 2009).

The analysis of clubs organizations also contributed for a better understanding of some contextual variables that affect youth development. The results from that study provide an abundance of considerations for the discussions concerning contextual influences present on athletes’ attitudes, enjoyment and assets (presented in Chapter 6, Chapter 7 and Chapter 8). The results of those chapters will generally be discussed later in this section.

In Chapter 3, some constrains were verified on the translation and validation process that could be related to cultural specificities. The youth athletes’ reading and understanding competencies may bias the results (Fonseca & Brito, 2005; Hill & Hill, 2009). The items may not take into account specificities (e.g. religion, ethnic) of Portuguese and North-American athletes. The Portuguese version of the SEYSQ constrains may be due to Nonachievement-intrinsic factors being considered the same

by youth Portuguese athletes. Furthermore, the determination process of psychometric properties of the instruments is not fully concluded, since it is necessary to determine if those properties maintain or change according to sub-samples of a sample (e.g. only one sex, or different age groups). Nevertheless, the DAP and the SEYSQ are reliable when applied to Portuguese athletes. These instruments may be applied and combined with a logical model (Wells & Arthur-Banning, 2008) or other development models that consider the sport participation to foster positive development (e.g. DMSP; Fraser-Thomas et al., 2005).

The volatility of human development due to different variables, such as contextual (demographic density and type of club) and personal (e.g. age) are patent in this research and discussed, more deeply, in Chapters 5, 6 and 7. The present study reinforces the idea that small communities are better places for youth and athlete development (Bruner, Macdonald, Pickett, & Côté, 2011; Fraser-Thomas et al., 2010; Imtiaz, Hancock, Vierimaa, & Côté, 2014; Lidor, Arnon, Maayan, Gershon, & Côté, 2014; Turnnidge, Hancock, & Côté, 2014). However, the athlete's access to elite sport must be considered. The rural area presents disadvantages when considering the opportunities to practice different sports or having better practice conditions (e.g. infrastructures). Moreover, there are some concerns in the rural areas about poverty, social exclusion and equal opportunities for individual positive development (European Commission, 2008).

The low population density in these areas limits the number of volunteers and players involved in sport context. This could be more concerning when regarding deep rural areas that present constrains in the accessibilities to major centres (Eupen et al., 2011) and, consequently, to the sport competition system. Longer distances demand economic resources to develop sport activities in those areas, where the governmental and soccer association/federation taxes are already a problem. Eventually, the federation incomes from the clubs should be considered important to invest in youth sport programs for positive development rather than in big events.

Only the club local demographic context was considered, not the athletes' place of living or birthplace. The athletes from urban centres have more opportunities to change clubs, and have different experiences in sport context. Since the Professional Club aims to performance and selects athletes from different places, this creates some constrains in the athlete positive development. The time expended in displacement to

and in practice and competition, constrains to supportive attitudes from the family, engagement in school and learning activities or development of relations.

The results also presented some negative effects of sport participation on youth development meaning that sport involvement is not the same as positive development. This reinforces the concerns about the sports programs implementation and their negative effects on youth, such as dropout (Siesmaa et al., 2011), risk behaviours (e.g. drugs consumption) (Lisha & Sussman, 2010; Lorente et al., 2005; Mroczkowska, 2011; Rhew, David Hawkins, & Oesterle, 2011), cheating (Gonçalves, Coelho e Silva, Cruz, Torregrosa, et al., 2010; Koul, 2012; A. C. T. Smith et al., 2010) and aggression (Guivernau & Duda, 2002; Kimble, Russo, Bergman, & Galindo, 2010).

The amateur clubs, specifically, the rural ones, reveal to be a better place to nurture assets and enjoyment, when compared to the professional club. Nevertheless, some differences between teams from the same club were verified (Chapter 6), showing that even in each group of practice there are specificities that influence the youth experiences. The coaches have an important role on athletes' sport experiences and, therefore, on their development. The motivational climate promoted by the coach (Macdonald, Côté, Eys, & Deakin, 2011; Miller et al., 2004) and his education (Langan et al., 2013), experience (Gonçalves, Coelho e Silva, Cruz, & Figueiredo, 2010; Santos & Gonçalves, 2013), leadership (Becker, 2009; Gomes, Pereira, & Pinheiro, 2008; Kwon, Pyun, & Kim, 2010) and behaviours (A. Smith, Ntoumanis, & Duda, 2010; M. Smith & Cushion, 2006; Turman, 2008; Zeng, Leung, Liu, & Wei, 2009) are factors that influence the youth development and may affect the athletes' enjoyment, attitudes and developmental assets.

The coaches, as all the individuals within an organization, are submitted to an acculturation process (Mintzberg, 1995; Slack, 1997). Previous studies observed that the organization is a source of stress for coaches (Olusoga et al., 2009; Tashman, Tenenbaum, & Eklund, 2009) and doping attitudes (Lentillon-Kaestner & Carstairs, 2010). Therefore, they should understand the club culture and its mode of operation to better develop their work, whether they aim to performance or to youth positive development. Besides, sport managers may use the programs to promote a type of culture that fosters the social inclusion (Allen et al., 2010), social capital (Seippel, 2006; Tonts, 2005) and community development through sport participation (C. S. Taylor et al., 2002; Vail, 2007).

