Assessing the effectiveness of a training program designed to increase participants' self-efficacy for promoting positive youth development through sports in a developing nation

Lucia Cabrera Gadea

Follow this and additional works at: https://huskiecommons.lib.niu.edu/allgraduate-thesesdissertations

Recommended Citation
Cabrera Gadea, Lucia, "Assessing the effectiveness of a training program designed to increase participants' self-efficacy for promoting positive youth development through sports in a developing nation" (2017). Graduate Research Theses & Dissertations. 1539. https://huskiecommons.lib.niu.edu/allgraduate-thesesdissertations/1539

This Dissertation/Thesis is brought to you for free and open access by the Graduate Research & Artistry at Huskie Commons. It has been accepted for inclusion in Graduate Research Theses & Dissertations by an authorized administrator of Huskie Commons. For more information, please contact jschumacher@niu.edu.
ABSTRACT

ASSESSING THE EFFECTIVENESS OF A TRAINING PROGRAM DESIGNED TO INCREASE PARTICIPANTS’ SELF-EFFICACY FOR PROMOTING POSITIVE YOUTH DEVELOPMENT THROUGH SPORTS IN A DEVELOPING NATION

Lucia Cabrera Gadea, MSEd
Department of Leadership, Educational Psychology and Foundations
Northern Illinois University, 2017
Stephen Tonks, Director

This study constituted a secondary analysis of the data collected at a week-long training for local Belizean youth leaders to foster positive youth development through sports. The training was embedded in a partnership between Northern Illinois University and youth organizations from Belize. Bandura’s theory on self-efficacy beliefs was adopted as a framework to analyze participants’ confidence regarding teaching personal and social skills within their own practices to youth. The purpose of this study was to analyze participants’ self-efficacy beliefs for teaching personal and social skills using the Teaching Personal and Social Responsibility model as a means for promoting positive youth development. A mixed-methods approach was adopted for this study. Quantitative analysis was used to determine whether there was an increase in participants’ self-efficacy beliefs as measured by a pre- and post-training survey. The proposed qualitative analysis examined the process through which participants’ beliefs were affected by their participation in the training, more specifically, by looking at the sources of self-efficacy and their interaction with participants’ self-efficacy beliefs.
Keywords: Positive Youth Development, Self-Efficacy, Sports for Development and Peace, Teaching Personal and Social Responsibility.
ASSESSING THE EFFECTIVENESS OF A TRAINING PROGRAM DESIGNED TO INCREASE PARTICIPANTS’ SELF-EFFICACY FOR PROMOTING POSITIVE YOUTH DEVELOPMENT THROUGH SPORTS IN A DEVELOPING NATION

BY

LUCIA CABRERA GADEA
©2017 Lucia C. Gadea

A THESIS SUBMITTED TO THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE MASTER OF SCIENCE IN EDUCATION

DEPARTMENT OF LEADERSHIP, EDUCATIONAL PSYCHOLOGY AND FOUNDATIONS

Thesis Director: Stephen Tonks
DEDICATION

To my little Benjamin, who inspires me to strive for a better world
TABLE OF CONTENTS

LIST OF TABLES ........................................................................ v
LIST OF APPENDICES ................................................................. vi

Chapter

1. INTRODUCTION................................................................. 1
   Statement of Purpose ......................................................... 1
   The Problem: The Struggle for Social Change ..................... 1
   About the Study: Analyzing Participants’ Perceptions and Experiences ................................................................. 6
   Research Questions ............................................................ 7
   Operational Definitions ....................................................... 8
   Overview of Methods and Activities .................................. 12

2. FRAMING THE STUDY ......................................................... 14
   Positive Youth Development .............................................. 15
   Teaching Personal and Social Responsibility ...................... 21
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Efficacy Theory</td>
<td>27</td>
</tr>
<tr>
<td>3. METHODOLOGY</td>
<td>37</td>
</tr>
<tr>
<td>Setting: Description of the BYSC Program and Training</td>
<td>37</td>
</tr>
<tr>
<td>Treatment Fidelity</td>
<td>40</td>
</tr>
<tr>
<td>Participants</td>
<td>41</td>
</tr>
<tr>
<td>Pilot Study</td>
<td>43</td>
</tr>
<tr>
<td>Data Collection Procedures</td>
<td>45</td>
</tr>
<tr>
<td>Plan for Analysis</td>
<td>52</td>
</tr>
<tr>
<td>Trustworthiness</td>
<td>56</td>
</tr>
<tr>
<td>4. RESULTS</td>
<td>57</td>
</tr>
<tr>
<td>Testing Change in Self-Efficacy Beliefs</td>
<td>57</td>
</tr>
<tr>
<td>The Process: Participants Share Their Experiences</td>
<td>57</td>
</tr>
<tr>
<td>5. DISCUSSION</td>
<td>75</td>
</tr>
<tr>
<td>Introduction</td>
<td>75</td>
</tr>
<tr>
<td>Interpretation of Findings</td>
<td>76</td>
</tr>
<tr>
<td>Limitations of the Study</td>
<td>85</td>
</tr>
<tr>
<td>Conclusion</td>
<td>86</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>88</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>96</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hellison’s TPSR Lesson Format</td>
<td>23</td>
</tr>
<tr>
<td>2. Description of the Former Belizean Trainers</td>
<td>39</td>
</tr>
<tr>
<td>3. Description of the American Trainers</td>
<td>40</td>
</tr>
<tr>
<td>4. Description of Sample</td>
<td>42</td>
</tr>
<tr>
<td>5. Subsample Demographic Description</td>
<td>43</td>
</tr>
<tr>
<td>6. Descriptive Statistics for Self-Efficacy Items and Results of Paired-Samples T-Tests (Pilot Study)</td>
<td>45</td>
</tr>
<tr>
<td>7. Description of the Participants Observed in the Field Notes</td>
<td>52</td>
</tr>
<tr>
<td>8. Deductive Analysis of the Data</td>
<td>59</td>
</tr>
</tbody>
</table>
## LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. BELIZEAN YOUTH SPORT COALITION: INITIAL AND FINAL QUESTIONNAIRE</td>
<td>96</td>
</tr>
<tr>
<td>B. INTERVIEW QUESTIONS</td>
<td>98</td>
</tr>
<tr>
<td>C. BELIZEAN YOUTH SPORT COALITION: WORKSHOP FEEDBACK FORM</td>
<td>101</td>
</tr>
<tr>
<td>D. BELIZEAN YOUTH SPORT COALITION: TRAINING FEEDBACK FORM</td>
<td>103</td>
</tr>
<tr>
<td>E. INDUCTIVE ANALYSIS: ORGANIZATION OF CODES</td>
<td>105</td>
</tr>
<tr>
<td>F. IRB CONSENT</td>
<td>112</td>
</tr>
</tbody>
</table>
CHAPTER 1
INTRODUCTION

Statement of Purpose

The purpose of this study was to understand participants’ self-efficacy beliefs about teaching personal and social skills to youth during their participation in an intervention training program carried out in Belize. This study proposed an analysis of how the participants who voluntarily attended the Belizean Youth Sport Coalition (BYSC) training worked toward the mastery of strategies related to such skills. In addition, the study aimed to identify and understand the sources of self-efficacy identified by Bandura as factors that might have affected their confidence regarding the implementation of Teaching Personal and Social Responsibility (TPSR) strategies. Such factors were evidenced in the participants’ statements and interactions with an environment designed to promote instances of success, feelings of competence, reciprocal feedback, and peer interaction.

