

Running Head: CONTRIBUTING CITIZENS

Understanding the Developmental Processes of How Emerging Adults Become Contributing
Citizens

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Master's Thesis

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Abstract

The purpose of this Master's thesis was to examine emerging adults' perceptions and experiences of contribution. Individual semi-structured interviews were conducted with fifteen emerging adults ($n= 10$ female, $n= 5$ male) between the ages of 18 to 24 ($M= 22.8$, $SD= 1.61$). Participants were recruited through purposive ($n= 7$) and snowball ($n= 8$) sampling, where key informants (e.g., program directors, managers) from well-established community organizations helped in the referral of eligible participants. The findings revealed six major themes: (a) contribution is multifaceted, (b) multiple motivations for contributing, (c) social agents play a critical role, (d) early exposure is an important factor, (e) sport can play a key role in becoming a contributing citizen, and (f) contribution fosters the development of assets. Overall, the results from this Master's thesis illustrate various factors that play a role in youth becoming contributing citizens as an emerging adult. Furthermore, the findings can enhance both research and applied work within the field of positive youth development, particularly related to the 5 C's model proposed by Lerner.

Keywords: positive youth development, contribution, community, motivation, social agents, sport, developmental assets

Table of Contents

Acknowledgements.....	ii
Abstract.....	iii
Table of Contents.....	iv
List of Appendices.....	vi
List of Tables.....	vii
List of Figures.....	viii
Chapter I: Introduction and Review of Literature.....	1
Emerging Adulthood.....	2
Contribution.....	3
Community.....	6
Youth Programming and Contribution.....	8
Role of Sport in Fostering Contribution.....	10
Theoretical Frameworks.....	13
The Present Study.....	16
Chapter II: Methodology and Method.....	18
Paradigmatic Position.....	19
Participants and Procedure.....	19
Data Collection.....	20
Data Analysis.....	23
Trustworthiness.....	25
Chapter III: Results.....	29
Chapter IV: General Discussion.....	45

Future Research52

Limitations53

Conclusion54

Statement of Contribution.....55

References.....56

Appendices.....75

List of Appendices

A. Ethical Approval Notice

B. Recruitment Poster

C. Interview Consent Form

D. Interview Guide

E. Timeline Instructions

List of Tables

Table 1. Participant Demographics.....73

List of Figures

Figure 1: Thriving Process towards Idealized Personhood.....74

Chapter I: Introduction and Review of Literature

The field of youth development has experienced tremendous growth in research and program innovation over the past 20 years. Much of this growth is due to a transition from a focus on the prevention of undesirable actions to a strength-based view of development (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004; Damon, 2004). For example, research in the area of youth development has evolved from a deficit-reduction approach to an asset-building approach placing emphasis on the strengths present in all youth (Lerner et al., 2005), which can be referred to as the framework of positive youth development (PYD). Such a framework has served to effectively counter and diminish the influence of the “deficit model” of adolescence that dominated theory and research for much of the twentieth century (Larson, 2006; Phelps et al., 2009).

As part of the PYD framework, youth who have developed the capacity to play constructive roles in their own development have been identified as thriving youth (Larson, 2006; Scales, Benson, Leffert, & Blyth, 2000). Thriving occurs when a young person is involved in healthy, positive relations with his or her community over time (Lerner et al., 2006). Lerner and colleagues assert that thriving leads to “idealized personhood”, which is considered an emerging adult or adult status marked by making culturally valued contributions to self, others, and institutions (Lerner et al., 2006; Lerner, Brentano, Dowling, & Anderson, 2002; see Figure 1). However, to date, research has focused predominantly on how programs or contexts may be designed or structured to facilitate thriving (e.g., how programming can lead to the development of life skills or developmental assets). Only a few studies have focused on contribution and these studies have only examined whether or not participation in PYD programming can lead to thriving and contribution (Jeličić, Bobek, Phelps, Lerner, & Lerner, 2007; Mueller et al., 2011).

Results from the longitudinal study conducted by Mueller et al. (2011), showed that participating in youth development programming in combination with the development of self-regulation skills did predict thriving and contribution. However, it is plausible that a number of factors play a role in one's development into becoming a contributing citizen. Moreover, the research that has been conducted to date has been quantitative in nature with little qualitative work that would allow for an in-depth understanding of experiences related to contribution. Hence, more research is warranted in this area given that a primary objective of the field of PYD is to help youth develop into contributing citizens. For this reason, the purpose of this research was to gain an in-depth understanding of the experiences of emerging adults as it relates to community contribution.

Review of Literature

Emerging Adulthood

The concept of emerging adulthood is described as the period of development from late teens through to early adulthood, focusing on ages 18 to 25 (Arnett, 2000). This new period of development has recently emerged in the literature as researchers have begun to investigate the growing gap between what was typically defined as the end of adolescence (e.g., completion of high school) and adulthood (e.g., start of a family and career) (Hawkins, Letcher, Sanson, Smart, & Toumbourou, 2009). This developmental period is now considered a distinct period within the life course and is characterized by change and exploration of different life directions. In addition, emerging adulthood is distinguished from that of adolescence by the independence from social roles and from societal expectations (Arnett, 2000; Hawkins et al., 2009). Such that emerging adults experience less dependency than in childhood and adolescence and are yet to be facing, what was viewed as typical, adult responsibilities. As a result, emerging adulthood presents more

opportunity for personal exploration, autonomy and freedom than any other developmental period in life (Arnett, 2000).

Researchers have examined outcomes and experiences of emerging adults. For example, Lerner and colleagues assert that this period is often one in which individuals can take on an increased interest in the community and make a positive contribution to their communities (Lerner, Dowling & Anderson, 2003). In addition, Park (2004) discussed that emerging adults have shown high levels of compassion, respect and self-control, which possibly could be explained by, increased community engagement. More recent work by Hawkins and colleagues (Hawkins, Letcher, Sanson, Smart & Toumbourou, 2009) supports these initial research findings. For example, in their study, Hawkins and colleagues found that emerging adults who reported positive psychological well-being and social competence were those who had developed a sense of trust in others and were engaged in their communities. As the purpose of this research was to gain an understanding of individual's experiences with contribution, it was decided that focusing on emerging adults is warranted. Moreover, this decision was based on the research indicating that emerging adults appear to have the most autonomy and emancipation to willingly contribute to their community and also begin to develop an altruistic lens of the world (Lerner et al., 2003).

Contribution

For the purposes of this thesis, a contributing citizen was deemed to be 'an individual who enhances the betterment of their community or society by actively participating in community-based initiatives.' For example, volunteering with a community organization, or working to serve others within the community in some capacity. To date, there is no operational definition for contribution, therefore the term "contributing citizen" for this research was derived from Lerner's conceptualization of the four areas of contribution as well as referencing the term

“global citizen”, which has been defined as: “Awareness, caring, and embracing cultural diversity while promoting social justice and sustainability, coupled with a sense of responsibility to act” (Reysen & Katzarska-Miller, 2013, p. 858).

Although there is increasing evidence of the value others place on emerging adult’s contributions to society, little is known about the extent to which emerging adults value contribution as a central component of their identity, and how the value they place on contribution may change throughout their development (Lerner et al., 2005; Youniss & Levine, 2009). If contribution is not acknowledged as a central component of a young person’s self, or as an important outcome of participating in youth development programs, then theories and practice connecting PYD and contribution may not be effective in facilitating contribution later in life (Harter, 2006; Lerner, Albers, Jeličić, & Smith, 2006). Hershberg and colleagues (2014) conducted a study that qualitatively explored youth’s perceptions of what were the most meaningful aspects of their lives, how they envision themselves in the future, and whether there were consistencies or discrepancies in their responses to these questions. The authors used descriptive and thematic analyses to examine open-ended responses from 56 youth (66% female) from the sixth, ninth and twelfth grades who participated in the 4-H study. Their findings indicated that most youth valued acts and/or ideologies of contribution at some point in their adolescence, and several were committed to facets of contribution across all the three grades. Results also identified other aspects of these youth’s experiences that they perceived as meaningful, including athletics, family relationships, and academic competencies. However, most interestingly, contribution was cited most frequently by the youth, compared to any other life experience (e.g., sport, family), as part of their future ideal self. Thus, this study provided initial evidence that contribution is, potentially because of participating in a PYD-focused

program like 4-H, valued by youth and is what they perceive to be an important aspect of their future self. However, further research is needed to understand how youth come to value contribution as well as how they translate their idealized future as contributing citizens into their daily living.

It has been recognized that individuals can contribute in many areas such as self, family, community and civil society (Lerner et al., 2005); however, it appears that contribution to the self as well as contribution to the community may often be the foci for emerging adults. First, emerging adults have more opportunities to contribute to the self and community compared to other areas. Although emerging adults can make contributions to their family and civil society, these areas of contribution are usually the focus of adulthood (Lerner et al., 2002). Second, emerging adults who contribute to their community help to improve local well-being as well as foster their own development. It has also been understood that through the experience of contributing, youth begin to recognize that they are valued citizens of their communities (Barnett & Brennan, 2006; Delgado, 2015). As a result, this experience of contributing can lead to enhanced confidence, sense of belonging, and positive relationships, which allows them to further their own development as they transition into adulthood. Third, as emerging adults enter into adulthood there are less structured opportunities in the form of programming to foster the development of the self. Fourth, in the past, there were limited opportunities for contribution at a young age, input or voice in local decision-making and community action (Brennan & Barnett, 2009). However, with the increasing emphasis on integrating a PYD framework into youth programming, a shift has occurred where youth and emerging adults are now seen as a vast and often untapped resource for both immediate and long-term community development efforts (Barnett & Brennan, 2006; Brennan & Barnett, 2009; Campbell & Erbstein, 2012). This recent

shift has led to advocacy on behalf of researchers and practitioners to increase opportunities for contribution and voice prior to adulthood. As a result, youth and emerging adults are now playing an increasingly important role in the development of their communities (Brennan, Barnett, & Lesmeister, 2007; Huber, Frommeyer, Weisenbach, & Sazama, 2003).

Community

It is important that community be recognized as more than a physical location, but a “social and psychological entity that represents a place, its people and the relationships that exist within it” (Brennan, Barnett & McGrath, 2009, p.332). Thus, community may be viewed as a product of interaction rather than being comprised of an inherent structure (Brennan et al., 2009). As such, emerging adults may play a role in community development, or in other words contribute, in numerous ways including participation in cultural organizations, social groups, youth-focused programs or organizations, local government, and school groups or government.

Research focused on the interaction between youth development and community development have found that whether youth come to have an impact on the development of the community is dependent on a number of factors such as having social ties within a community, attachment to the community, social support and neighborhood quality of life (Brennan et al., 2009). The influence of social ties can be foreseeably linked to the idea of one’s sense of community where there is a direct relationship between one’s sense of community and one’s willingness to act on behalf of the community (Brennan et al., 2009). Strong friendships, acquaintances and frequency of these interactions are believed to play an essential role in youth’s sense of community, which then has an impact on their level of community involvement. Attachment to the community is important as it reflects the social and psychological bond between individuals within a community and has a strong influence on the level of social

participation and community action (Kasarda & Janowitz, 1974; Theodori, 2000; Wilkinson, 1991). Social support can also play an important role in helping youth recognize their value or role within a community and consequently influence their level of community involvement. Finally, the neighborhood quality of life can affect a youth's involvement in a community. When youth feel safe, are able to trust others and are treated fairly, they are more likely to be involved in the community. In sum, the willingness of youth or emerging adults to become active contributing citizens within their community appears to be dependent on the interaction of these four factors.

Related to the field of community development has been the field of community service. The field of community service, similar to that of community development, has seen tremendous growth over the past 20 years which has coincided with schools, colleges and universities integrating community service programming into their respective curricula (Metz, 2014). As a result, researchers have examined motivations for community service participation and have found that youth engage in community service for a number of reasons including: (a) increasing academic performance, (b) college and university admission, (c) exploring career options, (d) increasing engagement, (e) to establish or reinforce positive values, or (f) to be a positive role model for others (Eccles & Barber, 1999; Lamborn, Brown, Mounts, & Steinberg, 1992; Youniss, McLellan, & Yates, 1997). Building on the research examining motivations, Batson, Ahmad, and Tsang (2002) proposed four motives for community involvement. The first is *egoism* in which the goal of one's contribution is to increase one's own welfare. The second motive is *altruism* in which the goal of one's contribution is to increase the welfare of one or more individuals. The third motive is *collectivism* in which the goal of one's contribution is to increase the welfare of a particular social group. The fourth motive is *principlism* in which the

goal of community contribution is to uphold some moral principle. Batson et al. (2002) also expressed that an individual may have more than one motive and that these multiple motives may conflict with one another or could cooperate which could lead to greater benefits. However, no research to date has provided an in-depth understanding of these motives of emerging adults who contribute and whether or not they have found that these motives conflict or how they can work together to positively impact both the self and the greater community. This study aims to contribute to this gap by exploring the motives of emerging adults who are known to contribute to their community.

