

How the Bright and Dark Side of Self-Determination Theory Influence Participants' Life Skills Development in Youth Sport



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Introduction

- Life skills defined as “those skills that enable individuals to succeed in the different environments in which they live such as school, home and within their neighbourhoods” (Danish et al., 2004, p. 40)
- Sport is a setting where young people develop a range of life skills (Johnston et al., 2013; Holt et al., 2017; Opstoel et al., 2019)
- **However:** few theory-based studies explain the mechanisms by which young people develop their life skills through sport



Introduction

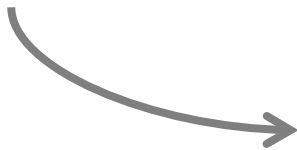
Self-Determination Theory and Life Skills Development

- ❑ Self-Determination Theory (Ryan & Deci, 2017) is a theory of human development and wellness
- ❑ Conceptual model of life skills development (Hodge et al., 2016) proposed that Self-Determination Theory could be utilized to investigate life skills development in sport
- ❑ Coach autonomy support is positively related to participants' development of eight different life skills in youth sport (Cronin & Allen, 2018)

Purpose of the Study

Coaching Climate

- Coach autonomy support
- Controlling coaching



Basic Need Satisfaction and Frustration

- Autonomy
- Competence
- Relatedness

Life Skills

- Teamwork
- Leadership
- Communication
- Social skills
- Goal setting
- Time management
- Problem solving
- Emotional skills



Bartholomew et al. (2011)
Vansteenkiste & Ryan (2013)
Balaguer et al. (2018)

Method

309 participants
aged 11–18 years
($M_{\text{age}} = 14.71$ years)

Males ($n = 150$) &
females ($n = 159$)

Participants

Average of 4.38
hours of main sport
per week

Football, field
hockey, basketball,
& dance

Measures

Autonomy Supportive and Controlling Coaching

- Autonomy-Supportive Coaching Questionnaire (Conroy & Coatsworth, 2007)
- Sport Climate Questionnaire (Deci, 2001)
- Empowering and Disempowering Motivational Climate Questionnaire (Appleton et al., 2016)
- 10 items for each subscale

My coach....	Strongly disagree					Strongly agree
Encourages athletes to use their initiative	1	2	3	4	5	
Shouts at athletes in front of others to make them do certain things	1	2	3	4	5	

Alpha coefficients = .94 and .92

Factorial validity = supported via CFA after removing one poorly loading item

Measures

Basic Need Satisfaction

- Basic Needs Satisfaction in Sport Scale (Ng et al., 2011)
- 20-item scale measuring autonomy, competence & relatedness satisfaction

	Not at all true						Very true	
In my sport, I get opportunities to make choices	1	2	3	4	5	6	7	
I feel I am good at my sport	1	2	3	4	5	6	7	
I have close relationships with people in my sport	1	2	3	4	5	6	7	

Alpha coefficients = .85 to .86

Factorial validity = supported via CFA after removing two poorly loading items

Measures

Basic Need Frustration

- Psychological Need Thwarting Scale (Bartholomew et al., 2011)
- 12-item scale measuring autonomy, competence & relatedness frustration

In my sport...	Strongly disagree							Strongly agree
I feel pushed to behave in certain ways	1	2	3	4	5	6	7	
Situations occur in which I am made to feel incapable	1	2	3	4	5	6	7	
I feel I am rejected by those around me	1	2	3	4	5	6	7	

Alpha coefficients = .88 to .91

Factorial validity = supported via CFA

Measures

Life skills development – Life Skills Scale for Sport (Cronin & Allen, 2017)

- 43 items assessing the eight life skills listed earlier

This sport has taught me to...	Not at all	A little	Some	A lot	Very much
Work well within a team/group	1	2	3	4	5
Set specific goals	1	2	3	4	5
Speak clearly to others	1	2	3	4	5
Know how to positively influence a group of individuals	1	2	3	4	5

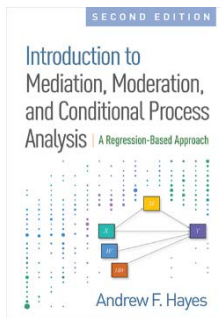
Alpha coefficients = .82 to .93

Factorial validity = supported via CFA

Data Analyses



- To assess the normality of the data and possible gender and age group differences
 - Descriptive statistics and correlations
-
- Process Macro for SPSS to assess our mediational models (Hayes, 2017)



Results

Participants' perception of their coach?