The Problem: The Struggle for Social Change

A significant number of children and youth are faced with developmental challenges derived from the context in which they live (Martinek, Schilling, & Hellison, 2006). Risk factors - such as poverty, unsafe environments, insufficient support and empowerment, inappropriate role models, and lack of enduring and meaningful participation (Hellison, Cutforth, Kallusky, Martinek, Parker, & Stiehl, 2000) - contribute to the plight of these underserved youth. Because
of these, unfortunate circumstances and consequences are related to low socio-economic status, sex, depraved family composition, or low levels of education. Unfortunately, a greater proportion of youth from impoverished urban environments are impacted (Wright & Li, 2009). One such case exists in a developing country like Belize where youth are often deprived of environments that foster healthy development due to the country’s lack of economic resources.

Belize is a fairly small and young country generally recognized by non-natives as a prestigious tourist destination. Beyond the beautiful scenery surrounded by Caribbean waters and the rich culture that this nation has to offer, Belizeans are immersed in a context characterized by violent crime, drug use and trafficking, homicides, as well as increasing numbers of school dropouts (Belize Crime and Safety Report, 2013). These issues present a daily and constant struggle for the Belizean youth and the participants who, with limited economic and knowledge-based resources, intend to improve their situation.

The struggle to build more peaceful and egalitarian societies has led international organizations such as the United Nations to consider sports and physical education as a means to advance personal, social, and community forms of development and attain the Millennium Development Goals (Coalter, 2010; Guilianotti, 2011). However, in order to promote positive youth development among at-risk youth, sports and physical education practices need to adopt a new outlook on what and how they deliver such practices. Hence, it is of utmost importance to develop local community leaders who believe in the potential of youth for being future leaders and help others in this process of transition to leadership (Martinek et al., 2006).
Positive Youth Development (PYD)

Schools and other youth organizations are generally designated by societies as the fulcrum for social change. However, the number of youth who are at risk often outpaces the capacity of these institutions to serve them (Hellison et al., 2000). To date, developed countries such as the United States have taken the lead on designing holistic, strength-based programs aimed at capitalizing youth’s potential through physical activity programs (Hellison et al., 2000). These are referred to as positive youth development programs and they offer environments where youngsters can grow socially, emotionally, and psychologically using sports as a vehicle. It is important to extend the outreach of these programs to those less privileged societies.

PYD is a strength-based construct which refers to engagement in prosocial behaviors and the development of values, assets, and competencies that will ensure a positive future development for children and adolescents (Jones, Martin, Dunn, Holt, Sullivan, & Bloom, 2011). PYD is grounded on the idea that children and adolescents possess competencies that should be fostered, instead of problems to be solved (Weiss & Wiese-Bjornstal, 2009). Practitioners following this approach believe that no matter how many challenges or needs today’s youth are confronted with, they still possess the potential to become leaders and influence those around them (Martinek et al., 2006). In its attempt to take these practices to less privileged societies, the Kinesiology and Physical Education Department of Northern Illinois University (NIU) articulated a coalition during the last year and a half with the country Belize called the Belize Youth Sport Coalition (BYS)C). The expected outcome of this project was to promote social
change through the improvement of the practices that are aimed at empowering youth through sports.

The Belize Youth Sports Coalition (BYSC)

The BYSC was a program framed under the Sport for Development and Peace (SDP) initiative, which aimed at promoting peace and tolerance among people and nations through sports (Wright, Jacobs, Ressler, & Howell, in press). The BYSC consisted of a three-year two-way exchange/training grant funded by the United States (US) Department of State’s Bureau of Cultural and Education Affairs through the SportsUnited: International Sports Programming Initiative (ISPI). The program entailed the training of administrators, coaches, teachers, and youth workers from youth-serving organizations in Belize to promote positive youth development and social change through sports (Wright et al., 2016). The BYSC pursued maximizing the SDP initiative by empowering local participants by coordinating efforts and engaging them in a collaborative way (Wright et al., 2016).

According to the National Association for Sport and Physical Education (NASPE, 2010), youth participating in sports are more prone to experience physical, psychological, academic, and social benefits. However, contrary to common knowledge, the sole participation in sports or any sort of physical activity will not instantly foster positive development in young people (Gould & Voelker, 2012). In order to maximize a sport situation, coaches should be intentional in their instruction of personal and social skills (Gould & Voelker, 2012). Thus, to make an
impact, those leaders working with youth sports must be equipped with the necessary knowledge and strategies that will ensure their youth’s positive development, which is where the need for an effective practical approach that can be easily adopted by these participants arises; hence, the BYSC training utilized the Teaching Personal and Social Responsibility model as its instructional approach.

Teaching Personal and Social Responsibility (TPSR)

According to Gould and Voelker (2012), “Leadership is one such life skill that may be more important to develop in today’s youth than at any other time in our history.” Also, it has been argued by the authors involved with this trend that youth coaching is a vital component of PYD. Thus, the Teaching Personal and Social Responsibility (TPSR) model, which was pioneered by Don Hellison more than forty years ago, has been embraced as one of the leading approaches to foster PYD. TPSR introduced a nontraditional approach toward youth coaching; instead of trying to “fix” youth at risk through punishments and an emphasis on their weaknesses, it empowers them by developing their personal and social skills as strengths that all youth possess. In addition, leadership is regarded by TPSR as something that can be developed by any young individual and exerted in various areas of life such as sports clubs, schools, homes, etc. (Hellison, Martinek, & Walsh, 2008). The modality used by TPSR is based on strong instructor-participant relationships which are accompanied by a gradual empowerment of youth through skill-building strategies within the physical activity context.
About the Study: Analyzing Participants’ Perceptions and Experiences

**Self-Efficacy Theory**

The current study was framed with Bandura’s self-efficacy theory. Self-efficacy can be defined as the perceived capacity that persons have to act in order to have a certain degree of influence over the events that affect their lives (Bandura, 1994). This concept, one element of a broader theory called the social cognitive theory, accounts for the dynamic interplay of behavioral, environmental, and personal factors as predictors for human functioning (Bandura, 2001); that is, individuals’ perception of self-efficacy is subject to the cognitive, psychological, affective, and motivational processes that arise from such an interplay of factors (Tsang, Hui, & Law, 2011).