The present research also reinforces the changes of youth perceptions and developmental assets according to age (Hancock, Adler, & Côté, 2013; Search Institute, 2005; Turnnidge et al., 2014). Those changes and the changes of parental behaviour concerning the youth sport participation (Côté, 1999) should be considered when working with young athletes. The coaches, parents and community should be engaged and mobilized to promote youth positive development.

CHAPTER 10

MAIN CONCLUSIONS AND SUGGESTIONS FOR FUTURE STUDIES

The present research intended to increase the body of knowledge regarding the contextual influences on youth development through sport. The studies provided answers relating to local and organizational environments that shape the athletes' enjoyment, developmental assets and sport attitudes. The research question: "Which are the effects of different sport practice contexts in youth positive development?" allowed for a better understanding of the topic and opened the field for future studies.

10.1. CONCLUSIONS

1. The bioecological theory provided a good framework to study the positive youth development on three different sport contexts. This study allowed the understanding of contextual effects on young athletes, reinforcing the importance of using systemic theories of human development (Araújo & Davids, 2009; Krebs et al., 2011).
2. The research of contextual effects on positive youth development through sport with large samples requires adequate instruments. The Portuguese versions of the Developmental Assets Profile (DAP) and Sources of Enjoyment in Youth Sport Questionnaire (SEYSQ) are reliable and validated. These versions present some limitations when compared with the original instruments, due to cross-cultural issues.
3. The professional clubs represent an economic-oriented context, aggregating higher levels of professionalization, capability to gather collaborators (e.g. coaches, managers and athletes), and financial resources. Their culture is more oriented to performance contrary to amateur clubs, which are more oriented to recreational and educational goals. The amateur clubs have more similar organizational characteristics between them and differ from the professional ones. The similarities shared by amateur clubs are conditioned by local characteristics such as demography and other local environment characteristics (e.g. local sport policies and economy). These characteristics constrain their capability to provide sport programs, obtain human (e.g. athletes, managers) and financial resources.

4. The organizational characteristics influence youth athletes' enjoyment, assets and sport attitudes. The professional club may undermine positive development, as its athletes present lower levels of enjoyment, assets and sport attitudes. Nonetheless, it is the best one to provide excellent performers. This reinforces the concerns about the professionalization and mercantilization of soccer programs targeting youth individuals (Price, 2000).
5. Other than the context, enjoyment, assets and sport attitudes are affected by age, gender and season period. The way the athletes perceive sport participation changes according to those personal and temporal characteristics. There are changes of interests and needs of youth athletes, going from childhood to adolescence (Côté, 1999).
6. This research is relevant since it considers ethical and pro-social values during a season involvement. The involvement in sport provides positive effects on some constructs analysed (presented in chapter 6 and 7). Nevertheless, the findings show some negative effects in positive development, mainly concerning sport attitudes (e.g. cheating). Also we argue that the youth soccer competition system in Portugal undermines the educational and recreational purposes of sport and the majority of clubs.
7. The clubs under analysis evaluate their work according to the financial situation and competition ranking position, with limited understanding of the effects on youth assets, enjoyment and sport attitudes. The clubs do not plan the programs for positive youth development; even the amateur clubs are more oriented to those goals.
8. Since the values acquired on a context can be transferred to other environments, parents, peers and other adults (e.g. coaches, teachers) should provide support, attention, care and opportunities for youth to engage in positive processes and have positive experiences.

10.2. STUDY LIMITATIONS

The panoply of variables considered when using the bio-ecological theory present some limitations:

- 1) The study analysed only male soccer, asking for a more comprehensive comparison between contexts.

- 2) The athletes' individual characteristics are relevant to understand youth positive development. Nevertheless, others' characteristics may affect their developmental outcomes, such as moral reasoning (Gibbs, Basinger, Grime, & Snarey, 2007; Rutten et al., 2008), sex, race and age (this study only had athletes from 12 to 18 years).
- 3) Even though the translation and validation process was accomplished following the steps defended by Vallerand (1989), the study presents some limitations for comparison with studies that used the original factor model.
- 4) The athletes' educational level and personal competencies in reading and text interpretation may influence the athletes' responses. However, it is difficult to control those competencies in such a large sample.

10.3. SUGGESTIONS FOR FUTURE STUDIES

- Replicate the study with samples from different sports (e.g. individual, team, with or without physical contact), gender, and competitive level.
- Consider the local school conditions and the socioeconomic status for a better understanding of contextual effects.
- Relate assets, enjoyment and sport attitudes with coach leadership and motivational climate.
- Explore potential clusters regarding assets, enjoyment and attitudes and their relation with city dimension and demography.
- Use qualitative research, such as observational studies of behaviours and values (e.g. coach, parents), and interviews with young athletes in complement to quantitative methods responses, to explore in deep their life experiences' perceptions.
- Design longitudinal studies to analyse the effects of exposure to sport programs during life span. At the same time, it is necessary to design and implement interventional programs, aiming at the promotion of assets, enjoyment or positive attitudes, and compare them with non-intervention settings.