Youth Programming and Contribution

Over the past 20 years, there has been a focus on developing and implementing PYD programming which has been recognized as those opportunities that adhere to the idea that all youth have strengths and assets to be promoted and fostered instead of deficits that require “fixing” (Ward & Parker, 2013). A major rationale for focusing on PYD programming is that it is believed that participation in such programming is key to ensuring youth develop into successful adults who contribute to their communities (Scales et al., 2000). To date, the primary focus of research within the field of PYD has been examining the impact of participation in youth programming on various developmental outcomes (Mahoney, Cairns, & Farmer, 2003; Peck, Roeser, Zarrett, & Eccles, 2008).

For example, in an early, albeit prominent, review article, it was found that participation in extracurricular programs was associated with positive psychological, social, and academic outcomes that manifest themselves both in the short and long-term (Eccles & Templeton, 2002). Since that time, further research has illustrated similar findings. For example, to determine whether participation in extracurricular programs predicted multiple positive outcomes, Zaff and

colleagues used the National Longitudinal Study of 1988, a nationally representative longitudinal study that followed 8,559 youth from eighth grade through to young adulthood (Zaff, Moore, Papillo, & Williams, 2003). The results from this study showed that consistent participation in extracurricular programs from eighth to twelfth grade predicted academic achievement and prosocial behavior in young adulthood. In another longitudinal study by Mahoney, Lord, and Carryl (2005) that evaluated after-school program participation, academic performance and motivational attributes, found that aspects of academic performance and motivational attributes were significantly higher at the end of the school year for children participating in after-school programming. More recently, a Canadian study was conducted by Guèvremont, Findlay, and Kohen (2014) using the Canadian National Longitudinal Survey of Children and Youth which examined the impact of participation in youth programs and used a cross-sectional sample of youth between the ages of 14 and 17 ($N=3202$). Findings showed that weekly participation in out-of-school or in both in-school and out-of-school programs led to higher scores on socio-emotional (e.g., emotional-anxiety, higher pro-social behavior, higher self-image) and positive academic outcomes (e.g., higher cognitive test scores, decreased likelihood of failing a course).

In sum, the research to date on the impact of participating in PYD programming, which has been predominantly quantitative in nature, has shown that participation in extracurricular activities is associated with a variety of positive developmental outcomes. Although the various outcomes reported by youth due to their participation may positively relate to one's level of contribution, relatively little research has examined the relationship between program participation and contribution. Lerner and his colleagues (2005) launched a longitudinal research study to examine the impact of participation in the 4-H program. In fact, it was within this longitudinal study where youth contribution as a theoretical construct emerged. Findings from

the first wave of the 4-H study showed that participation in 4-H led to increased scores in PYD and that youth who had higher scores on PYD outcomes also showed higher levels of contribution. More specifically, after controlling for demographic variables, the 5 C's which were used as the measure of PYD outcomes, significantly predicted contribution (Jeličić et al., 2007; Lerner et al., 2005).

Role of Sport in Fostering Contribution

The context of sport may play a particularly important role as some studies have suggested that youth may learn particular skills or develop particular assets within the sport context as compared to non-sport forms of extracurricular activities (e.g., self-efficacy, self-regulation, social skills, positive relationships etc.). In addition, sport and physical activity programming may be particularly salient as it is the most popular form of extracurricular activity in which youth engage (Agans et al., 2014; Guèvremont et al., 2014). However, it is important to recognize that participation in sport in general has been associated with both negative and positive outcomes. On the negative side, a number of studies have shown that participation in sport has been associated with peer rivalry, injury, burnout, dropout, isolation, jealousy and delinquent behaviours (e.g., Bean, Fortier, Post, & Chima, 2014; Fraser-Thomas, Côté, & Deakin, 2005; Holt & Neely, 2011; Lonsdale, Hodge, & Rose, 2009; Merglen, Flatz, Bélanger, Michaud, & Suris, 2014; Shields & Bredemeier, 2001). However, numerous studies have consistently found that when structured appropriately, participation in sport can have a positive impact on youth's social, psychological, and motor development (e.g., Bartko & Eccles, 2003; Fraser-Thomas & Côté, 2007; Gootman & Eccles, 2002; Holt, 2008; Weiss, 2008; Zarrett et al., 2009).

Moreover, studies have indicated that participation in sport may lead to the development of assets above and beyond what has been found in studies examining youth programming in general. For example, a study by Zarrett et al. (2009) used data from grades five through seven from the longitudinal 4-H study to assess the relationship between sport participation, out of school time activities and indicators of PYD ($N= 1,357$). The researchers used both variable and pattern-centered analyses in the study. The purpose of using these analyses were to distinguish and differentiate specific features of participation. The results from this study indicated that youth across all sport prominent activity patterns reported higher levels of PYD outcomes than youth partaking in non-sport activities. It was also found that combining sport participation and participating in PYD programming led to a positive relationship between PYD and youth contribution even after variables were controlled. Another study conducted by Forneris, Camiré, and Williamson (2015) sought out to examine how single or combined participation in extracurricular school activities may impact high school students' developmental outcome and academic engagement ($N= 239$). The results showed that youth involved in both sport and non-sport extracurricular activities scored significantly higher on a number of developmental assets compared to youth not involved in extracurricular activities. Therefore, it appears that sport has the potential to facilitate positive developmental outcomes.

Research, albeit limited has also begun to show that sport can have a positive influence on community involvement and may provide opportunities to contribute to the community (Deal & Camiré, 2016; Kay & Bradbury, 2009; Perks, 2007). A study conducted by Perks (2007) examined youth's sport participation and its subsequent influence on community involvement as adults. In this retrospective study, over 13,000 Canadians over the age of 25 completed a survey that asked about their sport participation as a youth. The researchers conducted a multiple

classification analysis (MCA), which examines the relationship between the differences in subgroup means and determines the effect before and after adjustments are made (Lewis-Beck, Bryman, & Liao, 2004). The study found that there was a positive relationship between participation in sport as a youth and contribution to their community as an adult. Moreover, the relationships strengthened as participants aged indicating that sport participation as a youth can lead to long-term community involvement. The findings from this study support that participation in youth sport has a positive association with adult community involvement. In addition, these results indicate that sport participation early in life may foster social capital, and this social capital allows for access to higher levels of involvement within the community as an adult.

Research by Deal & Camiré (2016a) explored university student-athletes' experiences with contribution. This research provided support for the assertion that individuals can have multiple motives for contributing to their community that not only helped to enhance their own development and well-being but was also perceived as having an impact on the community. More specifically, the results of this research indicated that university student-athletes perceived that their contribution helped satisfy the basic psychological needs of autonomy, competence and relatedness and was an important means for them to develop a willingness to be lifelong contributors (Deal & Camiré, 2016a).

Another study by Deal & Camiré (2016b) examined the facilitators and barriers to contribution from the perspective of university student-athletes. A qualitative methodology was used with individual semi-structured interviews being the primary method. Eight university student-athletes (two males, four females) from two Canadian universities between the ages of 18 and 21 were interviewed and the results indicated that the context of sport facilitated

opportunities for contribution for the participants but interestingly two distinct profiles emerged based on the experiences of the participants: (a) first year student-athletes, and (b) sustained contributors. For example, contribution for first year student-athletes was facilitated by older teammates who were sustained contributors, as they often created or provided opportunities for these first year student-athletes. A contributing factor for the sustained contributors was having developed effective strategies for time management that enabled them to balance the demands of school, sport and giving back to the community.

In sum, these initial studies suggest that sport may be an important context for fostering contribution but more research is needed to gain a deeper understanding of the experiences of emerging adults in relation to contribution and the role that sport may play, not only for student-athletes but for emerging adults in general.

Theoretical Frameworks

The following section outlines the different theoretical frameworks and models that guided this research. The overarching theoretical framework of the study was the PYD framework. Damon's (2004) description of positive youth development states that, "it begins with a vision of a fully able child eager to explore the world, gain competence, and acquire the capacity to contribute importantly to the world" (p. 15). Therefore, the PYD framework focuses on providing opportunities to help youth build on their strengths that will allow them succeed in their lives and contribute to their communities. The PYD framework is grounded in relational developmental systems theory (RDST). RDST places an emphasis on the relationship between an individual and his/her context. It is postulated that it is from these interactions between the individual and the context where one can foster change through the provision of developmentally appropriate activities (Bronfenbrenner & Morris, 1998; Lerner, 2012; Lerner & Castellino,

2002). As a result, the framework of PYD stresses the importance of this relationship and the contextual features of one's environment. As the current study focuses on understanding the experiences of emerging adults with contribution to their community or communities, which again is perceived as the ultimate objective of PYD, the framework of PYD was a natural guiding framework for this study.

5 C's Model

Lerner and colleagues constructed a model based on the principles within the PYD process that explicitly examines the individual \leftrightarrow context relationship known as the 5 C's model, which was another model that helped to guide this research. Lerner proposed that youth need to be provided with opportunities to develop in five key areas: (a) competence, (b) confidence, (c) connection, (d) character, and (e) caring (Lerner et al., 2005). Competence refers to having a positive view of one's own actions in a specific domain, such as social, academic, cognitive and vocational. Confidence is having an overall sense of positive self-worth and self-efficacy. Connection is described as having a bidirectional relationship between peers, family, school and community, thereby forming a positive bond with these people and institutions. Character is considered having respect for cultural and societal rules, as well as possessing morality and integrity. Lastly, caring represents sympathy and empathy for others (Lerner, 2004; Roth & Brooks-Gunn, 2003). The successful development in these areas leads to the increase in likelihood of a youth being able to engage in the sixth C, contribution.

According to Lerner and colleagues (2005), it is through the full engagement in one's contribution that PYD is realized and youth would be seen as 'thriving' and this 'thriving' leads to 'idealized personhood', which is considered an adult status marked by making culturally valued contributions to self, others, and institutions (see Figure 1; Lerner et al., 2002, Lerner et

al., 2006). For example, an integrated civic identity and a commitment to society enable thriving youth to be agents of their own healthy development, as well as in the positive enhancement of other people and of society (Lerner et al., 2002). Lerner's 5 C's model was used to guide this study because of its focus on contribution and the abundance of research that utilizes this framework in both sport and non-sport contexts to understand the links between various developmental experiences (e.g., participation in youth programming, relationships with adult leaders) and PYD outcomes (e.g., Agans et al., 2014; Fraser-Thomas et al., 2005; Hershberg, DeSouza, Warren, Lerner, & Lerner, 2014; Jeličić et al., 2007; Lerner et al., 2005; Lerner et al., 2014; Mueller et al., 2011; Scales, Benson, & Roehlkepartain, 2011; Schmid et al., 2011).

Developmental Assets

Another theoretical framework proposed to explain how youth can develop into thriving individuals is the developmental assets framework posited in 1990 (Benson, 1990) and refined in 1995 (Benson, 2006). This framework was explicitly designed to provide greater attention to the developmental features that young people need for successful development and to emphasize the role that community plays in adolescent well-being. The framework of developmental assets posits a theoretically-based and research-grounded set of opportunities, experiences, and supports that are related to promoting school success, reducing risk behaviors, and increasing socially-valued outcomes including prosocial behavior, leadership, and resilience (Lerner & Benson, 2003).