The field of PYD is relatively new, and the evidence from studies focused on the empowerment of local community leaders as the torchbearers for future social change is scarce. Additionally, studies have not adopted a theoretical framework such as Bandura’s self-efficacy theory to analyze the outcomes of a professional development PYD training. The majority of the studies relating self-efficacy to PYD are aimed at analyzing its immediate impact on youth, which have produced encouraging outcomes regarding the role of youth self-efficacy in reducing involvement in negative behaviors such as aggression, smoking, drinking, and drug addiction (Tsang, Hui, & Law, 2011). Nevertheless, given the similarities between participants and classroom teachers, the researcher expected results similar to the ones obtained from the research showing teachers’ efficacy to be strongly connected to meaningful educational youth outcomes.
such as persistence, enthusiasm, commitment, and instructional behavior (Tschannen-Moran & Hoy, 2001).

According to Bandura (1994), people’s beliefs about their capabilities are informed by four different sources: mastery experiences, vicarious experiences, social persuasion, and affective experiences. Mastery experiences rely on success to build a robust belief in one’s personal efficacy (Bandura, 1994). Vicarious experiences are provided by social models with whom the individual can identify; social persuasion accounts for the influence of other people in strengthening the belief that success is possible (Bandura, 1994). The last source nurtures the feelings of self-efficacy through the emotional states arising from different situations and tasks. For example, positive emotions can enhance feelings of self-efficacy, whereas feelings of stress and anxiety can diminish self-efficacy.

Research Questions

The study addressed the following research questions:

1. Among the participants who voluntarily participated in a professional development coaching workshop focused on positive youth development (PYD) through sports, was there an increase in their self-efficacy beliefs towards teaching personal and social skills?

2. What aspects of the training did participants perceive as contributing to their self-efficacy beliefs regarding teaching personal and social skills?
More specifically:

a. What self-efficacy sources can be identified as having influenced participants’ self-efficacy for teaching personal and social skills?

Operational Definitions

**Belize Youth Sports Coalition (BYSC)**

The BYSC was a three-year project developed by partners from Northern Illinois University in collaboration with youth-serving organizations from Belize to improve the quality of youth sport programs within the nation (Northern Illinois University, 2013).

**BYSC training**

This term refers to the fifth milestone from the project, which is the coach-education program. It consisted of a training offered to BYSC coaches by a delegation of U.S. trainers in March 2015 in Belize. This is the coach-education program from which the data was gathered.

**BYSC initial and final questionnaire**

This is a validated scale utilized to measure participants’ self-efficacy beliefs regarding the implementation of TPSR strategies across eight components (self-control, responsibility, respect, following directions, best efforts, compassion, cooperation, and constructive competition). In this study, this scale was the instrument used to analyze the increase in
participants’ self-efficacy in the quantitative analysis. This term was used interchangeably with the term “self-efficacy survey” throughout the study.

Confidence

For the purposes of this study, the term “confidence” was used to describe participants’ self-efficacy beliefs regarding teaching personal and social skills to foster PYD when reporting the findings from the interview data.

Interviewees

For this study, this term refers to the participants who were purposefully selected for the subsample. The terms “interviewees” and “subsample” are used interchangeably.

Participants

This term encompasses members of youth organizations such as the YMCA, police officers who work directly with youth, sport coaches, physical education teachers, school counselors, and youth community workers. In this study, the term “participants” refers to the greater sample.

Participants’ self-efficacy beliefs

The term “self-efficacy beliefs” was coined by Albert Bandura to refer to the perceived capacity that a person possesses about producing designated levels of performance that exercise
influence over the events that affect their lives (Bandura, 1994). According to Bandura (1994), people who display a higher sense of self-efficacy are able to develop a strong commitment and sustain their efforts in order to attain a certain goal. This study aimed at analyzing the attending participants’ self-efficacy beliefs regarding PYD practices before and after the BYSC training, more specifically, participants’ self-efficacy beliefs for coaching TPSR.

**Positive youth development**

PYD refers to “the development of personal skills and assets, including cognitive, social, emotional, and intellectual qualities necessary for youth to become successfully functioning members of society” (President’s Council on Physical Fitness and Sports Research Digest, 2009, p. 1). PYD represents the ultimate goal of the BYSC.

**Self-efficacy sources**

In his approach, Bandura (2000a) stated the existence of four sources from which a person’s self-efficacy can be enhanced. These are mastery experiences, vicarious experiences, social persuasion, and emotional states. This study focused on identifying the sources of self-efficacy that could have influenced participants’ perceptions regarding their self-efficacy in reproducing PYD practices.
Teaching Personal and Social Responsibility (TPSR)

This is a model developed by Don Hellison more than forty years ago which is commonly adopted as an implementation framework for PYD through sports. TPSR is a holistic student-centered approach in physical activity (Hellison et al., 2000) aimed at fostering personal and social skills in youth. This study referred to the TPSR model as the instructional approach chosen by the NIU ambassadors in Belize as a vehicle for promoting PYD and SDP.

Underserved youth

“Undeserved youth” is a term utilized to define youth who are in need of services that allow them to build on their strengths in order to unfold the person that they are capable of becoming (Hellison et al., 2000). In the context of this study, the term was used to refer to the children and adolescents from Belize whom the participants attending the BYSC training work with.

Sample

For this study, the term ‘sample’ was used to refer to the thirty participants who voluntarily participated in the BYSC training and took the initial and final survey on their self-efficacy beliefs for teaching TPSR.
Subsample

The term “subsample” referred to the six interviewees who were purposely sampled for this study.

Overview of Methods and Activities

This study consisted of a secondary analysis of the data collected during the BYSC training in March 2015. The plan was to incorporate elements from quantitative as well as qualitative research methods. This project principally focused on participants’ experiences, perceptions, and reactions triggered by the conditions of the environment in which the training took place. These might have contributed as main sources affecting participants’ self-efficacy for teaching personal and social skills.

The initial stage of the study consisted of a quantitative analysis of participants’ self-efficacy beliefs through an initial and final survey (BYSC Initial and Final Questionnaire). Participants (N=30) self-reported using a scale from 0-10 on eight different components from PYD: self-control, responsibility, respect, following directions, best efforts, compassion, cooperation, and constructive competition. From the previous year’s experience (2014) it was expected that these participants denoted a slight to significant increase in the scores towards the final survey. During a pilot study conducted on the data obtained in 2014, a two-tailed paired-samples t test carried out with the data obtained from the prior training showed a significant change on the self-efficacy of the attending participants.
According to Usher and Pajares (2008), self-efficacy and its sources can be assessed by utilizing some qualitative methods such as observations, case studies, interviews, self-reports, and ethnographies. Thus, a further qualitative analysis was drawn upon those participants who self-reported lower scores across the survey’s TPSR components at the outset of the training. During the training sessions mentioned above, the researcher collected data through interviews with the handpicked participants from the subsample and field notes of each of the sessions. All the data collected from these last sources was analyzed through both deductive and inductive coding analyses.
CHAPTER 2
FRAMING THE STUDY

This study sought to understand the processes underlying youth’s leaders’ growth in their self-efficacy beliefs for teaching personal and social skills, thus promoting PYD practices in their own environments and also enriching the literature of two relatively new fields such as sport for development and peace (SDP) and PYD through sports. PYD has been mainly researched in the United States, and the outcomes of those U.S. programs designed under PYD tenets are encouraging for those working towards improving youth situation through SDP programs. Nonetheless, reaching out for its implementation in foreign nations with scarce resources and hardly any previous antecedents is a necessary endeavor. For this reason, one of the questions that this study sets itself to answer is how the participants from Belize understand PYD through sports.