- Design networking researches with other cultures (e.g. states, state region) with different social dynamics and organizational cultures (e.g. sport clubs, sport entities), responding to the interest of cross-cultural knowledge.

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ANNEXES

ANNEX 1

Semi-structured interview to managers of sport organizations

Categories tree of content analysis

Semi-structured interview to managers of sport organizations

Guião de Entrevista a Dirigentes Desportivos

I – Introdução

1. Explicar as razões da entrevista e os objetivos da investigação.
2. Assegurar a confidencialidade dos dados

II – Questões gerais

1. Gostava de saber se tem alguma profissão fora do clube. Se sim, qual é a profissão?
2. Gostava de conhecer o seu trabalho no clube, que tipo de funções desempenha?
3. Teve alguma formação para desempenhar estas funções? Se sim, que tipo de formação?
4. Como se sente neste tipo de trabalho?
5. Há quanto tempo está ligado ao clube?
6. Qual é a sua idade?
7. Ao longo do tempo quais foram as suas ligações ao clube?
8. Quais foram as motivações que o levaram a assumir o cargo que desempenha?
9. Está satisfeito com o cargo que desempenha?
 - 9.1. Corresponde às expectativas iniciais?
 - 9.2. Se não, porquê?
10. A longo prazo quais são as intenções para com o clube (desempenho de outros cargos ou do mesmo, outro tipo de manutenção de ligação, ou afastamento)?

A) Gestão e planeamento estratégico

1. Qual a missão, os objetivos do clube (no escalão sénior, e nos escalões de formação)?
2. Tem havido alterações dos objetivos?
3. Qual a visão do clube, isto é, quem orienta os comportamentos, as decisões para agir e operar?
4. Quais as finalidades e objetivos que o clube pretende atingir?
5. Quais as estratégias que utilizam para alcançar os objetivos?
6. Têm um planeamento de trabalho?

- 6.1. Se sim, é pensado em termos de horas, dias, semanas, meses ou anos?
7. Existem procedimentos pré-estabelecidos para definir detalhadamente uma determinada actividade realizada por alguém?
8. Existem regras e normas para o funcionamento da organização?
9. Existem planos operacionais, planos que detalhem num período de tempo as melhores formas de seguir determinadas estratégias visando os objetivos?
10. Existem orçamentos?
 - 10.1. Se sim, como são feitos e quem é responsável por eles?

B) Abordagens das relações humanas

1. É fácil recrutar pessoas para trabalhar no clube (de onde vem e para onde vão quando terminam)?
2. Quais as razões, motivações que pensa terem para estarem envolvidos no clube?
3. Há alguém, que receba um vencimento para realizar as suas funções?
 - 3.1. Se sim, quantos são profissionais, no sentido de terem formação específica para o desempenho dessas funções?
4. Alguém recebe ajudas monetárias (não vencimento) pela sua colaboração no clube?
5. O clube faz pagamentos monetários a que colaboradores (treinadores, jogadores)?
6. Estes pagamentos cobrem realmente o custo do serviço ou podem ser (ou são) considerados apenas como ajudas?
7. Que influências exercem os membros/colaboradores em processos de mudança (e.g., regras, funcionamento, calendarização)?
8. Sente coesão e empenho grupal entre os colaboradores e entre estes e os objetivos do clube?
 - 8.1. Se sim, verifica isto de forma geral ou existe maior coesão em determinados sectores ou grupos? Porquê?

C) Eficácia Organizacional

1. Estão definidas metas para se atingirem os objetivos?
 - 1.1. Se sim, que tipo de metas são (curto, médio ou longo prazo)?
 - 1.2. São definidas e avaliadas por quem?

- 1.3. Procura-se um consenso, sobre a sua definição e avaliação, por parte dos funcionários?
2. É normal os membros da organização apresentarem relatórios (diários/mensais/anuais)?
 - 2.1. Se sim, com que finalidade?
3. Os funcionários são avaliados por alguém da instituição?
 - 3.1. Se sim, quem é o responsável pela avaliação?
4. Existe alguma forma de competição entre os funcionários no seu trabalho?
5. Há algum código de conduta?
6. Existem punições e bonificações relativas ao cumprimento ou não do mesmo?
 - 6.1. Em todos os sectores?
 - 6.2. Se não, em quais?
 - 6.3. Em que consistem as punições e as bonificações (no caso das punições quais, numa escala do mais grave ao menos grave)?

D) Liderança e Gestão

1. Como funciona a nível de liderança? Existe um gestor que assume toda a liderança (controla tudo), ou vários que se complementam nas diversas funções?
2. Existe distribuição de competências, isto é, de poderes (quer sejam de decisão, financeiros, criativos, etc.)?
 - 2.1. Se sim, quais são os cargos na organização que têm liberdade de decisão?