The developmental assets framework is composed of 40 developmental assets and it is posited that the more assets youth are able to develop, the more likely they will thrive. The 40 developmental assets are grouped into two categories: 20 external assets and 20 internal assets. The external assets are those positive experiences that are provided by family, school and

community and includes support from family and neighborhood, empowerment from the community, providing service to others, as well as boundaries and expectations that are supported by family, school, and peers (Leffert et al., 1998). The internal assets are composed of individual skills, self-perceptions, and competencies such as commitment to learning, positive values such as caring, integrity, honesty, and social competencies like planning and decision making (Leffert et al., 1998). Therefore, the developmental assets are comprised of a set of interpersonal and environmental strengths that help to enhance health and educational outcomes for children and adolescents (Lerner & Benson, 2003). Research has also found empirical support for this framework (e.g., Fulkerson et al., 2006; Scales, Benson, & Mannes, 2006; Scales, Benson, Roehlkepartain, Sesma Jr., & Dulmen, 2006). For example, a study conducted with 6,000 youth from sixth to twelfth grade found that the developmental assets significantly predicted the indicators of thriving over and above demographic variables (Scales et al., 2000). Hence, it was important to use this framework to guide the study given that the 40 developmental assets have been found to predict thriving and which, as explained above, it is when youth begin to thrive that they are able to contribute (Lerner et al., 2005)

The Present Study

Although many studies have shown that PYD outcomes, such as the 5 C's, can lead to youth becoming contributing citizens and initial research has shown that youth who participate in PYD programming tend to value contribution (e.g., Hershberg et al., 2014; Jeličić et al., 2007; Lerner, 2004), a number of gaps remain in the literature. In particular, very little research has examined the experiences of emerging adults concerning contribution and the process through which they may develop into contributing citizens. Therefore, the overall purpose of this research was to examine emerging adults' perceptions and experiences of contribution.

Specifically, this research will be guided by the following questions: (a) how do emerging adults perceive contribution; (b) what motivates emerging adults to want to contribute; (c) what important life events and/or factors have influenced emerging adults to become contributing citizens, and (d) does sport participation play a role in the developmental processes of emerging adults becoming contributing citizens?

Chapter II: Methodology and Method

A basic interpretive qualitative methodology was used for this study, which was retrospective in nature. Qualitative researchers conducting a basic interpretive study are interested in: (a) how people interpret their experiences, (b) how they construct their worlds, and (c) what meaning they attribute to their experiences. Therefore, a basic interpretive qualitative methodology allowed for an exploration of the diverse ways in which an emerging adult may become a contributing citizen.

Moreover, this methodology is consistent with a constructivist epistemology and with the specific research purpose of this study as its overall goal was to understand how people make sense of their lives and their experiences (Merriam, 2014). More specifically, a basic interpretive qualitative study provides explanatory accounts focused on understanding a phenomenon using data that might be collected in a variety of ways, such as interviews, observations and document analysis (Merriam, 2002). The data is typically analyzed inductively to identify recurring patterns or common themes observed in the data. After the data analysis is complete, a descriptive account of the findings is presented and discussed using references to the literature that framed the research study (Merriam, 2002).

As a result, studies using a basic interpretive qualitative methodology are able to provide rich descriptive accounts targeted at understanding a phenomenon, a process or a particular point of view from the perspective of those involved (Merriam, 2002). It is also recognized that within a basic interpretive qualitative study, the overall interpretation will be the researcher's understanding, mediated by her particular disciplinary perspective of the participants' understanding of the phenomenon of interest (Merriam, 2002). The underlying question that was asked focused on understanding how participants perceived events, processes, and activities.

Paradigmatic Position

The paradigm in which this research fell under was constructivism. The main tenet of constructivism adheres to the notion that there are multiple realities constructed through the mind of an individual (Hansen, 2004; Schwandt, 1994). Reality is constructed by the participant who has experienced, processed and labeled the reality. The position within this paradigm asserts that reflection is needed to be able to uncover the hidden meanings within these realities, which can arise from interactive researcher-participant dialogue, such as interviews (Schwandt, 2000; Sciarra, 1999; Ponterotto, 2005). The ultimate goal of constructivism is to understand participants' lived experiences (Ponterotto, 2005). Therefore, this was a suitable paradigm to frame this research because the goal was to explore the life events and various factors that play a role in emerging adults becoming contributing citizens. Using a constructivist approach provided the opportunity to generate applicable questions and to gain a deeper understanding of the participants' lived experiences. Consistent with a constructivist approach, the methods used in this study allowed the participants to provide a detailed account of the specific life events and factors that have influenced how they have become contributing citizens. This paradigm also allowed participants to express themselves openly and therefore enabled a better understanding of how they view, interpret and construct meaning to their life experiences leading to their multifaceted contributions as emerging adults (Lincoln & Guba, 1994).

Participants and Procedure

A total of fifteen participants ($n= 10$ females, $n= 5$ males) between 18 and 24 years of age ($M= 22.8$, $SD= 1.61$) were recruited to participate in this study (see Table 1 for participant demographics). To be eligible for the study, participants had to satisfy two criteria. First, the participants had to be between 18 to 24. This age range was chosen from two reasons: (a) the

researchers wanted to interview youth and the World Health Organization defines youth as individuals up to and including age 24 (UNESCO, 2016), and (b) emerging adulthood begins at age 18 (Arnett, 2000). Second, participants had to be making or have recently made significant contributions to their community (e.g., volunteering in their community, having leadership roles in their community, etc.). In this study, significant contributions signified quantity *or* quality, such as involvement in a number of community initiatives (e.g., volunteering for multiple non-profit organizations) or in-depth involvement in one or two community initiatives (e.g., on-going involvement within one organization). Purposive ($n=7$) and snowball sampling ($n=8$; Neutens & Rubinson, 2010) were used to recruit the participants. Key informants (e.g., program directors, managers) in well-established community organizations worked with the researcher to help identify participants who fit the eligibility criteria. It was then from the participants themselves who shared the information about the study with their peers and allowed the researcher to successfully recruit additional eligible participants for the study.

The Office of Research Ethics and Integrity at the researcher's university granted approval for the conduct of this study. Thereafter, a recruitment poster containing the lead researcher's contact information was disseminated to key informants through e-mail and social media. Interested participants contacted the lead researcher directly to schedule an interview. At the beginning of each interview, participants were informed of their rights to confidentiality and subsequently provided written consent to participate in the study.

Data Collection

This study used two different methods of data collection: semi-structured interviews and timelines. Once the participants were recruited, the researcher set up interview times with each individual. After each interview, the participants were asked to fill out a timeline (described in

detail below). After completing the timeline, the participants provided the completed activity either in person or scanned a copy via e-mail to the researcher. Patterson, Markey, and Somers (2012) propose that timelining is most effective when used in combination with a more complete research method such as interviews. Therefore, the researcher used the completed timelines as a secondary method of data collection to provide participants with an opportunity for reflection following the interview. This activity allowed the participants to reflect upon their contribution experiences and included details potentially forgotten during the interview but perhaps prompted because of the interview.

Interviews. In-depth, interviews were the first method used in this research study. These interviews were semi-structured (Patton, 1990) with open-ended questions (e.g., what factors or events helped to initiate your involvement?) and close-ended questions (e.g., do you have previous volunteering experience?). This method was used because it permits the exploration of views, experiences, beliefs and motivations of individual participants (Gill, Stewart, Treasure, & Chadwick, 2008). In addition, the flexibility of this approach allowed for the discovery or elaboration of information that is important to participants to provide a deeper understanding of social phenomena than would be obtained from quantitative methods, such as questionnaires (Gill et al., 2008). By using semi-structured interviews for this research study, the phenomenon of contribution could be examined and interpreted from the construction of the participants' lived experiences. To understand the underlying role of the life events and factors leading emerging adults to become contributing citizens, it is necessary to allow the participants to freely express their experiences constructed by their own worldview.

More specifically, thirteen face-to-face interviews were conducted with the researcher, and two were Skype video interviews. An interview guide was developed and consisted of eight

sections (see Appendix D for complete interview guide). The first section took into account the participants' demographics and general comprehension of the term contributing citizen (e.g., how would you describe a contributing citizen?). The second section explored the participants' community connection, social ties and quality of life within the communities in which they believed they belong (e.g., which community/communities do you consider yourself a part of?). The third section focused on community contribution in regards to the participants' previous community involvement, motives for contributing, alongside challenges and barriers (e.g., did your past volunteering experience lead into your current volunteer or community engagement?). The fourth section consisted of asking participants about leadership in the community and their perspectives of contribution in relation to being a community leader (e.g., what opportunities, events, factors or role models have helped you develop into a community leader?). The fifth section consisted of school extracurricular activities and the relevance it had on the participants' community contribution (e.g., did you participate in any clubs or extracurricular activities at school?). The sixth section explored youth programming and organizations in which the participants may have participated in (e.g., did you attend any after school or youth programming outside of school?). The seventh section focused on the participants' sporting background and whether sport had any influence on their community contribution (e.g., did you participate in any sport or physical activity programming?). The eighth section consisted of asking questions related to social supports that were relevant to the participants' becoming contributing citizens (e.g., in regards to your social support network, how would you say your: (a) family has influenced you as a contributing citizen?). To conclude the interview, participants were asked to identify the most significant life events or factors that they have experienced that led them to their current role as a contributing citizen.

Timelining. Timelines have been used as a qualitative method in conjunction with interviews to visually organize rich narrative data, illustrate significance and meaning of events, as well as facilitate the recollection of events (Berends, 2011; Gramling & Carr, 2004). Timelines are also useful to provide focus for the participants, deepen the understanding of the participants' past experiences, and help to construct rich temporal narratives (Sheridan, Chamberlain, & Dupuis, 2011).

In this study, a horizontal line was drawn on one side of a blank sheet of letter paper with the words "childhood" and "present" labeled at opposite ends of the line. Participants were given the instructions to label and identify the most important people, milestones, facts, events, transitions and programming (sport and non-sport) associated with themselves becoming a contributing citizen (see Appendix E for timeline instructions). As mentioned above, the timelines were disseminated in person and through e-mail (i.e., for Skype participants) via the researcher after each interview to ensure that the participant understood what is expected and were able to ask any clarifying questions. The researcher asked participants to complete the timeline within a span of 3 weeks. Following the 3-week period, the researcher retrieved the timeline. After reviewing the timelines, three participants were asked for clarification on some aspects or encouraged to add further information (e.g., one participant was encouraged to further elaborate on his timeline to provide more in-depth examples of influencing factors). Fourteen of the fifteen participants completed the timelines.

Data Analysis

Express Scribe Transcription Software was used to transcribe all the interviews verbatim. The completed transcriptions were then uploaded to a qualitative software program, NVivo (Qualitative Solution and Research 2012, version 10) for analysis. The data was analyzed

according to Braun and Clarke's (2006) six phases of thematic analysis. This thematic analysis was approached inductively where coding and theme development was directed by the content of the data derived from the interviews. However, it is acknowledged that the analysis process cannot be truly inductive as the primary researcher has familiarity with the literature (e.g., frameworks such as PYD, 5 C's etc.) in this area and thus likely had some influence in this process.

The primary researcher began the process by familiarizing herself with the data by reading over the transcripts numerous times. By thoroughly reading over the transcripts, it allowed the researcher to immerse herself in the data and familiarize herself with the content. This first phase also included writing down preliminary ideas for potential emerging codes. Thereafter, the second phase of the analysis commenced with the creation of codes on any prevalent ideas or concept that presented itself in the data. These initial codes were organized to help identify the features of the data that appeared interesting and note-worthy to the researcher.

The third phase consisted of searching for themes, whereby the data had been initially coded with different identified codes. In this step, the researcher's focus widened to look at broader themes. This involved sorting the various codes into prospective themes and combining the coded data within the identified themes. Additionally, investigator triangulation was used in this step (Thurmond, 2001), where an independent coder (a doctoral student who was experienced in qualitative analyses and the field of PYD) reviewed three transcripts, along with the primary researcher to help identify themes. The two coders and the secondary researcher met and discussed the emergent themes and ensured the major themes were sufficient to proceed to the next stage. The fourth phase involved the primary researcher reviewing and refining the themes. The themes extracted from this phase pertained to the prevalent life events or factors the

participants deem to be important in their pathway of becoming a contributing citizen (e.g., social influences, past experiences, sports, etc.). This reviewing and refining stage was completed when the researcher was satisfied with the representation of the relationship between the different themes.