The three constructs chosen to guide this study were Bandura’s self-efficacy theory, PYD through sports, and TPSR. Although the self-efficacy theory is a very well-researched field, most investigations have been carried out in the academic environment and certainly none have been done around the PYD and SDP initiatives. Yet, given the characteristics of the context of this study, these three constructs seemed to easily blend with each other for the following reason: although the BYSC training was not intentionally designed under the self-efficacy principles, it adopted the TPSR model as its instructional approach, which inherently resonated with Bandura’s self-efficacy sources. The TPSR model is an empowerment approach with a practical
application layout based on, among others, opportunities for success, fostering social interactions, promoting leadership, giving choices and voices, physical activity, and transfer of personal and social skills. Thus, the TPSR model presents itself as an approach that builds on an individual’s perceived confidence to execute the acquired skills and behaviors in environments other than the instructional one. Therefore, far from escaping the self-efficacy theory’s scope, it provided a very suitable fit to assess the degree to which participants’ confidence was informed by Bandura’s self-efficacy sources.

Positive Youth Development

Positive youth development (PYD) is a strength-based approach that fosters youth’s potential by nurturing the developmental assets available to them. According to Benson (2006), developmental assets are the building blocks of a healthy development; they refer to those primary processes of socialization, such as relationships, social experiences, patterns of interaction, and positive community norms. Those who established this concept of PYD envisioned the creation of environments that allow youth to engage in prosocial behaviors which would, in turn, make them agents of social change within their own communities. Lerner (2004) defines these agents of change as “thriving youth” and within the PYD framework describes them as individuals striving not only for their own well-being, but of those surrounding them as well (parents, peers, community).
Positive Youth Development Through Sports

Throughout time, sports have been considered as an optimal vehicle for children and youth to engage in prosocial behaviors and to learn competencies, assets, values, and life skills that will exert a positive influence in their future development (Jones et al., 2011). According to the Society of Health and Physical Educators (SHAPE), youth participating in sports are more prone to experience physical, psychological, academic and social benefits than those who do not participate. For example, a study conducted by Hansen, Larson, and Dworkin (2003) showed how sports were positively associated with experiences related to both identity and emotional development. Research suggests that sports set the environment for youth to have regular access to peers and cultivate friendships and prosocial values such as caring, empathy, and compassion (Bailey, 2005; Jones et al., 2011). Contrary to these beliefs, however, studies have shown that the sole participation in sports or any sort of physical activity will not instantly foster leadership skills or any other personal and social skills in young people (Gould & Voelker, 2012). This assumption is supported by the fact that those in charge of sports programs do not always emphasize PYD goals (MacDonald & Cote, 2007). Rather, some are focused on beating the opponent and winning at all costs, which could potentially lead to the development of negative outcomes in youth such as negative peer interactions and inappropriate adult behavior (Hansen et al., 2003). According to Petitpas, Van Raalte, Cornelious, & Presbrey (2004), the effectiveness of positive youth development programs relies heavily on the adults that deliver them. Therefore, in order to enhance youth coaching and make the most out of a sport-like situation, coaches need
to be intentional in their instruction of personal and social skills (Gould & Voelker, 2012). In this study, we assume that the Belizean participants are the key to promote PYD and their voluntary attendance at the BYSC training should provide them with the knowledge necessary to lead effective practices among youth.

**Effective Practices**

The increasing number of programs aimed at fostering PYD though sports has enriched this relatively new field with guidelines on how to ensure the expected positive outcomes of sports participation. According to Petitpas et al. (2004), PYD is more likely to occur provided the sports programs are structured correctly and youth are surrounded by caring adult mentors. Studies portraying effective PYD programs claim that those in charge of leading youth sports should be able to establish meaningful relationships, have high expectations of youth, and facilitate their opportunities for success (Buckle & Walsh, 2013; Martinek et al., 2006; Walsh, Ozaeta, & Wright, 2008).

Following these guidelines, sport-based youth development programs have been developed in the US. Examples of this approach are The First Tee (TFT) and Play It Smart. Both programs emphasized the building of caring adult mentors as external assets for youth to acquire internal assets such as self-confidence, which are primal in their development of leadership skills and community service roles (Petitpas et al, 2004). Consequently, both Play It Smart and The First Tee have been successful in promoting PYD (Petitpas et al., 2004).
According to the focus of the current study (that is, observing and understanding how a coach-education program [BYSC training] could affect participants’ self-efficacy to promote effective PYD practices by teaching personal and social skills), some components from TFT are worth noting. TFT presented a similar approach to the BYSC participants’ training in the sense of how the BYSC milestones were achieved; both aimed for the participants’ mastery of the PYD practices through instances of content exposure and practice opportunities.

**The First Tee**

TFT consists of a sport (golf) after-school program, currently being carried out in 250 facilities across six different countries. The coach training program is based on a three-phase learning framework. First, participants (coaches) act as students while exposed to the entire life skills core curriculum. Second, the participating coaches are provided with instances where they could demonstrate their understanding of the content previously learned. Finally, the participating coaches take leadership in the development of their own ideas regarding activities and lesson plans to prove mastery of the TFT building blocks.

In order to evaluate the impact of this program, a longitudinal research study was conducted by Maureen Weiss and her research assistants (2012) that confirms the effectiveness of TFT in instilling life skills and core values in the participating youth (Weiss, Stuntz, Bhalla, Bolter, & Price, 2012). In addition, the first impact report presented by TFT claims as its key finding that 47% of participants showed an improvement in knowledge and understanding of life skills due to TFT, and 78% were able to transfer life skills to situations outside of the program.
(The First Tee Impact Report, 2008). These findings lead us to believe that when programs are effective in their instruction of leaders, the positive outcomes trickle down to the youth with whom they work. This again set an encouraging precedent for the BYSC training program which allowed the researcher to develop affirmative assumptions regarding its effectiveness.

The present study aimed to enrich the literature supporting the implementation of programs such as the BYSC in different nations in need. However, the BYSC targets participants as agents for social change which opens up a new field of study, that of SDP, which is still poorly mapped. Studies have shown that many interventions have worked at the individual level directly with young people to improve their personal, emotional, and social competencies, yet only a few have risen to the challenge of building leaders within citizen groups that can create and sustain active community coalitions that can create a large-scale positive social change (Durlak, Weissberg, & Pachan, 2007). Unfortunately, according to a meta-analysis on the effects of PYD interventions conducted by Durlak et al. (2007), there is insufficient data measuring these outcomes. One such case is the El Salvador Quality Physical Education (El Salvador QPE) initiative.