E) Cultura Organizacional

1. Quando foi fundado o clube? Que história está associada à sua fundação?
2. Houve algum indivíduo (ou conjunto de indivíduos) destacável na história do clube (positiva ou negativamente)?
 - 2.1. Se sim, quem eram e, em que sentido ou de forma se destacaram?
3. Na existência do clube houve momentos de grande mudança ou transformação na sua cultura, isto é, nos hábitos ou formas de funcionamento?
4. É costume a realização de actividades (e.g., convívios, entrega de prémios)?
 - 4.1. Se sim, que festas/actividades (tipo) é tradicional fazer-se e, com que regularidade?
 - 4.2. A quem se destinam?

5. Têm algum ritual/procedimento tipo, para quando entra alguém novo no clube?
6. Existe um manual de acolhimento (tipo manual de caloiro) (atletas, treinadores, dirigentes)?
7. Sentem algum nível de apoio externo?
 - 7.1. De fontes externas vêm os maiores apoios? (suportes/apoios?)
8. Sentem algum nível de críticas externas (resultados, financeiro, infraestruturas)?
 - 8.1. Se sim, de que fontes externas vêm as maiores críticas?
 - 8.2. Sente que isso afeta ou não o clube? De que forma?
9. Sentem algum tipo de entrave ou obstáculo, na prossecução dos vossos objetivos, de forma externa? Se sim, de que forma, quais?
10. Em termos de recursos (dinheiro, equipamento,...) qual a situação do clube?
 - 10.1. Como analisa essa situação?
 - 10.2. Quem ou o que é responsável por isso na sua opinião?
11. Genericamente pensa que o clube está a crescer, a manter a sua dimensão ou a declinar?
12. Qual a imagem que pensa terem os restantes colaboradores (atletas, membros, etc.) de forma geral, sobre o clube?
13. Qual a imagem que percepciona que a comunidade mais imediata ao clube tem sobre este e os seus membros?

III – Questões conclusivas

1. Há mais alguma questão que queira abordar? Ou que deveria ter referido?

Categories tree of content analysis / Árvore de categorias da análise de conteúdo

Tópicos	Temas	Categorias
A1 - Objectivos A2 - Finanças (dinheiro, orçamento)	Gestão e planeamento estratégico (A)	Influências internas (Int)
B1 - Recrutamento B2 - Voluntários B3 - Profissionais B4 - Compensações a colaboradores B5 - Influências dos colaboradores no processo de mudança B6 - Coesão grupal	Abordagens das relações humanas (B)	
C1 - Metas C2 - Finalidades C3 - Avaliação (metas/finalidades e funcionários) C4 – Relatórios/Reuniões C5 - Código de conduta C6 - Punições ou bonificações	Eficácia organizacional (C)	
D1 - Tomada de decisão D2 - Competências / poderes	Liderança (D)	
E1 - História E2 - Datas E3 - Pessoas E4 - Festas / actividades E5 - rituais / procedimentos E6 - Instalações / infra-estruturas / equipamento E7 - Percepção da imagem do clube por outros E8 - Ideologia (uma ou mais modalidades; rendimento ou participação desportiva)	Cultura organizacional (E)	
EXT1 - Resistências externas EXT2 - Influências externas (programas, questões políticas)		

ANNEX 2

Example of board diary annotations

Diário de Bordo – ODAU – Eirense Dia 1

Fomos recebidos pela Sra. Presidente do clube que nos mostrou os espaços do clube.

O campo, sintético, verde, fica no alto de um monte, com uma vista sobre o resto da freguesia, um espaço agradável, arejado, com árvores à volta.

O edifício aparentava alterações a sua construção inicial, aproveitando-se o que já existia. O que é coerente com o discurso no decorrer da apresentação do espaço.

No seu interior eram fracas as condições de luminosidade natural e aquecimento, bem como de espaço.

É difícil de dentro do edifício observar o campo de futebol, tendo apenas umas pequenas janelas para tal.

A gestão do espaço foi feita aproveitando o que existia e com as respectivas limitações, não sendo muito funcional.

O espaço da enfermagem era amplo, com algum equipamento desportivo e de tratamento, dando realmente uma imagem de enfermaria com possibilidades de bons cuidados médicos.

A arrecadação do material, desorganizada depois de uma manhã de jogos, não tendo o pessoal perdido tempo em arrumar, estando as bolas em sacos, alguns no chão, outros pendurados. O espaço era relativamente amplo para o material que disponha.

A parte da lavandaria/roupeiro, estava equipada com 4 máquinas de lavar e 1 de secar, a roupa estava organizada em prateleiras por cestos, no caso dos jogadores seniores, cada um tem o seu cesto e roupa para treino, nos escalões de formação o cesto é para equipa.

O local onde se seca roupa, numa varanda coberta, é dos sítios mais apetecíveis para ver o jogo. Abrigado e com uma visão de cima.