Phase five occurred when the researcher proceeded to the final refinements of the themes, including defining and naming each theme. To ensure structure within broader themes, subthemes were identified during this stage of the analysis. Once themes were clearly defined and named, this stage of the analysis process was completed. Before the final phase of data analysis, the primary researcher met with the independent coder and secondary researcher to finalize themes and subthemes. The final phase consisted of the primary researcher writing the manuscript in a concise, non-repetitive and logical manner to inherently convince the reader of the merit and validity of the overall analysis (Braun & Clarke, 2006). For clarity and fluidity of the written article, filler words (e.g., uhm, like, so, kind of) were removed from the quotes presented in the results section. Homogeneity and heterogeneity were taken into consideration during the fifth phase by limiting the overlap between themes (e.g., there were two themes on motives later combined into one to warrant heterogeneity between themes). To ensure the confidentiality of participants, pseudonyms were assigned to each individual to reflect their corresponding gender (e.g., the sixth participant interviewed was a female, and her pseudonym is Chloé).

Trustworthiness

The following section of this thesis gives a summary of the strategies used to increase credibility, enhance trustworthiness and improve the methodological rigour of this research study. A bracketing interview is a method used in qualitative research to mitigate the potential

effects of preconceptions that may taint the research process (Tufford & Newman, 2012).

Bracketing also allows the researcher to reach an in-depth reflection across the varying stages of the research process: selecting a topic and population, designing the interview, collecting and interpreting data and reporting findings. These in-depth reflections can enhance the insight of the research, as well as further the opportunity to facilitate a more multifaceted analysis and results (Tufford & Newman, 2012). The researcher conducted a bracketing interview prior to data collection to help further understand and become aware of personal biases, assumptions and preconceptions as it relates to being a contributing citizen. Performing a bracketing interview was imperative to this study given that the lead researcher has been significantly involved with multiple communities as a contributing citizen throughout her volunteer and work experience. By participating in a bracketing interview, the researcher realized as a contributing citizen herself, she has made various contributions to her communities that satisfy both eligibility criteria of quality or quantity (involved in a number of community initiatives or in-depth involvement in one or two). Therefore, it was essential for the researcher to acknowledge that she cannot compare the participants' community contributions based on her own experience. This helped to increase awareness of any bias towards her participants' lived experiences and worked to help prevent any biases from influencing the results.

Care and practice of data collection is important in demonstrating rigour (Tracy, 2010). One way to do this is to conduct a pilot interview. A pilot interview allows a researcher to ensure the interviews conducted within the study encompasses features such as appropriateness of questions and length (Tracy, 2010). In addition, by performing a pilot interview, the researcher can determine flaws, limitations or other weaknesses within the interview design that will allow for the necessary revisions prior to implementing the study (Kvale, 2007; Turner, 2010). After

ethics approval, one pilot interview was conducted using an individual who met the inclusion criteria of the research study. This helped the researcher to gain interviewing practice, improve the order and flow of the interview guide, and allowed the researcher to gain confidence in utilizing probes and prompting the participants to elaborate to obtain further in-depth responses. Moreover, it allowed the researcher to enhance the clarity of the questions in the interview that were more difficult for the interviewee to understand. For example, instead of just asking “how would you describe the quality of life in this community/communities?”, the researcher modified this question to “thinking of terms such as safe, supportive, psychological well-being, physical well-being – have any of these factors impacted your experience in the community/communities? How?” After revisions were completed, the final version of the interview guide was established.

After data collection, member checking was conducted to share and create dialogue with participants which provided opportunity for questions, feedback, affirmation and collaboration (Tracy, 2010). Member checking enhances credibility of an account and allows for validation of the study results and findings by the participant (Harper & Cole, 2012; Lincoln and Guba, 1985; Merriam, 1988). After the interviews were transcribed verbatim, the transcripts were disseminated via e-mail to participants for their review and feedback to ensure that their experiences were accurately documented. A timeline of three weeks was given to the participants to promptly respond to the researcher’s e-mails to maintain efficiency in this stage of the research process. Out of the fifteen participants, eleven responded the e-mail and none of them requested modifications.

During the data analysis phase, rigour occurred alongside investigator triangulation to strengthen the trustworthiness of the research. Rigour was kept throughout this study by: (a) ensuring a proper and detailed documentation of the interviews (Mays & Pope, 1995), (b) having

two independent coders to analyze the preliminary three transcripts, and (c) reviewing the major themes with another coder and secondary researcher to ensure the final themes were satisfactory to answer the study's research questions.

Chapter III: Results

Analysis of the data led to the emergence of six themes, which included: (a) contribution is multifaceted, (b) multiple motivations for contributing, (c) social agents play a critical role, (d) early exposure is an important factor, (e) sport can play a key role in becoming a contributing citizen, and (f) contribution fosters the development of assets. Some of these overarching themes had subthemes that emerged which are presented within the overarching themes in the following section.

Contribution is Multifaceted

During the interview, participants were asked how they would define a contributing citizen. The majority of responses pertained to how participants viewed contribution as a macro or micro perception of the term regarding its definition, thereby alluding to contribution being multifaceted. For example, Sophie suggested that you could contribute in a variety of ways with the ultimate goal of contributing to better your community:

I would say that someone who contributes is just making a conscious effort to be involved in the community. Which can obviously be done in a number of different ways. So even if the community has a litter garbage pick-up program that's super small, like raking leaves - to things that are helping to coach a youth team, volunteering at a food bank, different things like that... I guess just someone who wants to be involved in the community... ultimately to make the community be a better place to be.

Second, Mindy explained how being a contributing citizen could incorporate both perspectives, whether that is contributing at a macro level to adhere to societal norms or contributing in a lesser level:

It can be someone who balances being a productive member of society in terms of working and making a living for themselves but also taking the time to give back to the community that they live whether it's just individual people or whether that's working with a group or an organization...just having a balance between yourself and others...It doesn't have to be some grand gesture like building a school, it could be something as simple as buying a coffee or buying a meal for a homeless person on the street.

Examples of macro and micro contributions were also observed on the participant's timelines. For example, at the macro level Joanne listed her experience of attending a mission trip to the Dominican Republic. She expressed her experience with the following quote: "[I] was able to see how people lived outside of my lifestyle, helped me see my fortune and wealth which influenced me to want to give back to those less fortunate". On the other hand, in line with the concept of a micro contribution, Erica wrote on her timeline acts such as: "Babysat siblings and neighbours a lot. I'm the eldest of 4 kids".

Overall, participants indicated that contribution can be perceived as a positive contribution to a community or to overall society, whether that is through donating time such as volunteering or even within a career in which they are being remunerated for their contribution. As such, Alex explained a contributing citizen as "somebody that contributes to society in any sort of positive manner...someone that either volunteers or through whatever work they do, they are helping their community or society in a way". Chloé also reiterated this point in her own words: "As long as you're making some sort of change, whether it's micro or macro, society would consider you a contributing member".

Multiple Motivations for Contributing

Participants had many different motivations for contributing. Although the majority of participants spoke of altruistic reasons for contributing, participants also recognized that getting involved within their community would help them achieve their future career goals. With regards to altruistic reasons, a number of examples were shared in the interviews. For instance, Sophie spoke about the reason why she began her community involvement: “I started... mainly because I wanted to have a positive impact ... on youth in my community... I thought I could be a good role model”. In another interview, Jasmine explained how she was in the same position as the youth she was volunteering with and her reasons for giving back is because she wanted to demonstrate to the youth that even though you may be going through rough situations, you can exceed beyond your means:

I came from a low-income family and now I pay for my own education... I have my own car. I've done all this for myself so it's really important for me to give those skills back to them and say 'look I came from where you came from, exactly where you came from and I'm here. So there's no excuse for why you can't be'.

In line with Jasmine's motive for contributing, Joanne also shared insight on how she too wanted to provide opportunities to others as they have been provided to her as a child:

Trying to give back to the community I grew up in is mostly why I get involved. I grew up pretty lucky... I think for me, it's still just trying to better the community. Trying to give the opportunities to people because I know some of my opportunities as a kid wouldn't have been there if it weren't for other people... to provide opportunities like that for other people and bettering the community is why I do it [contribute].

On the other hand, as mentioned above, some of the participants spoke about how contributing through volunteering was believed to help them progress towards a desired career in their field.

For example, Jodie explained:

I do hope to one day become a police officer, that's one of my goals. So volunteering is something that they look for. So the whole policing, once I started seriously considering that, I decided that I need to get involved. So career was a push.

In line with this notion that participants perceive contributing may be crucial to their career goals, Mohammed commented:

With the [name of organization], me volunteering and then getting hired after, made me realize that volunteering at certain locations or certain jobs before you apply basically gives you that experience. To apply and at the same time any – especially myself for looking for a career in law enforcement or first responders, volunteering through their eyes is huge. Not necessarily saying I'm doing it just for that but it's definitely a win-win at the end of the day.

Although participants had different motivations to start contributing to their community, it was evident from the data that these motivations can evolve over time. Participants, who acknowledged the fact that community contribution helps them to further their own career agenda, also mentioned quite frequently that their motivations towards why they contribute changed based on their life stage. Chloé, who is in her second year of her Master's degree, explained her motivations dependent on her life stage:

It kind of just depended on what my next stage of life was...in high school, I was graduating school, I wanted scholarships and I wanted to get into a good program, a good school so there was that factor. And then at the end of my undergrad, I wanted to get into

grad school, but at this point, there were stages where that wasn't really necessary for me. I had enough on my CV so to speak, so the motivations were a bit more intrinsic. Right now, any volunteering I'm doing right now, isn't the most necessary. I [am] intrinsically motivated to continue on, it more depends on what stage of life I was in.

This aligned with Chloé's timeline where she indicated that she: "Started University at the University of Ottawa. I took school very seriously and began volunteering with [name of hospital] and professors doing research".

On another note, participants' motivations evolving over time also shifts from the idea that contributing and giving back to the community can make you feel good and help others at the same time. For example, Oliver put into perspective how his motives for contributing will always involve egoism:

For me, to be selfish, is to give – feel good about helping people, seeing other people grow and be like 'oh wait, I helped out with that.' That's me helping you. That's not arrogance but that's for me... Part of it is, and part of it is for them as well, right? But if it didn't make me feel good, I wouldn't be doing it. I think anyone that says they don't gain anything or they don't enjoy it is lying. Because you wouldn't be doing it.

In congruence with Oliver's timeline, he explained he was: "Being honoured with [name of three awards] upon graduation (I've never done things for the recognition from others, something I'm very proud of...)" However, he admitted that: "I've done them for other selfish reasons, such as to feel good about my contributions". He explained the situation as follows: "Receiving these awards was just that; rewarding. I finally allowed myself the chance to take in the realization of what I had accomplished and proved to myself that I really can be a difference maker in my community". Throughout the interviews, the notion of co-existing motives emerged given that

more than one motive can be attributed to one's ultimate goal. Mindy described it as: "[Making a difference] just kind of pushes you, inspires you to keep doing it because it's like you're doing good for someone else but it also makes you feel good".

Social Agents Play a Critical Role

All participants spoke very positively of their social support system, which comprised of social agents such as their family, supervisors, coaches, peers, and the influence these people had on their community contribution experience. As a result, this theme is made up of three subthemes, which include: (a) family, (b) supervisors and coaches, and (c) peers.

Family. One of the most prominent social agents that participants identified as having an influence on them was family. For example, Mohammed commented on how his mother was someone he looked up to and acted as a role model for both himself and their community: "My mom would be huge for sure. Just the way she's motivated me, she's definitely a role model, not only for myself but for the community". Second, Matthew explained the support he received from multiple family members and described how this has influenced him being involved in his own community:

My mom is very, very supportive and she's done a lot for me. Just seeing how much she supports me, makes me want to support other people. And then, you have my aunt and uncle and they are pretty involved in their communities and ... seeing them also pushes me to do that [community involvement] as well.

It was identified from the data that family continually influenced participants' involvement within their community through being a role model and instilling values of a contributing citizen. As such, Joanne explicitly outlined in her timeline how her mom, father and aunt influenced her in becoming a contribution citizen:

All [mom, father, aunt] were contributing members through their professions (doctor, nurse), and were all my role models as they lived everyday caring for others and being involved in the lives and environments in which they were a part of. With all these people being my role model, I wanted to follow in their shoes and make them proud.