Autonomy supportive



Controlling

Strongly disagree					Strongly agree
1	2	3	4★	5	
1	2★	3	4	5	

Results

Participants' perception of the sports environment?

Autonomy satisfaction

Competence satisfaction

Relatedness satisfaction

Not at all true					Very true		
1	2	3	4	5	★	6	7
1	2	3	4	5	★	6	7
1	2	3	4	5	★	6	7

Autonomy frustration

Competence frustration

Relatedness frustration

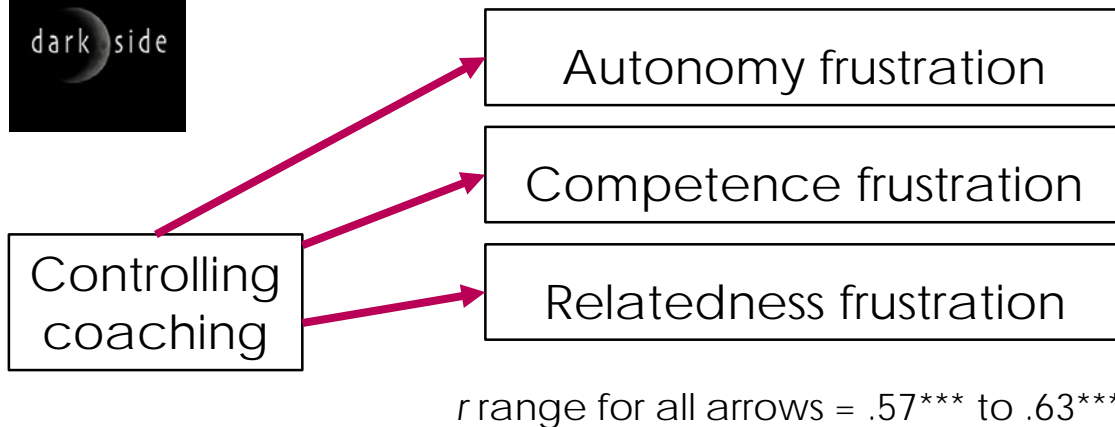
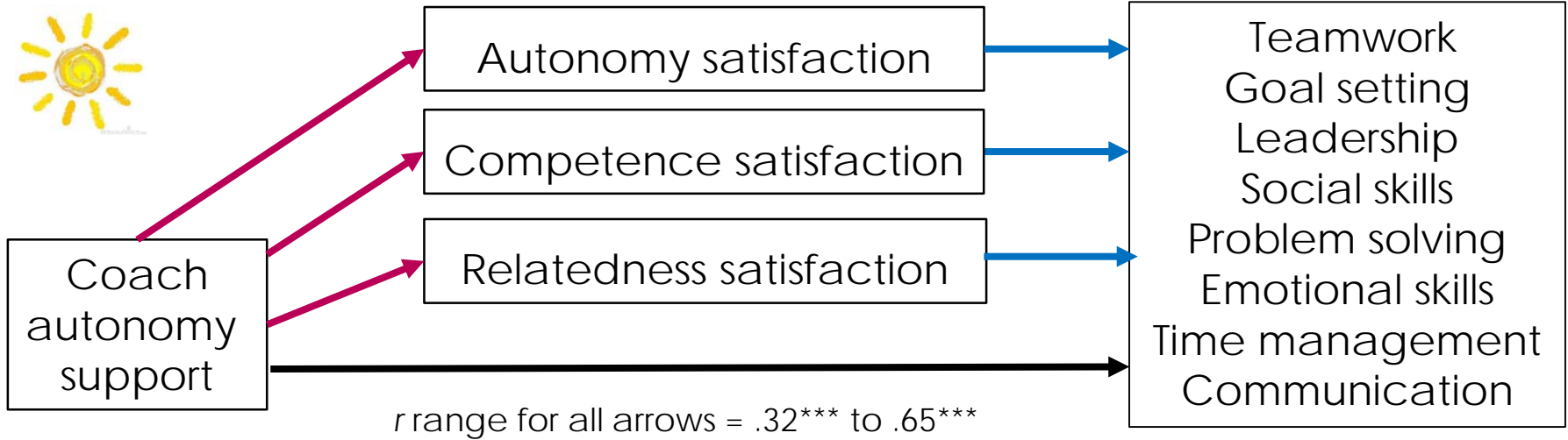
Strongly disagree			Strongly agree				
1	2	3★	4	5	6	7	
1	2	★	3	4	5	6	7
1	2	★	3	4	5	6	7

Results

Participants' perception of whether sport has taught them the eight different life skills?