O espaço para Kempo e Ginástica, amplo, apelativo a prática, com um piso vistoso, e com a melhor iluminação natural. Algum material base para as modalidades que exigem algum investimento (espelhos, colchões, esponjas).

O espaço a dedicar para sala de direção e apoio aos estudos, também tem boa iluminação natural, e com uma razoável vista para o campo.

ANNEX 3

QUESTIONNAIRES

Socio-demographic questionnaire

Developmental Assets Profile (DAP) (Portuguese version)

**Sources of Enjoyment in Youth Sport Questionnaire (SEYSQ) (Portuguese
version)**

Sport Attitudes Questionnaire 2 (Portuguese version)



FACULDADE DE CIÊNCIAS DO DESPORTO E EDUCAÇÃO FÍSICA
UNIVERSIDADE DE COIMBRA

Nome:	NORD
-------	------

Idade: _____

Sexo: Masculino Feminino

Prática Desportiva em clubes: Sim Não

Prática Desportiva no Desporto Escolar: Sim Não

Quantos anos de prática desportiva: _____

Modalidade Desportiva: _____

Clubes em que jogaste/federado (refere entre parêntesis os anos que jogaste):

Com quantas pessoas vives: _____ Quem: _____

Profissão Pai: _____

Nível Escolaridade do Pai:

4º Ano 6º Ano 9º Ano 12º Ano

Licenciatura Mestrado Doutoramento

Profissão Mãe: _____

Nível Escolaridade da Mãe:

4º Ano 6º Ano 9º Ano 12º Ano

Licenciatura Mestrado Doutoramento

Perfil dos activos de desenvolvimento (DAPP)

Instruções: De seguida, será apresentada uma lista de aspetos positivos que poderás ter na tua família, amigos, vizinhos, escola ou na comunidade. Para cada um dos itens assinala a opção que mais corretamente caracteriza o teu estado atual ou nos últimos três meses, de acordo com a seguinte escala:

1 - Nunca ou raramente 2- Por vezes 3- Frequentemente 4- Quase sempre

Se não quiseses responder a algum item, deixa em branco. Mas, por favor, tenta responder a todos os itens da melhor forma possível.

Eu...		<i>Nunca ou raramente</i>	<i>Por vezes</i>	<i>Frequentemente</i>	<i>Quase sempre</i>
1.	Defendo aquilo em que acredito	1	2	3	4
2.	Sinto que controlo a minha vida e futuro	1	2	3	4
3.	Sinto-me bem comigo mesmo	1	2	3	4
4.	Evito as coisas perigosas e menos saudáveis	1	2	3	4
5.	Gosto de ler ou que leiam para mim	1	2	3	4
6.	Faço amizades com outras pessoas	1	2	3	4
7.	Preocupo-me com a escola	1	2	3	4
8.	Faço os meus trabalhos de casa	1	2	3	4
9.	Mantenho-me afastado do tabaco, álcool e outras drogas	1	2	3	4
10.	Gosto de aprender	1	2	3	4
11.	Expresso os meus sentimentos de forma adequada	1	2	3	4
12.	Sinto-me bem em relação ao meu futuro	1	2	3	4
13.	Procuro os conselhos dos meus pais	1	2	3	4
14.	Lido com a frustração de forma positiva	1	2	3	4
15.	Ultrapasso os desafios de forma positiva	1	2	3	4
16.	Sinto que é importante ajudar outras pessoas	1	2	3	4
17.	Sinto-me a salvo e seguro em casa	1	2	3	4
18.	Planeio com antecedência e faço boas escolhas	1	2	3	4
19.	Resisto às más influências	1	2	3	4
20.	Resolvo conflitos sem violência	1	2	3	4
21.	Sinto-me valorizado e apreciado pelos outros.	1	2	3	4
22.	Assumo as responsabilidades daquilo que faço	1	2	3	4
23.	Digo a verdade, mesmo quando não é fácil	1	2	3	4
24.	Aceito as pessoas que são diferentes de mim	1	2	3	4
25.	Sinto-me seguro na escola	1	2	3	4
Eu Estou...		<i>Nunca ou raramente</i>	<i>Por vezes</i>	<i>Frequentemente</i>	<i>Quase sempre</i>
26.	Ativamente envolvido em aprender coisas novas	1	2	3	4
27.	A desenvolver um sentido para a minha vida	1	2	3	4
28.	Encorajado a tentar coisas que possam ser boas para mim	1	2	3	4
29.	Incluído nas tarefas e decisões da minha família	1	2	3	4