Likewise, Oliver spoke about how his sister influenced him and how he began his community involvement: “In terms of community involvement, I would say my oldest sister kind of set the standard of getting involved”. He continued to state that: “She was involved in student council in high school, so I was like ‘I want to get involved’ ... honestly, getting involved in that, showed me what I can do [to contribute]”. It was noticeable that parents were consistently identified as a positive social agent to motivate participants to contribute. For example, Jodie spoke highly of her mother and dad’s community contribution, leading her to do the same:

Growing up, I would see my parents as contributing citizens just in the way that they give a lot of their time. My mom... was involved with our school, she did yard duty, she did babysitting... My parents... contributed in a lot of different areas so I would say they definitely were good role models for that. I think just what they sowed into me in terms of values and morals... I just see volunteering as something that’s really important and a good thing to do.

Moreover, it was frequently indicated on many participant timelines that family played a significant role in instilling values and the importance of giving back to your community. For example, Jesslyn mentioned in her timeline that during her childhood, she spent: “Years of relationship building with family next door”, in which she considers as her own family. Within this relationship and close knit family dynamic, she was taught the values of contributing.

Additionally, Mindy illustrated in her timeline that her: “Parents influenced me by instilling their values for community service”.

Supervisors and coaches. Two other social agents that were repeatedly brought up were supervisors and coaches, especially in pertaining to support and afforded opportunities. For example, Matthew explained how his academic supervisor is incredibly supportive, provided him opportunities to succeed and the affect it had on him giving back in the present:

My first supervisor Jason, he was so supportive, he made sure I tried new things and he gave me a lot of free range to try things but he also made sure that if I ever had a question, he would answer it. And so I made sure to try and do that, the opposite way when I was older and helping people...I mean he definitely showed me that it's important to support people well, and give people the opportunity... showing me that support is very important to give for you to fulfill your potential.

Furthermore, Matthew noted on his timeline that while volunteering and working at a leadership camp for five years, his supervisor showed him “how much fun it is to work with kids”. Thereby influencing his interest in working with that population. Second, Joanne commented on how her supervisor also provided those supportive opportunities and the emotional support she had received: “She's really good. If I need anything, if I have questions for her, she's there. If I want opportunities, she provides them to me”.

With regards to coaches acting as social agents for contribution, participants involved in sport discussed how their coaches impacted their pathway in becoming a contributing citizen.

For example, Sophie described her coaches and their influence on her:

I think the reason I really started volunteering was because growing up, I played a lot of sports and all of my coaches were volunteers and you don't really think about that when

you're young. You don't think this person is just giving their time but as you get older, you start to think 'wait a minute, they're for sure not paid, they're literally doing this because we need someone to do this'. Once I realized that ... then I was like 'wow that's crazy' and I feel like the reason I could be successful in things was because of these volunteers.

Moreover, coaches were seen to have quite the influence on participants' identities, ultimately shaping them as contributing citizens. For example, Chloé expressed how her coaches had various impacts on her different identities: "I had a lot of coaches who were big influences on my life, as a player and as a student and as a person in general". In alignment with Chloé's statement, Jodie explained how her coach was encouraging and how it affected who she was as a contributing citizen: "This one coach I had, he was great, he was so encouraging and I find that...it helps you find who you are, your identity."

Peers. Several participants discussed how they believed that their peers acted as role models and influenced them to contribute to their community. It was apparent throughout the data that peers whom were involved and contributed in their community compelled participants to give back. First, Jasmine explained how her peers were positive role models: "I got to know the other volunteers... it makes you wants to hang out with your volunteer friends and do what they're doing and a lot of them were older than me...a positive role model to look up to". In line with the previous statement, Sophie described how she looked up to older peers as well and how they also acted as role models to her: "The older players on my soccer team...they were huge role models and were so involved [in the community]...that really made me want to do it [contribute]".

Furthermore, as peers appeared to act as role models, they were also shown to influence participants' contribution efforts and reasons to get involved. As such, this emulated many of the reasons why certain participants wanted to get involved in their community. For example, Joanne commented on: "the fact that my friends were also doing it [contributing] or were involved was helpful as well". As well, Jeremy commented on how his peers have impacted his decision to volunteer:

A lot of my peers are really bright and really ambitious and they all had the same goals. They wanted to do medicine and they got involved in [name of hospital] first and that's how I heard about it. Heard about it through them and that made me want to do it [volunteer].

Jeremy also mentioned in his timeline that when he began high school, he: "Started volunteering for school tech crew b/c of friends". Additionally, Chloé outlined in her timeline that: "I had a very close group of successful, motivated friends" in which she admires, looks up to and encourages her to contribute.

Early Exposure is Important

A common theme amongst participants was early exposure to contribution experiences and its influence on the participants' long-term involvement within their communities. Early exposure entailed participants partaking in contribution acts or volunteering experiences at a younger age. For example, Morgan, revealed on her timeline that: "8 years old. Went to [name of organization]". This early participation in the program led to her first volunteer opportunity with the organization and to this day, she continues to volunteer in various capacities. Furthermore, Erica illustrated in her timeline that she had: "Attended many leadership camps between 11 and 16 years old", leading her to eventually work at a camp. From there, she: "Volunteered at [name

of camp] and inner city 7 years ~ 6000 hrs”. Joanne also noted how prior engagement and past experiences led her to stay involved:

Once the ball is rolling, it’s just rolling. Unless you know, if you’re not involved in the community, it’s hard to get started. I think if I hadn’t had been so involved, I don’t think I would have cared as much right now. Just having been involved and seeing the benefits as early as high school has helped me care later on in my life.

Similarly, Jasmine explained how she participated in recreational programming as a kid, which led into her first volunteering experience and interested her to keep engaged in volunteering:

My first one [volunteering experience] I was fourteen and I like swimming a lot and through [name of organization] when I was a kid...I shadowed teachers and that was my first volunteering experience. I just kept going back and kept going back.

Another participant, Jesslyn indicated on her timeline that it was through her early volunteering “Experience that solidified my want/passion to help people”. This led into the rest of her community contribution.

Moreover, Mindy explained how she was immersed in volunteering at a very early age within her community, how that instilled the notion of giving back and the fact that it transferred into other contribution opportunities down the road:

First would be volunteering at my mosque. I was probably five or six when I started volunteering there...I think that’s probably where...being a contributing member of society [was] instilled cause it’s just something that is instilled in us when we’re young that you’re supposed to give back to the community and you’re supposed to volunteer within the mosque... and then that carries out into different volunteer positions throughout your life.

Sport Can Play a Key Role in Becoming a Contributing Citizen

The data analysis revealed that sport was perceived as an important factor by the participants for many reasons. As a result, this theme is comprised of three subthemes which are entitled: (a) sport provides initial experiences for contribution, (b) development of life skills through sport facilitates contribution, and (c) being female can lead to experiencing challenges for contribution in sport.

Sport provides initial experiences for contribution. It was noted throughout the interviews that sport provided initial experiences for emerging adults to contribute. For example, Oliver stated that:

We did caroling with my hockey team one time. And my lacrosse time, we would – this was a fundraising thing – but we used to bag groceries. So you're out there learning different skills and stuff and being a part of a fundraising event. So I think through those you learn about it [community contribution].

Similarly, Alex explained how being involved in the cycling community had made him interested in getting involved in starting his own non-for-profit community cycling club: “Cycling is a really fun sport and a good community to get into...because there's a lot of opportunity to help people with a low overhead...there's a lot of opportunity to help kids without having to spend a lot”. In alignment with his timeline, Alex also indicated that his initial volunteer experience with sport, led to the continuation of his community involvement for seven years: “First job volunteering at hockey camps. Did it every summer for 7 years”. Likewise, Jasmine outlined on her timeline that at a young age, she participated in various [name of organization] programs including swimming. This participation led her to volunteer for the same program as an older youth. In addition, Jodie explained how based on her previous experience

with [name of organization] sports, she was able to contribute knowing that the organization provided such opportunities:

One of the reasons why I chose [name of organization to volunteer] was because I know that they have a lot of different sports...during the summer time when I first started, I was connected with [name of individual] who does all the sports... So I helped her out doing scoreboard and going to the tournaments and the basketball games.

Development of life skills through sport facilitates contribution. The data also revealed that many participants developed a variety of life skills throughout their participation in sports. These life skills learned through sport were perceived to help facilitate the ability to contribute to the larger community. For example, Oliver commented on how some of the skills he has obtained from sport participating was transferred into his community contribution: “Yeah I mean like listening, being able to listen and work with the team is huge. You know, hard work and you know, passion for sport can be transferred like your passion for [community] involvement.” Sophie also mentioned she has learned an assortment of skills leading her to respect her community through sport and was able to bring that into her volunteering role:

Learning to work well with others, like teamwork...having an open mind is a big one just because... it's common that in a group of twenty people there's going to be conflicting beliefs and ideas so I think having the ability to step back and hear someone else's point of view whether or not it's the same as yours, it's really important and to really value what they're saying. So I think that's important. I think that I learned respecting your community through sport.

Lastly, Chloé outlined in her timeline that: “I became captain of both my soccer and basketball teams and through leading by example, kindness and communication” she was able to learn these

skills through this leadership role she was afforded. These life skills were able to transfer into her current volunteering roles as president for a student association and various researching positions.

Being female can lead to experiencing challenges with contribution in sport.

Although sport offers attractive opportunities for individuals to continue to contribute, contributing within a sport environment for females may hinder their contributing ability as sports are considered to be a male dominated field. Jodie explained her challenge during her community life guarding experience: “Sometimes I would come across men who wouldn’t necessarily take my instruction [for swimming]. They would take the men’s, so they would kind of look down upon that. And they wouldn’t listen to me basically”. In addition, Chloé expressed her difficulties in the context of volunteer coaching and the lack of respect she received as a female:

I was a girl on a guy’s team for sure. It was more of a respect thing. They didn’t really realize that I was much better than most of them. They’re little kidlets at the time. You know, the coach of that team was awesome and he made it very clear and demanded that they respect me in a lot of ways. And they did in the end.

Contribution Leads to the Development of Assets

The participants often commented that they have acquired and developed various assets through their contribution experiences. As such, it appears that not only do the development of assets or life skills lead to contribution, as many researchers assert, but that through contribution, emerging adults are further developing and refining those assets and skills which in turn can strengthen one’s contribution efforts. For example, Mindy spoke about the types of assets she developed through volunteering and the fact that they were transferable:

I think personally I've been able to gain a lot of skills, whether it was organization or leadership or time management, event planning... those have all been skills that I have gained on the way... I've just gained a lot of personal skills...I've been forced to do public speaking, and speak in front of large groups of people and I've shared really personal TMI [too much information] stuff with people but I probably wouldn't have if I ... wouldn't have gone through the experiences...I think its help me personally grow... and gain a lot of life skills and things that are really applicable and transferrable in all areas of life.

In addition, Sophie described the numerous assets she's developed from volunteering:

I did quite a bit in my undergrad, I had to learn to manage my time really well... another one is it's really easy to judge people but you never really know their story... it's important to always be respectful of individuals. That's something I learned through volunteering.

Moreover, Chloé noted that: "It [volunteering] helped me build a lot of character. It teaches you humility while also teaching you self-confidence. It teaches you how to work with a team, communication, being a good leader". Additionally, Oliver stated how his past volunteering experience involving administration work helped him develop specific assets leading to his personal growth as a contributing citizen:

I think from my experience with larger event administration, I can organize events and I think about plan A, plan B, plan C just in case one thing goes wrong. I can think forward and how it's going to be received. So my organizing, my planning skills are good from that. I think all these things that I was involved with helped me grow as an individual.

Similarly, Oliver elaborated on his timeline about becoming a volunteer director for [name of program] and that: “this position allowed me to really harness my leadership skills and potential as an organizer for a large group of people and ultimately a powerful program, I learned how to deal with different groups of people and how to manage them accordingly”.

Chapter IV: General Discussion

The overall purpose of this Master's thesis was to examine emerging adults' perceptions and experiences of contribution. More specifically, the researchers were interested in studying: (a) the life events and/or factors that led emerging adults to contribute in their community, and (b) whether sport plays a role within this process. The data analysis led to six emergent themes and subsequent subthemes. Key findings related to each theme are discussed in the following sections.