Like Belize, El Salvador is a troubled developing nation that has been targeted by the United Nations (2006) as one of the suggested countries where physical education should be promoted in order to foster PYD and ultimately a more peaceful society (Mandigo, Corlett, & Anderson, 2007). Similar to the BYSC intervention, the strategy utilized to promote PYD practices is to provide support and resources for the local participants (Mandigo et al., 2007).
Therefore, the El Salvador QPE program proposes a series of theoretical and practical workshops on QPE for PYD conducted by Canadian experts for the local teachers and participants from different organizations across the nation.

The QPE program has been running since 2005 under the leadership of Mandigo, Corlett and Anderson from Brock University in Canada, and they highlight the potential impact that the El Salvador QPE program can have upon a developing nation (Mandigo et al., 2007). This assertion follows a collection of statements such as, “Physical education is a means to develop social happiness” or “Through physical education we foster good health and a good society,” provided by educational leaders in El Salvador about the program. However, the authors claim that these statements are the only source of formative evaluation and monitoring that they have to offer; substantial evidence is limited and future research grounded in methodologies and theoretical frameworks that are sound and reliable (Mandigo et al., 2007) is needed.

Despite these encouraging reports, foreseeing what type of PYD interventions work requires further research on this field. Studies offering adequate descriptions of the population served, the intervention, and implementation procedures (Catalano, Berglund, Ryan, Loczak, & Hawkins, 2004) would contribute to an understanding of how these PYD programs work, with what populations, and under what circumstances (Holtz, 2008). This, in turn, would provide a sound repertoire about the benefits of certain intervention strategies and implementation procedures allowing the effective replication of sport-based PYD programs in struggling contexts.
Teaching Personal and Social Responsibility

With social change as its mission, the BYSC training sets out to provide the participants with research-grounded effective strategies to promote PYD. For years now, the field of PYD has incorporated Hellison’s (2011) TPSR model as an evidence-based youth development approach which embraces the fundamental tenets of PYD through physical activity (Buckle & Walsh, 2013). Therefore, TPSR was adopted as a model to be learned by the Belizean participants seeking to foster social change through the implementation of a methodology that is highly regarded in the PYD field due to its capacity for improving fundamental areas of psychosocial and social development in at-risk youth (Escarti, Gutierrez, Pascual, & Marin, 2010). For this reason, the current study intended to analyze participants’ self-efficacy in incorporating TPSR strategies into their own practices with youth using quantitative as well as qualitative methods.

The TPSR model constitutes a framework of values placed in loose hierarchical progression (Hellison, 2011), first created and developed forty years ago by Don Hellison. At its essence, it is aimed at empowering youth who are considered underserved through physical activity (Hellison, 2011) through a reflective developmental process of personal and social skill building. To accomplish this task, TPSR poses a holistic approach where participants should place “kids first” and their practices must be rooted on physical development accompanied by social, emotional, and cognitive development (Hellison, 2011).
Teaching youth how to be personally and socially responsible poses the need for a framework that clearly presents youth with attainable goals. For this purpose, TPSR introduces a loose teaching and learning progression of levels (Hellison, 2011) or components to be developed through physical activity. Each level represents the foundation for the others to unfold, that is: (1) respecting the rights and feelings of others, (2) effort and cooperation, (3) self-direction and goal setting, (4) helping others and leadership, and (5) transfer outside the gym. According to the author, “transfer” is located as the fifth component because of it being the hardest to attain; it consists on working through the previous four responsibilities (Hellison, 2011). In fact, the supporting research behind this approach has shown that the key to a successful implementation of this model requires coaches and participants to be able to make the appropriate transfer at every level from the TPSR session to the other settings in which youth take part, such as home, school, or the streets.

**TPSR Lesson Layout**

Following the Responsibility theme program, Hellison developed a programmatic structure for TPSR programs (Hellison, 2011). These are also called “stages” and they propose a five-stage lesson layout for coaches to guide their TPSR sessions (see Table 1). Research has shown that the TPSR model presents a daily lesson format which ensures an appropriate implementation by building a systematic routine where youth’s skills can unfold in an emotionally and physically safe environment (Buckle & Walsh, 2013). The present study
focused on the BYSC, which proposed the experiential learning of the TPSR model. That is, each BYSC training day was designed following Hellison’s TPSR lesson format (see Table 1).

Table 1

<table>
<thead>
<tr>
<th><strong>Hellison’s TPSR Lesson Format</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage</strong></td>
</tr>
<tr>
<td>Relational Time</td>
</tr>
<tr>
<td>Awareness Talk</td>
</tr>
<tr>
<td>Physical Activity</td>
</tr>
<tr>
<td>Group Meeting and Reflection Time</td>
</tr>
</tbody>
</table>

Many research studies that have attempted to apply Hellison’s (2011) responsibility model as a means for improving underserved youth’s situation have endorsed the program as a highly creditable humanistic curriculum model for youth development (Buckle & Walsh, 2013). Although the model was initially designed to be applied in alternative settings involving a relatively small number of participants (Wright & Burton, 2008), those who adhere to its philosophy have taken and tested this approach in multiple scenarios such as physical education programs (Llopis-Goig, Escarti, Pascual, Gutierrez, & Marin, 2011; Wright & Burton, 2008), soccer clubs (Cecchini, Montero, Alonso, Izquierdo, & Contreras, 2007), and gang interventions (Buckle & Walsh, 2013). In order to provide empirical evidence of the effectiveness of the TPSR approach for fostering PYD, some of the most salient findings are presented in the following paragraphs.

As mentioned earlier, one of the goals of the TPSR model is to develop leadership skills among youth (Hellison, 2011). Provided the adults in charge of running a TPSR program build environments that are engaging, appropriate for self-growth, and caring (Walsh et al., 2008), the participating youth will be more prone to accept higher levels of responsibility (Wright, Li, Ding, & Pickering, 2010). The findings of a study conducted by Martinek et al. (2006) suggest that it is possible to develop compassionate and caring leadership among underserved adolescents. A four-case study presented by the authors acknowledges the “dynamic and fluid nature” of leadership claiming that the effectiveness of the strategies chosen to develop these skills are
subject to each leader’s life circumstances, dispositions, and motives (Martinek et al., 2006); also, it is through gentle nudging, holding high expectations, and providing authentic choices and opportunities for reflection that this transformational process is attained (Martinek et al., 2006).

Following the assertions mentioned above for the development of leadership is that we assumed in the current study that the conditions were given to those participating from the BYSC training to develop leadership skills. Hence, we could suggest that participants’ self-efficacy beliefs for teaching personal and social skills to their own youth were positively affected by the BYSC training.