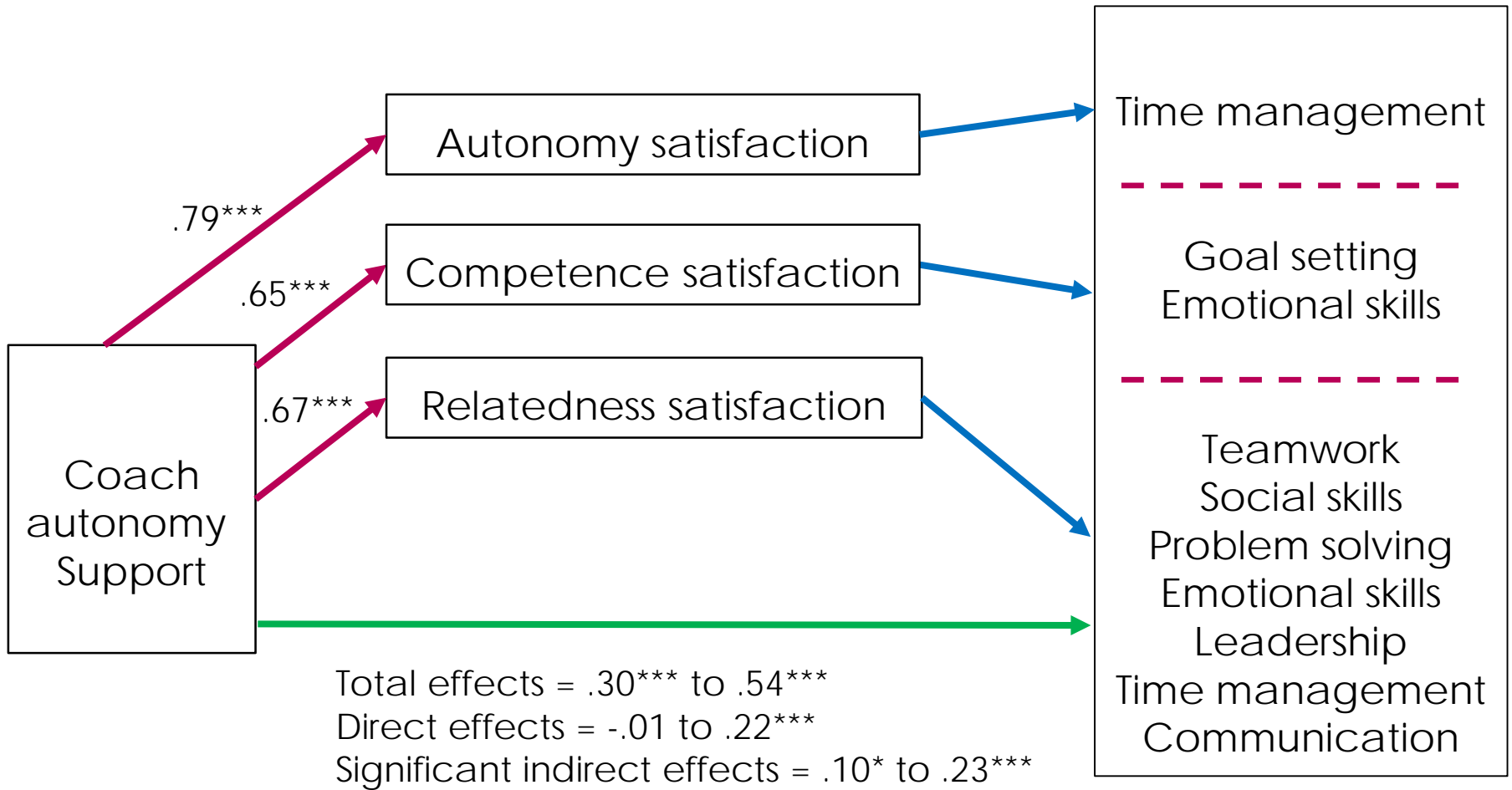
	Not at all	A little	Some	A lot	Very much
Teamwork	1	2	3	4 ★	5
Communication	1	2	3	★ 4	5
Social skills	1	2	3	★ 4	5
Leadership	1	2	3	★ 4	5
Goal setting	1	2	3	★ 4	5
Time management	1	2	3	★ 4	5
Problem solving	1	2	3	★ 4	5
Emotional skills	1	2	3	★ 4	5
Total life skills	1	2	3	★ 4	5