The first key finding that arose from the data was that participants perceived the concept of contribution as multifaceted. In particular, the emerging adults perceived that contribution can occur at both macro and micro levels. These results are consistent with existent research within the field of PYD which has found that youth have various definitions of PYD-related concepts. For example, the results of a study by King et al. (2005) found that youth used multiple terms to indicate thriving. As such, the results of this study is similar to past research and suggests that contribution and perhaps other PYD-related concepts may not always be perceived as having one meaning. This has important implications for research with regards to the integration of conceptual or operational definitions or in developing theory around such concepts. However, it is also recognized that this is the one of the first studies to examine contribution through the lived experiences and perspective of emerging adults and therefore it is encouraged that future research explore how the term contribution can be conceptualized along with the idea of macro versus micro levels of contribution.

The second key finding relates to participants having multiple motivations for contributing, as well as having their motivations evolve over time. Overall, the findings from the thesis are consistent with current research that suggests that emerging adults engage in

community contributions for both egoistic and altruistic reasons such reinforcing positive values, being a positive role model for others, school purposes, or potential career options (Eccles & Barber, 1999; Lamborn et al., 1992; Youniss, McLellan, & Yates, 1997). The results also suggested that even if emerging adults begin with egoistic motivations for contributing, they generally shift to a more altruistic motivation as they developed. Similarly, this finding is consistent with research conducted by Batson et al. (2002), which states that a person's motive can often change over time. Furthermore, in their work, Batson and colleagues expressed that when an individual has more than one motive, these multiple motives may conflict with one another or cooperate with one another to enhance an experience. This study suggests that emerging adults do not experience multiple motives as conflicting. As expressed by participant Oliver, he did not believe that one can contribute without having some aspect of an egoistic motivation. Instead, he believed that there was a more co-existing nature of egoistic and altruistic motivations, whereby someone truly wants to help others but by doing so, it also makes them feel good about themselves. Moreover, research by Deal and Camiré (2016a) examined why student-athletes contribute and found that motives are more complex and interplay with one another, rather than the idea of one singular motive. This research lends further support to this finding and it appears that emerging adults may have more than one motive that may be non-conflictual. However, no research has directly examined conflicting or cooperating motives with PYD and hence future research to better understand how multiple motives can interact in a positive manner to impact both the individual and the greater community is warranted.

On another note, participants did express intrinsic and again, altruistic motivations for contributing. Moving forward, it could be of interest to examine these results through Ryan and Deci's self-determination theory (SDT) and particularly basic needs theory. SDT, as the

overarching theory assesses personal and behaviour development and self-regulation while according to basic needs theory, individuals strive to possess three psychological basic needs: autonomy, relatedness and competence essential for facilitating optimal functioning for personal well-being (Ryan & Deci, 2000a). The study conducted by Deal & Camiré found that student-athletes' motives to contribute were related to the basic psychological needs for autonomy, relatedness and competence (Deal & Camiré, 2016a; Ryan & Deci, 2000a). Furthermore, they discovered that by using the self-determination continuum, the student-athletes' motives were situated at various points (e.g., extrinsic regulation such as resume building, intrinsic regulation such as enjoyment of activity). According to Ryan and Deci, community contribution is considered as intrinsic because it directly satisfies the three basic psychological needs which are positively related to one's psychological well-being (Ryan & Deci, 2000a; 2000b; Vansteenkiste, Lens, & Deci, 2006). Therefore, to continue the progression of this research, it would be worthwhile to directly explore how community contribution as a specific intrinsic goal may enhance the psychological well-being of emerging adults and whether this can facilitate emerging adults to enter into idealized personhood.

The third key finding was that social agents play a critical role in emerging adults becoming contributing citizens. As outlined in the literature review above, the developmental assets framework posits that the more assets youth develop, the more likely they are to thrive (Benson, 1990). The results from this study related to the critical role social agents play aligns with Benson's external assets of family support, adult role models, and positive peer influence. More specifically, within Benson's framework, family support involves family members providing high levels of love and support while adult role models (e.g., parent(s) or other adults) and positive peer influence both comprise of modeling positive and responsible behaviour

(Benson, 1990). Accordingly, the results from this study suggest that the subtheme of family aligns with the external asset of family support, the subtheme of supervisors and coaches aligns with adult role models and lastly, the subtheme of peers aligns with positive peer influence. Moreover, this finding is consistent with the research that has shown that adult leaders are a very strong influence on the development of youth under their supervision (Lerner, 2005; Roth & Brooks-Gunn, 2015)

Relatedly, research in community development has outlined that the impact one can have on community development is dependent on a number of factors such as the amount of social ties they have and social support they receive (Brennan et al., 2007; Brennan et al., 2009; Campbell & Erbstein, 2012). The findings of this research lend further support to these notions. Specifically, this research supports previous work that has shown that strong friendships, such as that of a peer, are believed to play a critical role in one's sense of community, ultimately impacting their level of community involvement (Borden, 2003; Lakin & Mahoney, 2006). Furthermore, current research in developmental psychology suggests that the relationships one has with their peers can motivate one to establish prosocial behaviour, such as community contribution (e.g., Barry & Wentzel, 2006; Wentzel, 1998). Additionally, it is likely that the collective behaviour of a peer group can and will influence the behaviour of each member of the group (Eccles, Barber, Stone, & Hunt, 2003). For example, when individuals within a peer group are participating in an activity together such as volunteering, these individuals are likely to spend considerable amounts of time together, share experiences, values, goals and aspirations (Eccles et al., 2003). Together, these findings have important implications and it is important for both researchers and practitioners to recognize the valuable role that social agents have on emerging adults as they develop into contributing citizens. It is important for those involved in

programming to ensure that youth and emerging adults are surrounded by peers and caring leaders who can model contributory behaviour or positive values towards contribution. In addition, researchers need to continue to examine the best means of reaching this goal.

The fourth key finding was that early exposure is important for emerging adults to initiate their community involvement. The results from this study also suggest that early exposure to opportunities to contribute may foster more altruistic reasons for contributing as there was a tendency in which participants (e.g., Joanne, Jasmine) who discussed having an early exposure to contribution also had more altruistic motives. It may be the case that since these emerging adults are being supported and have role models who are contributing citizens, they are more inclined to be involved. This finding also has important implications for those who are working within the PYD field. For example, those who interact with emerging adults (e.g., coaches, practitioners, academic or recreational counsellors etc.) should be more informed about resources or opportunities for emerging adults to be involved within their community at an early age. Given that these individuals may or may not have a background in youth development, responsibility must be delegated to sport organizations, community organizations or schools to properly train workers or volunteers in how to create developmentally appropriate opportunities for early contribution for the emerging adults with whom they are involved.

In addition, the findings from this study suggest that early exposure to contribution may occur more frequently through structured extracurricular programming, including sport. Researchers in PYD, psychology and education continue to investigate the relationship between extracurricular activities and positive developmental outcomes (Eccles & Gootman, 2002; Feldman & Matjasko, 2005, Mahoney, Larson, & Eccles, 2005). Much of this research has found that participation in extracurricular activities is positively associated with a large variety of PYD

outcomes (e.g., physical and psychological safety, prosocial interaction with peers, support for efficacy, and opportunities for skill building; Eccles & Gootman, 2002; Fredricks & Eccles, 2005; Larson, 2000). Therefore, research is further warranted to examine the positive relationship between early exposure to contribution and extracurricular activities, including sport.

The fifth key finding and the second aim of this research study was to determine whether sport played a role in emerging adults becoming contributing citizens. Our findings suggest that sport, indeed, may play a key role in this process. More specifically, the results highlighted that sport can foster many opportunities for emerging adults. This includes, providing initial experiences for contribution as well as the development of life skills to facilitate contribution. For example, it was shown that sport acted as a context to which emerging adults had their initial experience in community contribution. In regards to life skills development and contribution, researchers within the field of PYD and sport assert that when the sport context is structured appropriately it can foster the development of life skills which skills can then be transferred into multiple domains of their lives (Camiré, Trudel, & Forneris, 2009; Danish & Nellen, 1997; Gould & Carson, 2008; Petitpas et al., 2005). It appears that the results support this assertion as the emerging adults in this study did perceive that their sport experience fostered the development of skills that positively impacted their ability to contribute.

On the other hand, it should be noted that female participants, particularly those involved in contributing to community sport, perceived that their gender led to challenges. Within the coaching literature, there is an abundance of evidence that gender inequalities exist and that it is highly male dominated at all levels (e.g., participation, coaching, administration; Knoppers, 1987; Tomlinson & Yorganci, 1997). For example, it has been acknowledged that women are

underrepresented in leadership positions at all levels of sport (Acosta & Carpenter, 2012; Burton, 2015; Lapchick, 2012; Smith & Wrynn, 2013). According to Burton (2015), there are several research perspectives on the representativeness of female leadership in sport and that a number of factors including organizational demography, hegemonic masculinity, influence of power, stakeholder influence, institutionalized discrimination, and stereotypes all contribute to the lack of representation.

More recent research has provided some insight into the challenges that females face which is further supported by the results of this study. For example, LaFountaine and Kamphoff (2016) explored the experiences and perceptions of females coaching males at the U.S. high school level. The results indicated that the female coaches struggled to be respected and felt that they needed to present masculine characteristics to be successful as a coach. The female coaches also reported having difficulties establishing credibility and felt unsupported by their upper administrators within their sport. The results from this study suggest that such experiences may begin very early. The females involved in sport within this study felt that they were not taken as seriously as their male peers with regards to their contributions. The long-term implications, if not addressed by policy makers and sport stakeholders, is that less and less female emerging adults will be willing to step forward and make a positive contribution to sport which would further exacerbate the already existing inequalities. Therefore, this research provides further evidence that action and advocacy is needed to minimize the gender inequalities and underrepresentation of women in sport starting at an early age. Research is also needed to understand how such challenges may be mitigated.

The sixth key finding identified that contribution fosters the development of assets. Participants commented they acquired and developed several assets through their community

contribution experiences. As such, unique contribution of this study is that it extends the previous research of Lerner's 5 C model (Lerner et al., 2005). Many researchers, including Lerner, discuss how once youth develop assets they are then able to thrive as individuals and give back, meaning contribute. However, this study suggests that contribution is not only an end result of asset development, but contribution itself may further foster the development of assets. For example, extracurricular activities may also be a context in which emerging adults begin contributing and through this experience of making a contribution they further develop or refine a variety of developmental assets. This finding also lends further support to RDST, a foundational theory within the PYD framework where the individual \leftrightarrow context relations represent mutual and influential benefit. Thus, further investigation into the bi-directionality with asset development leading to contribution and contribution leading to asset development is warranted given much of the research to date has had a uni-directional focus with asset development hypothesized as leading to contribution,

Future Research

This research provided a first step in advancing our understanding of the different factors that can impact the development of emerging adults as contributing citizens. There were a number of important findings which support previous research. However, given the lack of research in general about the concept of contribution, there are a number of suggestions for future research. First, it is recommended to future researchers to further explore the interplay between the various motives emerging adults may have for contributing to their community as well as how these motives may be influenced by the social agents with whom the emerging adults interact. Relatedly, it would be interesting for researchers to examine how basic needs theory could help explain or be used as a framework to further understand the interaction

between motives and the influence of social agents in relation to contribution. Second, future research is needed to further examine the possible bi-directional relationship between asset development and contribution as previous work has only investigated this phenomenon using an unidirectional approach with developmental assets leading to contribution. Third, it is also important to note that within this study, sport was perceived as a positive influence in becoming a contributing citizen. Future research is needed to go beyond exploring whether sport has a role to further understand how and in what ways, apart from initial evidence, that it may be a context in which emerging adults have an early exposure to community contribution. Therefore, future studies should focus specifically on sport in relation to community contribution to better understand how sport can act as a context to foster contribution.

Although the methods used for this research study were adequate in uncovering and exploring the life events and factors influencing emerging adults to contribute. To advance the research and literature on this topic, future researchers could examine breadth of some of these findings using a quantitative approach. Moreover, prospective research and/or a longitudinal research study design is needed to follow participants from an early age through to being a contributing citizen. This would allow for a more in-depth understanding and insight into the developmental processes of emerging adults becoming a contributing citizen.

Limitations

It is essential to address and note the limitations encountered throughout this Master's thesis. First, both methods used in this study relied on participants having to recall various factors and experiences related to contribution. Although the methods are congruent with a constructivist approach, meaning the concern is more with participants' perceptions of their experiences, future research with a longitudinal design could mitigate this limitation. Second, the

sample size was relatively small and homogenous in that the majority of participants were post-secondary students and they were all within the same city, which may limit the transferability of the results. Third, the sampling method for this study was purposive and snowball in which local key informants assisted. It is quite possible that these key informants chose who they believed were, in their eyes, the best community contributors which again may limit the transferability of results or may even have limited the scope of the study as it may have led to a narrower view of contribution.