The purpose of this study was to be able to aid the claim that programs such as the BYSC could be implemented in nations other than the US. Although there is no significant amount of literature studying SPD programs, studies observing the effectiveness of the TPSR model in countries other than the US have emerged in the last years. Despite the fact that most of the literature refers to the direct implementation of TPSR with youth, its positive results lead us to believe that the model is effective across different cultures. These few studies based on delivering TPSR instruction to teachers and coaches serve as guidelines on which to develop further research. A description of such programs and research is provided in the following paragraphs.

Not only has the TPSR model been regarded as the preeminent framework in practice accompanied by a vast recent history of supportive research (Holtz, 2008), but it has transcended US frontiers by proving its effectiveness in other nations as well. A study conducted by Jung
and Wright (2012) made a case for the implementation of the model in the eastern hemisphere acknowledging a successful integration of the TPSR core values into the PE programs in South Korea. At the same time, its findings regarding student learning of the TPSR core values (self-control, respect, effort, and caring) were defined as relevant and effective (Jung & Wright, 2012).

A study conducted by Meredith Whitley (2012) in the Kayamandi Township in Africa provides a series of lessons learned when trying to implement TPSR in contexts with very few resources. Whitley’s (2012) program consisted of training local leaders in TPSR and the direct work with youth at the same time during the time frame of one week. The outcomes of her program claim a partial success in the implementation of TPSR in general. In her assessment, Whitley claims the need for involving community members who are respected and trusted by the population that they intend to address (Whitley, 2012). According to the author, finding the right local person will ensure a better commitment from the local leaders, better communication with youth and leaders, and aid in the success of the program in general. These recommendations can be closely tied to the present study in the sense that the BYSC training involved local (previously instructed) leaders to pass on their knowledge to the new participants attending the sessions on PYD.

In addition, Beaudoin (2012) adds to the TPSR literature by presenting her experience using responsibility-based teaching strategies for professional development in TPSR. One of her most salient outcomes and recommendations is the emphasis on self-reflection and regular
feedback as factors minimizing the “wash-out” effect of what has been learned (Beaudoin, 2012). She also refers to active learning of TPSR as an effective way to come across with a new instructional approach. We can appreciate here how the BYSC training aligns with these recommendations and offers an environment where feedback and reflection are encouraged, as well as a first-hand experience on how TPSR works in practice. From the point of view of the present study, we could connect these professional development characteristics and tie them as factors affecting participants’ self-efficacy beliefs in teaching TPSR. Therefore, the researcher assumed that the feedback, reflection, and active learning during the BYSC training acted as sources informing participants’ self-efficacy beliefs.

The Self-Efficacy Theory

The study in question was framed under Bandura’s self-efficacy theory. The BYSC training itself was designed with the purpose of enhancing the attending participants’ self-efficacy beliefs regarding teaching personal and social skills to youth. The main research questions in this study referred to participants’ sense of self-efficacy before and after the BYSC training and the processes through which their self-efficacy beliefs might have been affected, that is, identifying the main sources of self-efficacy that contributed to a growth in participants’ self-efficacy beliefs regarding the implementation of TPSR. The results from the prior research studies on PYD and TPSR previously mentioned lay a sound foundation for the researcher to take a step forward and analyze these constructs through the lens of a highly regarded theoretical framework such as Bandura’s theory of self-efficacy.
The concept of self-efficacy was pioneered by Albert Bandura in 1986. It is framed under the social cognitive theory (SCT) which posits that a person’s self-efficacy beliefs enhance their motivation, well-being, and personal accomplishments (Bandura, 1986). Self-efficacy can be defined as the perceived capacity that individuals have to act and have a certain degree of influence over the events that affect their lives (Bandura, 1994). The concept of self-efficacy lies at the core of Bandura’s social cognitive theory, and it places observation and social experiences as the main factors for learning and development.

**Sources of Self-Efficacy**

Self-efficacy beliefs refer to the judgment of what one can accomplish through the development of a certain set of skills but not the mere judgment of such skills (Bandura, 1986). These judgments are products of a complex cognitive process that relies on four diverse sources of efficacy information (Bandura, 1994): (a) past performance accomplishments or mastery experiences, (b) vicarious experiences, (c) social persuasion and verbal influences, and (d) affective or psychological states. This study is aimed at identifying the sources of self-efficacy that affected the participating participants’ beliefs in their skills regarding the implementation of TPSR strategies to foster PYD.

The first source is called mastery experiences and it is regarded as the most influential source of efficacy information. Bandura (1994) claims that a sound belief of personal efficacy depends highly on successful prior experiences; in other words, it refers to the feelings of confidence and perception of capacity that succeeding at a prior similar task or situation can
provide to the person. Once a person manages to successfully attain and complete a certain goal or task, this will provide a positive antecedent which will increase his/her self-efficacy beliefs. Although participants were not given the opportunity to work directly with youth during the training, they were afforded the possibility to step up and lead different parts of each session during the BYSC training. A careful analysis of the interviews and the field notes taken during the training sessions would allow the researcher to understand if and how participants felt empowered by their experience leading other participants.

The second source of self-efficacy is the vicarious experiences provided by social models. Bandura claims that “seeing people similar to oneself succeed by sustained effort raises observers’ beliefs that they too possess the capabilities to master comparable activities required to succeed” (Bandura, 1994, p.3). Hence, when role models are perceived as significant, a person’s self-beliefs are instilled; thus, the course and direction that a person’s life will take will be influenced by such (Pajares, 1997). One of the nuances of the BYSC training is the assistance of participants who had already participated in the training the year before and attended a professional development workshop in NIU about PYD and TPSR. These former participants were in charge of assisting the NIU coaches during the different instructional instances. By aligning this source of self-efficacy with this instructional dynamic in the BYSC training, we could assume that participants’ perception of self-efficacy could have been influenced by their Belizean counterparts acting as knowledgeable role models to look up to, which is a “third way of strengthening people’s beliefs that they have what it takes to succeed” (Bandura, 1994). Social persuasion involves those verbal cues and messages that other people send which will foster
someone’s effort and motivation to attain a certain goal or task (Pajares, 1997). According to Bandura (1994), self-efficacy beliefs that are based on social persuasion tend to have a lesser effect than the ones grounded in one’s accomplishments. However, he also claims that the undermining effects of persuasive sources can be stronger than the enabling ones. Given the condition that the BYSC training was designed under the TPSR framework, peer and coach feedback and encouragement were emphasized. We assumed in this study that this source of self-efficacy could be assessed through the qualitative data sources.