Correlational Results

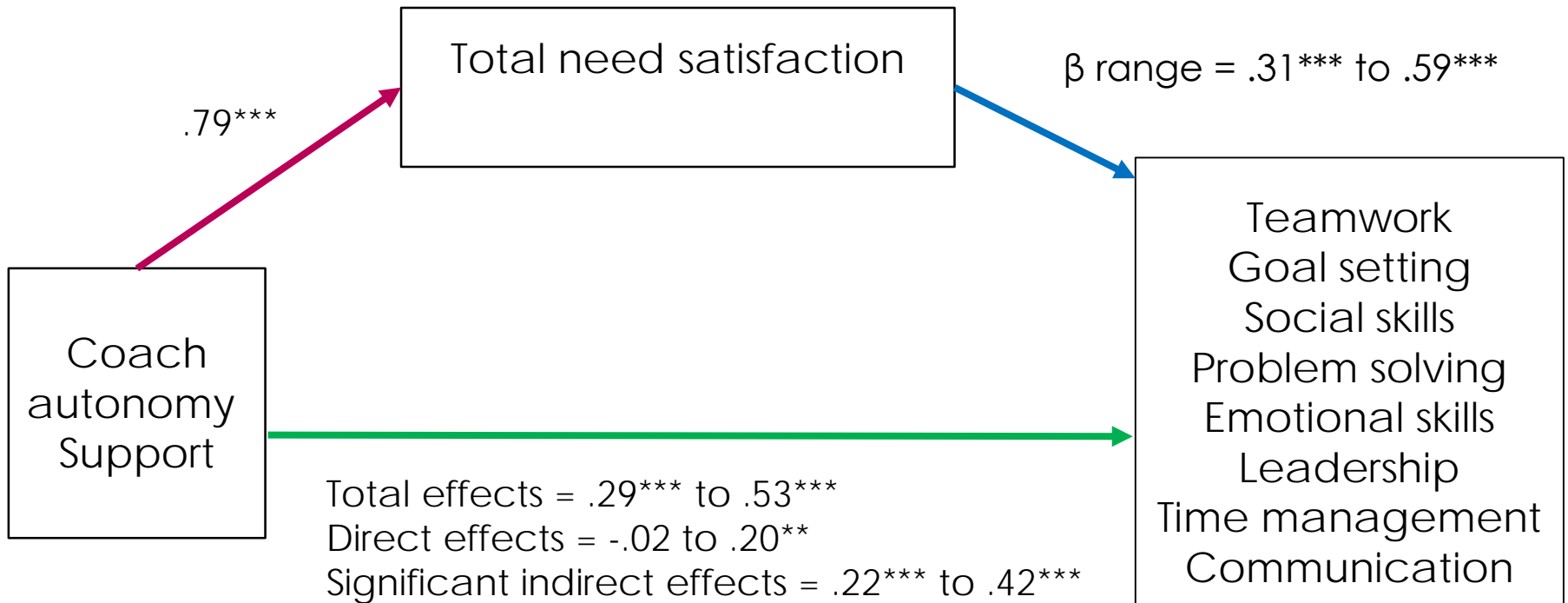


Mediation Results

β range = .12*** to .55***



Mediation Results



Discussion

Key Findings

- Bright side of the pathway is related to participants' development of the eight life skills in youth sport
- Three needs combined are particularly important for developing participants' life skills
- Dark side of the pathway is only related to need frustration

Practical Application

- Coaches should provide an autonomy-supportive climate and seek to satisfy participants' three basic needs

Limitations

- Causality could not be established
- Self-report



Questions



For those interested in collaborating on future projects,
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