Conclusion

Overall, the findings from this Master's research advance the literature in the field of PYD and youth sport in the area of contribution. Moreover, this research responded to a number of gaps in the literature by being the first study to examine what factors and life experiences may play a role in becoming a contributing citizen. The results suggest that emerging adults perceive the concept of contribution to be multifaceted and appear to have multiple, non-conflicting motives, that can change over time. In addition, the results suggest that early exposure in emerging adulthood is important for setting the stage for further contribution as an emerging adult. In addition, both family and participation in extracurricular activities, including sport results in both the early opportunities to contribute as well as exposure to important social agents who can have a positive impact on these contributions. Finally, this study extended work of researchers from both the general PYD field and the field of sport and PYD by showing that the act of contributing also leads to the development of assets which may further enhance contribution and future models and theories should take into consideration this bi-directional relationship.

Statement of Contribution

I, Jennifer Taing, was responsible for collecting and analyzing the data used in this Master's research. I was responsible for writing the entirety of this Master's thesis. Dr. Tanya Forneris supported all aspects of the conceptualization, analysis, and provided assistance in the writing by reviewing multiple drafts of this thesis on numerous occasions. Corliss Bean helped in the data analysis phase by acting as a secondary coder and editor for the first draft of the thesis.

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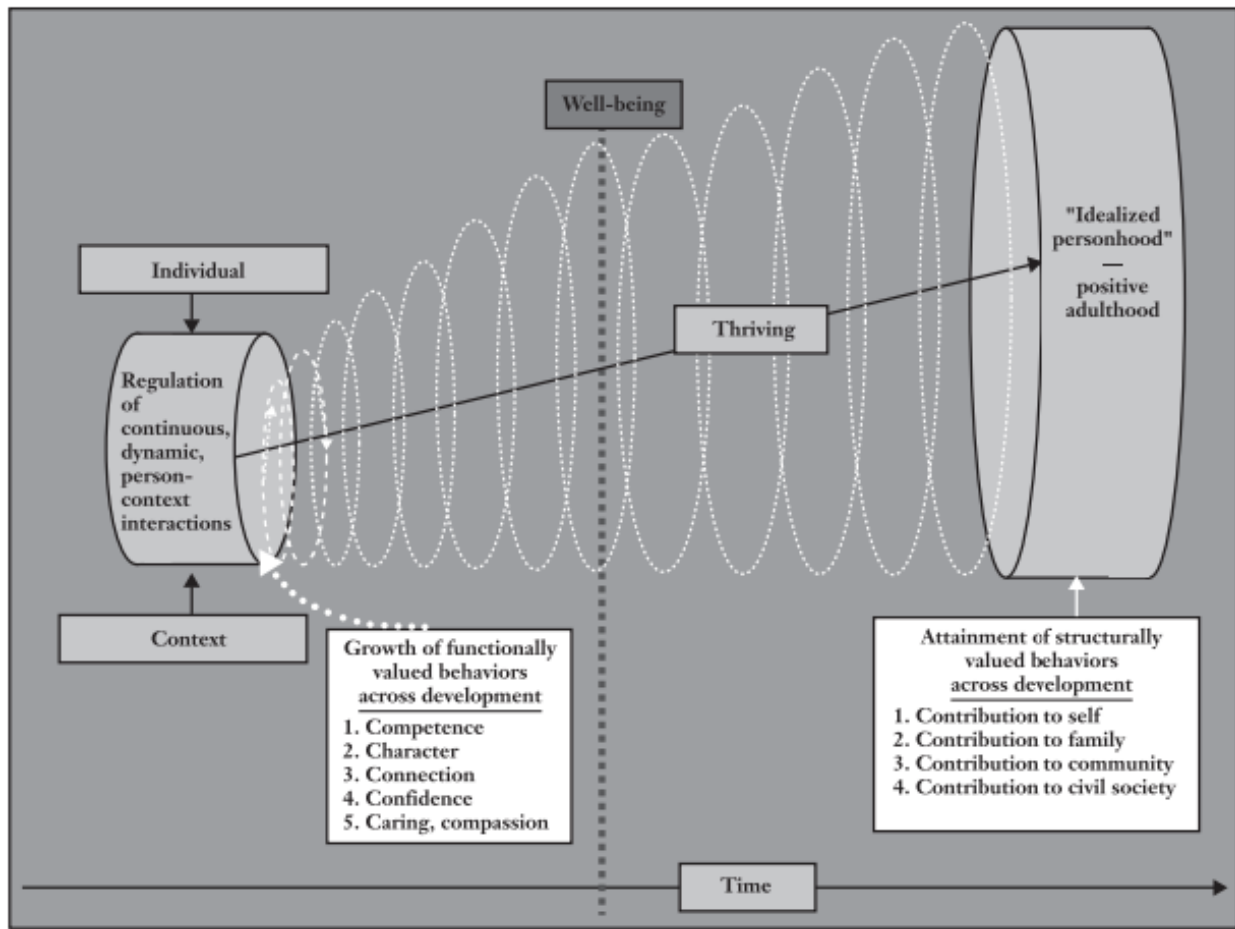
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Table 1. Participant Demographics

Pseudonym	Gender	Age	Education	Occupation	Sport Experience
1. Matthew	M	24	Master's (Economy)- IN	Student	Comp
2. Erica	F	23	Undergraduate – C	Researcher	Rec
3. Jesslyn	F	21	Undergraduate - IN	Student	Rec
4. Jasmine	F	23	College (CYW) - IN	Student, CYW	Rec
5. Morgan	F	19	College (Health Promo) - IN	Student	Rec
6. Chloé	F	23	Master's (Epi) - IN	Student	Comp
7. Jeremy	M	24	Master's (Epi) - IN	Student	Rec
8. Alex	M	24	Undergraduate (HK) – C	Team Lead	Comp
9. Mohammed	M	23	College - C	Canadian Military	Comp
10. Fiona	F	20	Undergraduate - IN	Student	Rec
11. Jodie	F	22	Undergraduate (Nursing) - C	Nurse	Comp
12. Mindy	F	24	Master's (PT) - IN	Student	Comp
13. Joanne	F	24	Post-grad (AT) - IN	Student	Comp
14. Sophie	F	24	Master's (Epi) - IN	Student	Comp
15. Oliver	M	24	PhD (HK) - IN	Student	Comp

Note. “IN” = incompleting program, “C” = completed program, “Comp” = competitive sport, “Rec” = recreational sport, CYW = Child and Youth Work, Health Promo = Health Promotion, Epi = Epidemiology, HK = Human Kinetics, PT = Physiotherapy, AT = Athletic Therapy

Figure 1. Thriving Process towards Idealized Personhood (Lerner, Brentano, Dowling, & Anderson, 2002)



Appendices

Appendix A
Ethical Approval Notice

File Number: H06-16-05

Date (mm/dd/yyyy): 08/11/2016



Université d'Ottawa
Bureau d'éthique et d'intégrité de la recherche

University of Ottawa
Office of Research Ethics and Integrity

Ethics Approval Notice
Health Sciences and Science REB

Principal Investigator / Supervisor / Co-investigator(s) / Student(s)

<u>First Name</u>	<u>Last Name</u>	<u>Affiliation</u>	<u>Role</u>
Tanya	Fomeris	Health Sciences / Human Kinetics	Supervisor
Jennifer	Taing	Health Sciences / Human Kinetics	Student Researcher

File Number: H06-16-05

Type of Project: Master's Thesis

Title: Becoming a Contributing Citizen: What is the Developmental Trajectory Process foy Youth

<u>Approval Date (mm/dd/yyyy)</u>	<u>Expiry Date (mm/dd/yyyy)</u>	<u>Approval Type</u>
08/11/2016	08/10/2017	Approved

Special Conditions / Comments:

N/A

File Number: H06-16-05

Date (mm/dd/yyyy): 08/11/2016



Université d'Ottawa
Bureau d'éthique et d'intégrité de la recherche

University of Ottawa
Office of Research Ethics and Integrity

This is to confirm that the University of Ottawa Research Ethics Board identified above, which operates in accordance with the Tri-Council Policy Statement (2010) and other applicable laws and regulations in Ontario, has examined and approved the ethics application for the above named research project. Ethics approval is valid for the period indicated above and subject to the conditions listed in the section entitled "Special Conditions / Comments".

During the course of the project, the protocol may not be modified without prior written approval from the REB except when necessary to remove participants from immediate endangerment or when the modification(s) pertain to only administrative or logistical components of the project (e.g., change of telephone number). Investigators must also promptly alert the REB of any changes which increase the risk to participant(s), any changes which considerably affect the conduct of the project, all unanticipated and harmful events that occur, and new information that may negatively affect the conduct of the project and safety of the participant(s). Modifications to the project, including consent and recruitment documentation, should be submitted to the Ethics Office for approval using the "Modification to research project" form available at: <http://www.research.uottawa.ca/ethics/forms.html>

Please submit an annual report to the Ethics Office four weeks before the above-referenced expiry date to request a renewal of this ethics approval. To close the file, a final report must be submitted. These documents can be found at: <http://www.research.uottawa.ca/ethics/forms.html>

If you have any questions, please do not hesitate to contact the Ethics Office at extension 5387 or by e-mail at: ethics@uOttawa.ca.

Signature:

Germain Zongo
Protocol Officer for Ethics in Research
For Daniel Lagarec, Chair of the Health Sciences and Sciences REB

Appendix B
Recruitment Poster

LOOKING FOR COMMUNITY CONTRIBUTORS



Do any of the following apply to you?

- ✓ Are you between the ages of 18 and 24?
- ✓ Recent or current experience volunteering in your community?
- ✓ Do you possess leadership roles within your community?

If so, you may be eligible to participate!

PARTICIPATION CONSISTS OF:

- A 45 to 90-minute in-person interview
- Completion of a timeline (total time 45 mins) identifying the life events and/or factors that have lead you to become a contributing member of society

Appendix C Interview Consent Form



Université d'Ottawa
Faculté des sciences
de la santé

University of Ottawa
Faculty of Health
Sciences

PARTICIPANT CONSENT FORM

TITLE: Becoming a contributing citizen: What is the developmental trajectory process for youth?

Principal Investigator: Jennifer Taing, Researcher, MA Candidate, University of Ottawa
Thesis Supervisor: Dr. Tanya Forneris, School of Health and Exercise Sciences, UBC Okanagan

Purpose of the Study: The purpose of this study is to gain an in-depth understanding of the life events and/or factors that play a role in youth becoming contributing citizens as young adults.

Participation: There are two copies of this form: one of which is for you to keep for your reference and one for you to return to us. If you consent to be in this study you will be asked to complete an individual interview and a timeline. The purpose of the interview is to deepen our understanding of the life events and/or factors that may have played a role in your developmental process in becoming a community contributor. The interview will take about 45-90 minutes to complete and will be audio-recorded. However, if you prefer not to have the interview recorded, handwritten notes will be taken. You do not have to answer any question you do not want to answer and can stop the interview at any time. You will also be given the opportunity to review your transcripts if you desire, via e-mail. This will occur through a process of receiving two emails. The first will include a password and the second email will contain the transcript in a password protected e-mail. After completion of the interview, you will be asked to provide a timeline indicating the most important facts, milestones, transitions, events, programming or people involved in your developmental process of becoming a contributing citizen. It is estimated these timelines will take about 45 minutes, however, you will have one week to complete it. You will also be asked to participate in member checking after data collection, which involves sharing the study findings and providing you with the opportunity to ask questions, give feedback, affirmation and collaboration. Member checking will take place either via e-mail/Skype or in-person based on your preference. We estimate that it will take you approximately 30 minutes to review your transcript and any dialogue that results between you and the researcher could be between 10-30 minutes depending on the amount of feedback you have.

Risks: I do not anticipate any negative effects during or following participation in this project. However, it may be possible life events and/or factors have had psychological or emotional discomfort. If this occurs, we will ask you if you want to further discuss these concerns with someone other than the researcher. If you want to speak with someone, we will provide you with options (e.g., community-based psychological services such as Pinecrest-Queensway Community Health Centre, Crisis Line Ottawa or Ottawa Mental Health Crisis Line) and will help support you by helping you connect with who you would like to discuss these concerns with.