30.	A ajudar a tornar a minha comunidade (bairro) um lugar melhor para se viver	1	2	3	4
31.	Envolvido em grupos ou actividades religiosas	1	2	3	4
32.	A desenvolver bons hábitos de saúde	1	2	3	4
33.	Motivado para ajudar os outros	1	2	3	4
34.	Envolvido em actividades desportivas, clube ou outras associações.	1	2	3	4
35.	Tentar ajudar a resolver problemas sociais.	1	2	3	4
36.	Dar o exemplo e ser responsável	1	2	3	4
37.	Desenvolver respeito pelas outras pessoas.	1	2	3	4
38.	Motivado para ter bons resultados na escola e em outras actividades.	1	2	3	4
39.	Sensível às necessidades e sentimentos dos outros.	1	2	3	4
40.	Envolvido em actividades criativas como musica, teatro ou arte.	1	2	3	4
41.	A ajudar os outros na minha área de residência.	1	2	3	4
42.	A passar tempo de qualidade em casa com os meus pais.	1	2	3	4
Eu Tenho...		<i>Nunca ou raramente</i>	<i>Por vezes</i>	<i>Frequentemente</i>	<i>Quase sempre</i>
43.	Amigos que me dão bons exemplos.	1	2	3	4
44.	Uma Escola que possui regras claras para os alunos	1	2	3	4
45.	Adultos que são bons exemplos para eu seguir	1	2	3	4
46.	Uma área de residência segura	1	2	3	4
47.	Pai(s) que tentam ajudar-me a ter sucesso.	1	2	3	4
48.	Bons vizinhos que se preocupam comigo.	1	2	3	4
49.	Uma escola que se preocupa com os jovens e os motiva.	1	2	3	4
50.	Professores que me ajudam a ser melhor e alcançar os meus objetivos	1	2	3	4
51.	Apoio de outros adultos para além dos meus pais	1	2	3	4
52.	Uma família que me proporciona regras claras.	1	2	3	4
53.	Pais que incitam a ter um bom desempenho	1	2	3	4
54.	Uma família que dá carinho e apoio	1	2	3	4
55.	Vizinhos que estão atentos ao que faço	1	2	3	4
56.	Pais que são bons em falar comigo sobre as coisas.	1	2	3	4
57.	Uma escola onde se aplicam regras justas	1	2	3	4
58.	Uma família que sabe onde estou e o que ando a fazer	1	2	3	4

Questionário sobre fontes de satisfação no desporto juvenil (SEYSQp)

Instruções: Um atleta pode retirar prazer de diversos aspetos durante a prática desportiva. Divertimento pode ser definido como um conjunto de experiências ou eventos que levam a sentimentos positivos de prazer, gosto e diversão. Por favor, pensa sobre toda a tua experiência no desporto: as competições, treinos, os momentos passados longe do meio desportivo, e as tuas experiências com outras pessoas envolvidas na tua actividade desportiva. Não penses apenas na tua experiência desportiva presente, mas sim na globalidade das experiências desportivas que já vivenciaste. Não existem respostas certas ou erradas, portanto, responde honestamente. Por favor, indica a tua resposta circulando o número que acompanha cada item (1-Nada; 2-Um Pouco; 3 - Não tenho a certeza; 4 –Sim; 5- Muito).

Os momentos que me dão maior prazer no desporto, normalmente são devidos a:		Nada	Um pouco	Não tenho a certeza	Sim	Muito
1.	Jogar no limite das minhas capacidades.	1	2	3	4	5
2.	Trabalhar arduamente nos treinos.	1	2	3	4	5
3.	Melhorar os meus desempenhos com base na capacidade de superar os outros.	1	2	3	4	5
4.	Estar com os amigos da minha equipa.	1	2	3	4	5
5.	Fazer técnicas que os outros rapazes/raparigas da minha idade não conseguem.	1	2	3	4	5
6.	O sentimento de espírito de equipa e a união que sinto por fazer parte dessa equipa.	1	2	3	4	5
7.	Receber apoio e encorajamento dos colegas.	1	2	3	4	5
8.	Participar num jogo ou competição equilibrada.	1	2	3	4	5
9.	Participar e conseguir finalizar um treino difícil.	1	2	3	4	5
10.	Fazer novos amigos no desporto.	1	2	3	4	5
11.	Fazer coisas com os meus colegas para além dos jogos e treinos.	1	2	3	4	5
12.	Ser conhecido pelos outros por ser atleta.	1	2	3	4	5
13.	Jogar empenhadamente nas competições.	1	2	3	4	5
14.	Melhorar no desempenho tendo em consideração aquilo que antes conseguia fazer.	1	2	3	4	5
15.	Sentir e ouvir o ambiente da claque e do público durante os jogos e competições.	1	2	3	4	5
16.	Mostrar que sou melhor que os outros que praticam o meu Desporto.	1	2	3	4	5
17.	Ter o estímulo/ encorajamento dos meus pais.	1	2	3	4	5
18.	Tornar-me melhor que os outros atletas na minha modalidade e idade.	1	2	3	4	5
19.	Ser reconhecido pelos outros por praticar desporto.	1	2	3	4	5
20.	Sentir-me exausto após os treinos ou competições.	1	2	3	4	5
21.	Jogar melhor do que jogava no passado.	1	2	3	4	5
22.	A emoção da competição.	1	2	3	4	5
23.	Receber apoio dos meus pais para praticar Desporto.	1	2	3	4	5
24.	Sentir a excitação da competição.	1	2	3	4	5
25.	Ter os meus pais a assistir às minhas competições.	1	2	3	4	5
26.	Esforçar-me bastante no treino ou na competição.	1	2	3	4	5
27.	Alcançar os objectivos que estabeleci para mim mesmo, com base no meu desempenho.	1	2	3	4	5
28.	Ter os meus pais satisfeitos com o meu desempenho.	1	2	3	4	5

Questionário de Atitudes face ao Desporto (SAQp)

Aqui estão algumas coisas que alguns jovens atletas referiram da forma como praticam desporto. Por favor, lê atentamente cada citação, e marca os números ao lado para demonstrar o quanto concorda ou discorda. O 1 é discordo totalmente e o 5 é concordo totalmente.