Self-efficacy beliefs are also informed by emotional states. One’s capabilities tend to be judged by the mood and physical states that one experiences in a certain situation (Bandura, 1994). Pajares (1997) claims that a person’s emotional reactions can be influenced by one’s perception of self-efficacy regarding a certain task. This means that in a physically demanding activity, for example, people with a high sense of self-efficacy will judge their affective arousal as a sign of enhanced performance, whereas those with who are surrounded by self-doubts will judge feelings of fatigue and pains as a sign of vulnerability (Bandura, 1994). Therefore, Bandura (1994) asserts that “a fourth way of modifying people’s self-beliefs of efficacy is to reduce people’s stress reactions and alter their negative proclivities and interpretations of their physical states” (p.3). In the current study, this source was assessed through the analysis of the interviews carried out with the participants and the field notes taken during their participation in physically active sessions during the BYSC training.
Furthermore, a person’s self-efficacy is an essential personal resource in order to produce or forestall actions that lead to a certain outcome (Bandura, 2000a); these beliefs are highly dependent of the environment in which a person is immersed (Bandura, 2000a). Bandura (2000a) poses the following main sources of self-efficacy: (1) mastery experiences, (2) vicarious experiences, (3) social persuasion, and (4) emotional states. When designing programs that target its participants’ self-efficacy and competence through mastery experiences, Bandura (2000a) claims that certain enabling factors should be considered. First, in order to achieve mastery, participants should be provided with instructive modelling of the skills and strategies to be learned. Second, participants should apply these skills and strategies within simulated conditions through guided practice. And finally, they should be provided the opportunity to transfer these newly gained skills and strategies into their own work environment.

Although mastery experiences are the most effective way of developing a sound sense of efficacy (Bandura, 1994), research has proved that other sources such as vicarious experiences and social persuasion can increase student teachers’ self-efficacy beliefs (Akkuzu, 2014; Ashton, 1984). A study conducted by Akkuzu (2014) revealed that the role of feedback provided by peers and role models enabled student teachers to reflect upon their mistakes and behaviors, compare them to others, and embrace those who were exceptional as examples to follow for improving, their performance and enhancing their self-confidence as well as their self-efficacy beliefs. Further evidence of the impact of the vicarious sources of self-efficacy is provided by Ashton (1984) when she suggests that teachers tend to assess their own performance by observing and
comparing themselves with other teachers, providing them with a “realistic standard of
comparison.”

**Self-Efficacy and Positive Youth Development**

Bandura (2000a) explains how individuals with a high sense of self-efficacy are
producers of experiences and shapers of events and these individuals are more likely to embrace
challenges and difficult tasks instead of avoiding them. This assertion allowed us to envision
future social change from properly delivered PYD interventions to local community leaders.
Nonetheless, despite the vast literature supporting the development of self-efficacy beliefs in
youth for the enhancement of performance in athletic skills (Gano-Overway et al., 2009),
building positive interpersonal relationships (Bandura, 2006), or fostering academic achievement
(Tschannen-Moran & Hoy, 2001), analyzing the impact of adults’ self-efficacy beliefs in the
attainment of effective PYD practices remains uncharted territory.

**Effective Practices**

Authors investigating the field of coaching youth sports acknowledge impact of coaches’
self-efficacy on their athletes’ performance, satisfaction, and efficacy (Feltz, Hepler, Roman, &
Paiement, 2009). Feltz and her colleagues suggest that coaches should undergo a coaching
education program to improve their self-efficacy beliefs, motivation, and character-building
competence (Feltz et al., 2009). In their studies, the authors have found that coaching efficacy is
one determinant of the overall sport experience of coaches and their athletes (Feltz, Chase,
Moritz, & Sullivan, 1999) and claim that more confident coaches tend to display a more positive perception of their players’ technique and game strategy efficacy (Feltz et al., 2009). These studies are encouraging and shed light on programs aimed at fostering participants’ confidence for coaching youth sports. Nonetheless, the scope of this study differed in terms of the population and context that the BYSC targeted. That is, the BYSC was founded under the sports for diplomacy and social change and SDP initiatives (Wright et al., 2016), and as such, it lays emphasis on the positive development of youth by utilizing sports as a vehicle to learn life and social skills, not on athletic performance and sports competitiveness.

Self-efficacy has been broadly studied in the academic field by analyzing teacher self-efficacy and its relationship with student achievement. We assumed that as well as teachers, the participants participating from this study shared the common practice of working with and educating youth. Hence, this study adopted the self-efficacy theory as the lens through which to analyze the participants’ experiences and self-efficacy beliefs regarding their capacity to teach personal and social skills just as classroom teachers assume the everyday task to foster their students’ academic success. This provided a framework for understanding the processes through which the participants’ self-efficacy beliefs were affected by the BYSC training; thus, the analysis of the literature regarding such processes provided a sound foundation for such a task.

When researchers set themselves to unveil the factors influencing student academic achievement, teacher self-efficacy stood out as the one with the most consistent results (Ashton, 1984), even to the point where it is suggested that self-efficacy should be the foundation of a new
teachers’ education paradigm (Ashton, 1984). Teachers with a high sense of self-efficacy are described as figures of perseverance, effort, role models, and agents of change and innovation (Ashton, 1984; Gibson & Dembo, 1984; Tschannen-Moran & Hoy, 2001). These characteristics are considered crucial in the development of PYD leaders trying to attain social change within their communities.

Bandura (1977) claimed that personal efficacy is concerned with an individual’s conviction that one can successfully execute the behavior required to produce an outcome. In the context of this study, we believed that the attending participants’ self-efficacy played an important role when trying to reproduce PYD practices; however, following Ashton’s (1984) claim, the degree to which teachers can affect students’ performance and success is closely linked to those teachers’ sense of self-efficacy (Ashton, 1984). According to Ashton, teachers with a high sense of self-efficacy and role definition in the classroom can be defined as “change agents” since they take responsibility for their students’ learning and are able to withstand pressures, failure, and a feeling of helplessness (Ashton, 1984). These teachers believe that they can impact even the most unmotivated students (Gibson & Dembo, 1984) due to their ability to persevere in their efforts, set goals and positive expectations, and assume personal responsibility for their students’ learning (Ashton, 1984). These claims align with Bandura’s (2000a) description of high-self-efficacy individuals, which he portrays as ingenuous and perseverant in their pursuit to control environments with limited opportunities and full of constraints.
These positive characteristics of teachers with a high sense of self-efficacy resembled what the BYSC training expected from their attending participants to be able to accomplish. Being able to teach TPSR strategies demands that the instructor not only act as a role model for respect, effort, self-control, self-direction, leadership, and caring, but it requires them to possess the ability to teach these traits and skills to the youth they are working with. In their study, McLaughlin and Marsh (1978) concluded that high-self-efficacy teachers are individuals who can rise to the challenge of implementing innovative programs and strive for student achievement, an idea that allows us to foresee our participants as confident bearers of the responsibility to promote PYD.