Benefits: Through participation in this study, you will have the time to reflect on what has led you to contribute to your community. Such an opportunity may provide you with the chance to recognize the skills you have developed, relationships you have formed and the impact you have had on your community.

Confidentiality and Anonymity: Your anonymity will be protected. Apart from the consent form your name will not be written on any documents. Your responses from the interview and timeline will be grouped with responses from other participants and therefore, all responses will remain completely confidential. This consent form will be

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placed in a locked filing cabinet within a locked office and filed separately from the recorded interviews and timelines. The audio recordings will also be placed on a computer in a locked office. The data will be kept secure for a period of five years, after which all of the data will be destroyed.

Voluntary Participation and Withdrawal: Your participation is completely voluntary. You may withdraw from the project at any time without penalty. If you choose to withdraw, you will be given the opportunity to withdraw your data, which means you can choose to remove your responses from the study and your responses will be destroyed.

For any questions regarding the ethical conduct of this project, you can contact the Office of Research Ethics and Integrity at the University of Ottawa in person at 550 rue Cumberland, Room 154, Ottawa, ON, K1N 6N5, by phone (613) 562-5387 or by email ethics@uottawa.ca

Consent:

I have read this consent form and I understand the procedures of this research project. Also, I understand that my participation is completely voluntary and I may withdraw from the study at any time without penalty. My signature indicates my consent to participate.

I agree to participate in this project.

I agree to participate in this project **but do not permit the interview** to be audio-taped.

Name

Date

Signature of principal investigator

Date

Appendix D Interview Guide

The objective of this interview is to find out how youth become contributing citizens and to explore the developmental trajectory process of youth contributing to their community as young adults. Before beginning the interview, I want you to understand that there are no right or wrong answers. Your participation in this research study is completely voluntary and you can decide to stop the interview at any time. Everything you say in this interview will be kept confidential. When the results from this study are written, there will be full anonymity such that I will not be using your real name, or anyone you have mention during the interview. Pseudonyms will be given to each participant. If there are any questions you feel uncomfortable answering, please let me know and we can pass it. Do you have any questions for me before we begin?

Date: _____

Interview with: _____

Conducted by: Jennifer Taing

Demographics

1. Tell me a little about yourself – age, occupation, whether you are in school?
2. How would you describe a contributing citizen?
3. Do you believe you encompass these characteristics you have described?
 - a. Can you provide examples from your past or current experiences?

Community Connection - *Explain that community is not just geographical location – can be a physical neighborhood, cultural community, an organization, a university – so you may have multiple communities to discuss and we can go through each of these*

4. Which community/communities do you consider yourself a part of?
5. How would you describe your relationship with this community/these communities?
 - a. E.g., sense of connection/attachment – has this impacted your experience or involvement in the community/communities? How?
 - b. Social ties and social support - has this impacted your experience or involvement in the community/communities? How?

6. How would you describe the quality of life in this community/these communities?
 - a. Safe, supported, psychological well-being; physical well-being - has this impacted your experience or involvement in the community/communities? How?

Community Contribution

7. Do you have previous volunteering experience?
 - a. If yes, what are/were they? (Roles, responsibilities) – ask them to talk about it chronologically – first experiences – current experiences

8. What is your current involvement in the community or communities you discussed previously?

9. Did your past volunteering experience lead into your current volunteer or community engagement?

10. What contributions do you believe you have made to the community or communities we have discussed?

11. Are there any other communities you feel you have contributed but have not yet discussed?

12. How would you describe your volunteering/community contribution experience?
 - a. What did you learn/gain?

 - b. Challenges/barriers?

13. What factors or events helped to initiate your involvement?
14. Did you have mandatory volunteer hours in high school?
 - a. Describe your experiences of this mandatory volunteering?
 - i. Where did you volunteer?
 - ii. What did you learn from this experience?

 - iii. Did this experience make you think differently about community

contribution? In what ways?

- iv. What was the impact of having mandatory volunteer hours? Did this lead you to stay involved or continue contributing as an adult? In what ways?

15. For what reasons did you begin volunteering/community involvement?

- a. School requirement/purposes
- b. Intrinsic motivation – wanting to help others, give back
- c. Belief of necessity for future job/career opportunities
- d. Résumé purposes

16. For what reasons do you believe you have stayed involved

- a. Are there any factors or events that have helped you to sustain involvement?

17. Have your motives for continuing to be involved in your community changed overtime?
How?

- a. Probe for Egoism, Altruism, Collectivism, Principlism

Leadership in the Community

18. How would you define community leadership and/or a community leader?

19. Would you consider or categorize yourself as a community leader?

- a. If yes, why?
- b. Can you provide some examples?

20. What opportunities, events, factors or role models have helped you develop into a community leader?

21. Does being a community leader help you further contribute to your community? In what ways?
22. Has contributing to your community help you become a community leader?
23. Which of the two above questions best describe you (community contribution leads to leadership or vice versa)

School Extracurricular Programming - *Now I would like to discuss your previous experience in programs as a youth, whether these programs influenced you in becoming a contributing citizen, and how they influenced you.*

24. Did you participate in any clubs or extracurricular activities at school?
- If yes, which one(s)?
 - Type of program
 - Length of program duration
 - Role of participant in the club/program(s)
25. What did you learn or gain from participating in these clubs/programs?
26. Did this club/program(s) have any influence on your current community contributions as a young adult? How?

Youth Programming & Organizations (e.g., BGC, CLK) - *Now I would like to discuss your previous experience in programs as a youth, whether these programs influenced you in becoming a contributing citizen, and how they influenced you.*

27. Did you attend any after school or youth programming outside of school?

- a. If yes, which one(s)?
- b. Type of program
- c. Length of program duration
- d. Role of participant in the program(s)

28. What did you learn or gain from participating in youth programming?

29. Did this program(s) have any influence on your current community contributions as a young adult? How?

Sport Background - *Now I would like to discuss your previous experience in sport and physical activity programming, whether these programs influenced you in becoming a contributing citizen, and how they influenced you.*

30. Did you participate in any sport of physical activity programming?

- a. If yes, which one(s)?
- b. Type of program
- c. Length of program duration
- d. Role of participant in the program(s)

31. If yes, did this program(s) have any influence on your current community contributions as a young adult? How?

Social Supports – *Now I would like to discuss how your social network has influenced your experience being a contributing citizen – there are many different forms of social support and I want to understand which ones were most relevant for you, if any, in becoming a contributing citizen.*

32. In regards to your social support network, how would you say your:

- a. Family has influenced you as a contributing citizen?
- b. Peers?
- c. Mentors/Program Leaders?
- d. Teachers?
- e. Coaches?
- f. Community (School)?

Concluding Statements

33. Overall, what do you believe are the most significant factors or life events you have experienced that has led you into your current role as a contributing citizen?
34. Is there anything else you would like to add that we have yet to touch upon in this interview?

Appendix E
Timeline Instructions

Dear participant,

The purpose of this timeline is to provide a focus for you to be able to prompt your personal stories and life experiences over time. Timelining is a malleable research method and has been noted as a valuable method for uncovering the layering and subtlety of lived experiences. It can also deepen the understanding of a participants' past experiences. This will give the researcher better insights into your lived experiences in becoming a contributing citizen. You will be given two weeks to complete this timeline, which will be used as a research tool to help guide the in-depth interviews. At the end of the allotted two-week period, the researcher will collect the timeline and make modifications to the interview guide prior to conducting your interview.

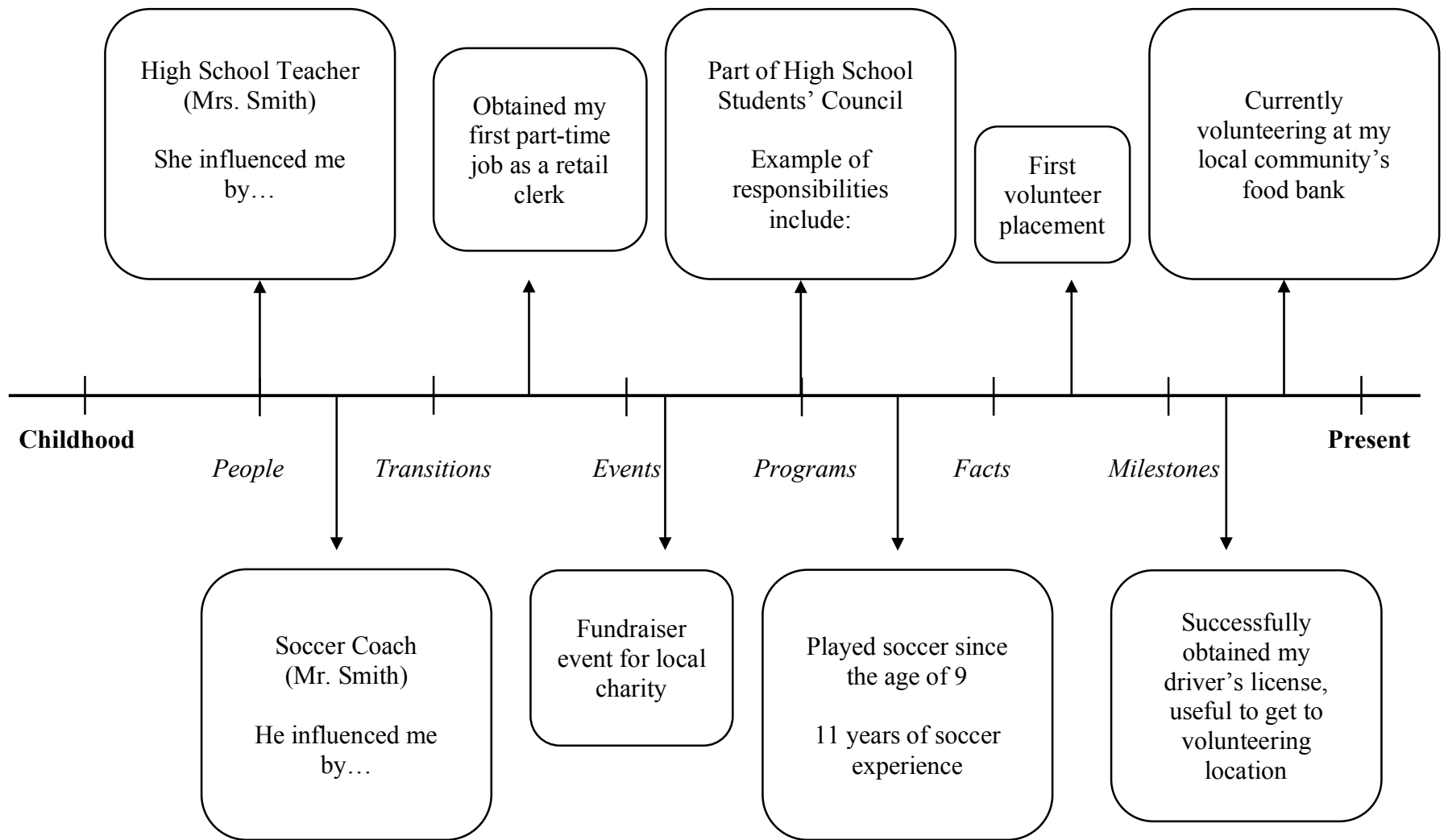
You will be provided with a blank 8.5 x 11-inch piece of white paper with childhood and present labeled at opposing ends. If more space is needed, feel free to use the back side of the paper or diverge from the linear template provided. On the following page, an example of a timeline is presented to give you a visual idea of what may be anticipated.

Please refer to the timeline template provided and indicate the following information on your own timeline and provide examples (if applicable):

- People/social support (family, peers, coaches, teachers, community, school etc.)
- Milestones (key moments, fond memories, accomplishments etc.)
- Facts (important dates, anything of relevance etc.)
- Events (volunteering events, community events, sporting events, school events etc.)
- Transitions (attending different schools, acquiring a new job etc.)
- Programming you have participated and/or been involved in (sport or non-sport programs)

If you have any questions, please do not hesitate to contact the researcher.

Jennifer Taing, BHSc
Master of Arts in Human Kinetics, Candidate
School of Human Kinetics | Faculty of Health Sciences
University of Ottawa



THIS IS ONLY A BRIEF EXAMPLE. Please remember, each participants' timeline will be different, personal and individualized.