1	Vou a todos os treinos	1	2	3	4	5
2	Às vezes perco tempo a perturbar os adversários	1	2	3	4	5
3	Era capaz de fazer batota se isso me ajudasse a ganhar	1	2	3	4	5
4	Cumprimento os adversários após uma derrota	1	2	3	4	5
5	Se os outros fazem batota, penso que também o posso fazer	1	2	3	4	5
6	Dou sempre o meu melhor	1	2	3	4	5
7	Como não é contra as regras pressionar psicologicamente os adversários, posso fazê-lo	1	2	3	4	5
8	Cumprimento o treinador adversário	1	2	3	4	5
9	Faço batota se ninguém der por isso	1	2	3	4	5
10	Por vezes tento enganar os meus adversários	1	2	3	4	5
11	Estou sempre a pensar em como melhorar	1	2	3	4	5
12	Felicito os adversários por um bom jogo ou por um bom desempenho	1	2	3	4	5
13	Por vezes é preciso fazer batota	1	2	3	4	5
14	Penso que posso perturbar os adversários desde que não viole as regras	1	2	3	4	5
15	Esforço-me sempre, mesmo que saiba que vou perder	1	2	3	4	5
16	Não há problema em fazer batota se ninguém notar	1	2	3	4	5
17	Seja qual for o resultado, cumprimento os meus adversários	1	2	3	4	5
18	Se não quiser que alguém jogue bem, tento perturbá-lo um pouco	1	2	3	4	5
19	Por vezes faço batota para obter vantagem	1	2	3	4	5
20	É uma boa ideia irritar os meus adversários	1	2	3	4	5
21	Não desisto, mesmo depois de ter cometido erros	1	2	3	4	5
22	Depois de ganhar, cumprimento os meus adversários	1	2	3	4	5
23	Tento que os árbitros decidam a meu favor, mesmo que não seja verdade	1	2	3	4	5

Obrigado pela colaboração

Faculdade de Ciências do Desporto e Educação Física - Universidade de Coimbra

ANNEX 4

Developmental Assets Profile (DAP) (Original version)

**Sources of Enjoyment in Youth Sport Questionnaire (SEYSQ) (Original
version)**

Developmental Assets Profile - Search Institute (2005)

Directions: Below is a list of positive things that you might have in yourself, your family, friends, neighborhood, school, and community. For each item that describes you **now or within the past 3 months**, check if the item is true:

Not At All or Rarely Somewhat or Sometimes Very or Often Extremely or Almost Always

If you do not want to answer an item, leave it blank. But please try to answer all items as best you can.

I...		<i>Not At All or Rarely</i>	<i>Somewhat or Sometimes</i>	<i>Very or Often</i>	<i>Extremely or Almost Always</i>
1.	Stand up for what I believe in.	1	2	3	4
2.	Feel in control of my life and future.	1	2	3	4
3.	Feel good about myself	1	2	3	4
4.	Avoid things that are dangerous or unhealthy.	1	2	3	4
5.	Enjoy reading or being read to.	1	2	3	4
6.	Build friendships with other people.	1	2	3	4
7.	Care about school.	1	2	3	4
8.	Do my homework.	1	2	3	4
9.	Stay away from tobacco, alcohol, and other drugs.	1	2	3	4
10.	Enjoy learning	1	2	3	4
11.	Express my feelings in proper ways.	1	2	3	4
12.	Feel good about my future.	1	2	3	4
13.	Seek advice from my parents.	1	2	3	4
14.	Deal with frustration in positive ways	1	2	3	4
15.	Overcome challenges in positive ways.	1	2	3	4
16.	Think it is important to help other people.	1	2	3	4
17.	Feel safe and secure at home.	1	2	3	4
18.	Plan ahead and make good choices.	1	2	3	4
19.	Resist bad influences.	1	2	3	4
20.	Resolve conflicts without anyone getting hurt.	1	2	3	4
21.	Feel valued and appreciate by others.	1	2	3	4
22.	Take responsibility for what I do.	1	2	3	4
23.	Tell the truth even when it is not easy.	1	2	3	4
24.	Accept people who are different from me.	1	2	3	4
25.	Feel safe at school.	1	2	3	4
I AM...		<i>Not At All or Rarely</i>	<i>Somewhat or Sometimes</i>	<i>Very or Often</i>	<i>Extremely or Almost Always</i>
26.	Actively engaged in learning new things.	1	2	3	4
27.	Developing a sense of purpose in my life.	1	2	3	4
28.	Encouraged to try thing that might be good for me.	1	2	3	4
29.	Included in family tasks and decisions.	1	2	3	4
30.	Helping to make my community a better place.	1	2	3	4
31.	Involved in a religious group or activity.	1	2	3	4
32.	Developing good health habits.	1	2	3	4
33.	Encourage to help others.	1	2	3	4
34.	Involved in a sport, club, or other group.	1	2	3	4
35.	Trying to help solve social problems.	1	2	3	4
36.	Given useful roles and responsibilities.	1	2	3	4
37.	Developing respect for other people.	1	2	3	4

