



EXAMINING DIFFERENCES IN NEEDS SUPPORT, SATISFACTION, AND DEVELOPMENTAL OUTCOMES ACROSS COMPETITIVE AND RECREATIONAL YOUTH SPORT

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Introduction

Sport programming provides an important context for the promotion of positive youth development (PYD) through engagement in developmentally-appropriate activities and supportive youth-adult relationships.

Within sport, both the support of basic psychological needs (i.e. autonomy, competence, and relatedness) and the satisfaction of those needs have been found to aid in positive psychological development.

According to Holt and Jones (2008), little research exists that examines youth development outcomes across competitive and recreational sport contexts. Furthermore, to our knowledge, no research has examined differences of basic needs support and satisfaction across these two contexts. Such research would be beneficial for researchers and practitioners to better understand how to structure these types of youth sport.

Purpose

The purpose of this study was to examine differences across competitive and recreational youth sport programs on basic needs support, basic needs satisfaction, and PYD outcomes.



Methods

Youth participants (ages 10-17) completed self-report measures related to the outlined study variables. (HOW MANY PARTICIPANTS ETC)

Measures

Youth Experience Survey 2.0 - MODIFIED (YES 2.0). The YES 2.0 assesses developmental outcomes that are relevant to physical activity based PYD programming (Sullivan, Laforge-Mackenzie, & Marini, 2015).

Learning Climate Questionnaire (LCQ). A physical education version of the LCQ was adapted by Standage, Duda, & Ntoumanis (2005) in order to measure participants' perceptions of basic needs support.

Basic Needs Satisfaction in Sport Scale (BNSSS). This measure assesses participants' perceptions of their satisfaction of the basic needs of competence, autonomy, and relatedness, in the context of sport (Ng, Lonsdale, and Hodge, 2011)

Research Design and Data Analysis?

Results

Table 1: Results for Positive Youth Outcomes with YES 2.0

Subscale	Competitive		Recreational		F	Sig
	Mean	SD	Mean	SD		
P & S Skills	3.307	0.495	3.271	0.594	0.542	0.462
Goal Setting	3.403	0.496	3.325	0.647	2.018	0.156
Initiative	3.733	0.394	3.588	0.551	10.37	0.001
Negative Experiences	1.796	0.764	1.785	0.908	0.005	0.944
Adult Networks	3.341	0.554	3.209	0.724	4.647	0.32
Identity	3.426	0.484	3.247	0.587	11.51	0.001

Note: P & S Skills = Personal and Social Skills

Table 2: Results for Basic Needs Support

Subscale	Competitive		Recreational		F	Sig
	Mean	SD	Mean	SD		
Autonomy	5.437	0.916	5.545	1.044	1.291	0.257
Competence	6.010	0.802	5.986	1.014	0.072	0.788
Relatedness	6.047	0.946	6.036	1.090	0.011	0.917

Table 3: Results for Basic Needs Satisfaction

Subscale	Competitive		Recreational		F	Sig
	Mean	SD	Mean	SD		
Competence	6.006	0.766	6.059	0.845	0.317	0.574
Choice	5.304	1.233	5.632	1.177	5.532	0.019
IPLC	5.989	0.912	5.871	1.11	1.060	0.304
Volition	5.134	0.765	4.779	1.18	11.34	0.01
Relatedness	6.183	0.828	5.96	1.04	4.536	0.34

- MANOVA was significant for PYD outcomes (as measured by the YES)
- Follow-up post-hoc tests revealed that there were significant differences on **Initiative** and **Identity** Experiences with competitive athletes scoring significantly higher than recreational athletes on both.
- MANOVA was not significant for basic needs support
- MANOVA was significant for basic needs satisfaction.
- Follow-up post-hoc tests revealed that recreational athletes scored significantly higher on the **choice** subscale compared to competitive athletes, but competitive athletes scored significantly higher on **volition** than the recreational athletes.

Discussion

- Both types of sport seem to foster PYD outcomes, needs support and satisfaction as all mean scores were quite high.
- However, competitive sports by their interest structure may lead to higher levels of initiative and identity status, as well as more satisfaction related to volition. Recreational athletes on the other hand report that their need for choice is more satisfied, which can also be explained by the structural differences between competitive and recreational sport programs.
- Research is preliminary and more work is needed to understand the differences between these two sport contexts
- There are important future implications in relation to tailoring interventions with coaches from both contexts to maximize their ability to foster positive developmental outcomes.

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