38.	Eager to do well in school and other activities.	1	2	3	4
39.	Sensitive to the needs and feelings of others.	1	2	3	4
40.	Involve in creative things such music, theatre, or art.	1	2	3	4
41.	Serving others in my community.	1	2	3	4
42.	Spending quality time at home with parent(s).	1	2	3	4
I HAVE...		<i>Not At All or Rarely</i>	<i>Somewhat or Sometimes</i>	<i>Very or Often</i>	<i>Extremely or Almost Always</i>
43.	Friends who set good examples for me.	1	2	3	4
44.	A school that gives students clear rules.	1	2	3	4
45.	Adults who are good role models for me.	1	2	3	4
46.	A safe neighborhood.	1	2	3	4
47.	Parent(s) who try to help me succeed.	1	2	3	4
48.	Good neighbors who care about me.	1	2	3	4
49.	A school that cares about kids and encourages them.	1	2	3	4
50.	Teachers who urge me to develop and achieve.	1	2	3	4
51.	Support from adults other than my parents.	1	2	3	4
52.	A family that provides me with clear rules.	1	2	3	4
53.	Parent(s) who urge me to do well in school.	1	2	3	4
54.	A family that gives me love and support.	1	2	3	4
55.	Neighbors who help watch out for me.	1	2	3	4
56.	Parent(s) who are good at talking to me about things.	1	2	3	4
57.	A school that enforces rules fairly.	1	2	3	4
58.	A family that knows where I am and what I am doing.	1	2	3	4

Thank you for completing this form!

Sources of Enjoyment in Youth Sport Questionnaire (SEYSQ; Wiersma, 2001)

Directions: An athlete may enjoy several things about sports. Enjoyment can be thought of as experiences or events that lead to positive feelings of pleasure, liking, and fun. Please think about your entire experience in sport: the competitions, practices, times away from your sport environment, and your experiences with other people involved in your sport participation. Think about not only your present experience, but your experience in sports overall, then answer the following questions. There are no right or wrong answers, so please respond honestly. Please indicate your answer to the statement by circling the number that follows each item (1= not at all; 2= a little; 3= not sure; 4= yes; 5= very much).

<i>During the times when I most enjoy sport, I usually experience that enjoyment from...</i>						
		Not at all	A little	Not sure	Yes	Very much
1.	Playing up to my potential.	1	2	3	4	5
2.	Working hard in practice.	1	2	3	4	5
3.	Improvement of my performance base on my ability to outperform others.	1	2	3	4	5
4.	Being with the friends on my team.	1	2	3	4	5
5.	Doing skills other kids my age cannot do.	1	2	3	4	5
6.	The feeling of team spirit and togetherness I feel from being on a team.	1	2	3	4	5
7.	Getting support and encouragement from my teammates.	1	2	3	4	5
8.	Participating in a close game, meet, or competition.	1	2	3	4	5
9.	Participating in and finishing a difficult practice.	1	2	3	4	5
10.	Making new friends in my sport.	1	2	3	4	5
11.	Doing things with my teammates away from practice or competition.	1	2	3	4	5
12.	Being known by others for being an athlete.	1	2	3	4	5
13.	Playing hard during competition.	1	2	3	4	5
14.	Improvement of performance base on how I've done in the past.	1	2	3	4	5
15.	Hearing the crowd cheer during a close game, match, race, or competition.	1	2	3	4	5
16.	Showing that I am better than others who play my sport.	1	2	3	4	5
17.	Getting encouragement from my parent(s).	1	2	3	4	5
18.	Getting better in my sport than others athletes my age or in my league.	1	2	3	4	5
19.	Being recognized by others because I participate in sport.	1	2	3	4	5
20.	Feeling exhausted after a practice or competition.	1	2	3	4	5
21.	Playing well compared to how I've played in the past.	1	2	3	4	5
22.	The thrill of competition.	1	2	3	4	5
23.	Getting support from my parents for playing my sport.	1	2	3	4	5
24.	The excitement of competition.	1	2	3	4	5
25.	Having my parent(s) watch me compete.	1	2	3	4	5
26.	Giving a lot of effort in practice or competition.	1	2	3	4	5
27.	Achieving personal goals I set for myself based on my own performances.	1	2	3	4	5
28.	Having my parents pleased with my performance no matter what.	1	2	3	4	5