On the other hand, though, self-efficacy beliefs are enhanced through cognitive, motivational, affective, and selection processes (Bandura, 1994). This means that in order to have high-self-efficacy teachers (or in our case participants), trainings and teacher education programs should be designed to support a strong sense of self-efficacy (Ashton, 1984). Following Bandura’s (1994) thread of thought, people are a product of their environment; studies have shown that successful experiences, a cooperative and constructive environment, and feedback provided from meaningful sources can enhance teachers’ self-efficacy beliefs (Akkuzu, 2014). Another study conducted by Ross (1992) in which teachers were coached in workshops where specific teaching strategies were demonstrated and teachers had the opportunity to practice them and receive feedback, found that teacher interaction with their coaches predicted higher teacher effectiveness in the classroom as well as an increase in student achievement.
According to Bandura (2000a), self-efficacy beliefs are an important determinant of people’s anticipated outcomes of their actions. This is referred to by the author as “expectancy beliefs” (Bandura, 2000a); thus, by adopting this theoretical framework into the current study we assumed that participants’ self-efficacy beliefs towards teaching TPSR strategies to foster PYD depended largely on the effectiveness of the BYSC training. By confirming this hypothesis, we could envision a future where more programs such as the Belize Youth Sport Coalition are carried out in other developing nations as well.
CHAPTER 3

METHODOLOGY

The current study was embedded in a bigger scale project called the Belize Youth Sport Coalition (BYSC) which involved the Kinesiology and Physical Education Department from Northern Illinois University and selected organizations from Belize that work with local underserved youth. The intended training took place in the country’s largest city: Belize City. Thus, this research study constituted a secondary analysis of the data already collected during the BYSC training program in Belize March 10th through 13th, 2015.

Setting: Description of the BYSC Program and Training

The Belize Youth Sport Coalition (BYSC) is a partnership between Northern Illinois University and youth-serving organizations in Belize. Its main objective is to increase the extent to which youth sport programs promote youth development and social change. The following information was taken from the Belizean Youth Sport Coalition for Youth Development and Social Change narrative proposal (Northern Illinois University, 2013).

BYSC Objectives

1. To increase BYSC member organizations’ effectiveness in promoting youth development and social change through sport;
2. To increase BYSC coaches’ knowledge, confidence, and skill using the TPSR coaching strategies; and
3. To create the capacity within the BYSC to sustain and expand their activity after the initial funding period.

Program Plan

The training consisted of a three-year program within which members from NIU travelled to Belize and hosted the Belizean counterparts in the US for program administrator training, coach training, and consulting.

The component pertaining to this study was the one referred to as the “coach training.” This proposal focused on the participants from BYSC partner organizations and a week-long training carried out in Belize during March 2014 and the following year 2015, when the data was collected.

The participants were trained on TPSR coaching strategies, sports psychology, team building, and safety and injury prevention. Each of the sessions involved demonstration, peer coaching, peer feedback, and reflection as well as an emphasis on the TPSR strategies utilized.

From the first training week in Belize in 2014, eight participants were selected for a follow-up experience in the US; these are referred to in this study as the “Belizean trainers.” Of this group, six participants were given a leadership role in assisting the American trainers during the second BYSC training in 2015. Pseudonyms (Table 2) have been assigned to each the informants as a standard guarantee of confidentiality and respect for research subjects (Bogdan & Biklen, 1992; Cohen et al., 2000).
Table 2

*Description of the Former Belizean Participants*

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Gender</th>
<th>Role/Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emiliano</td>
<td>29</td>
<td>Male</td>
<td>Police Officer</td>
</tr>
<tr>
<td>Elena</td>
<td>27</td>
<td>Female</td>
<td>Basketball Coach</td>
</tr>
<tr>
<td>Eduardo</td>
<td>29</td>
<td>Male</td>
<td>Soccer Coach</td>
</tr>
<tr>
<td>Carlos</td>
<td>30</td>
<td>Male</td>
<td>Basketball Coach</td>
</tr>
<tr>
<td>Diego</td>
<td>41</td>
<td>Male</td>
<td>Basketball Coach</td>
</tr>
<tr>
<td>Javier</td>
<td>28</td>
<td>Male</td>
<td>Police Officer</td>
</tr>
</tbody>
</table>

This study gathered data from the second instance of the training, which was carried out in Belize City during a span of four days from Tuesday, March 10th, until Friday, March 13th, 2015. The first day of the BYSC training gathered all participants at the same time and place for the introduction of the American and Belizean trainers who formerly participated in the training in 2014. It also included an overview of the BYSC program and a presentation of the concepts of PYD and the TPSR model. Each of the following days consisted of four simultaneous sessions; each of them was done twice and consecutively. For this reason, the attending participants were divided into two groups at the beginning of each day and participated in all four sessions but at different times. By the end of the day they all gathered for a final group reflection. The sessions were led by four NIU professors, one graduate assistant, and one teacher from Chicago Public Schools who is the founder of the program Beyond the Ball (Table 3). At the same time these were all assisted by the selected Belizean trainers who attended the program the year before and had also received further training in the US in October 2014.
Table 3

*Description of the American Trainers*

<table>
<thead>
<tr>
<th>Name</th>
<th>Gender</th>
<th>Role/Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pablo</td>
<td>Male</td>
<td>NIU Professor</td>
</tr>
<tr>
<td>Josefina</td>
<td>Female</td>
<td>NIU Professor</td>
</tr>
<tr>
<td>Esteban</td>
<td>Male</td>
<td>NIU Professor</td>
</tr>
<tr>
<td>Sandra</td>
<td>Female</td>
<td>NIU Graduate Assistant</td>
</tr>
<tr>
<td>Juan</td>
<td>Male</td>
<td>NIU Professor</td>
</tr>
<tr>
<td>Rodolfo</td>
<td>Male</td>
<td>Beyond the Ball Founder</td>
</tr>
</tbody>
</table>

Treatment Fidelity

The following section describes the methodological strategies (Resnik, Inguito, Orwig, Tahir, Hawkes, Werner, Zimmerman, & Magaziner, 2005) under which the BYSC intervention was carried out to lay proof of the reliability and validity of such intervention. The BYSC program was designed to meet approximately 36 hours of training in a time span of four to five days (Wright et al., 2016). Such training underwent rigorous evaluation which included quantitative and qualitative methods of data gathering: training feedback surveys (see Appendices C & D), validated surveys assessing participant self-efficacy towards teaching personal and social skills (see Appendix A), individual and group interviews, extensive field notes, photographs, and video hours (Wright et al., 2016). In addition, to assess the integrity of the treatment conditions and how effectively these were implemented according to the training plan (Vermilyea, Barlow, & O’Brien, 1984), Wright and his colleagues have timely responded to
their funding and supporting organizations by reporting their training outcomes and milestones achieved. Performance-based assessments claim that the BYSC training had a high rate of participant learning – trainees achieving scores regarding the understanding of the TPSR model was of 85% and higher – and interviews have revealed that trainees’ self-efficacy beliefs in their leadership skills increased due to the BYSC training experience.

Participants

The total number of attendees at the 2015 BYSC training was 39; these included youth workers, coaches from different sports, police officers specialized in working with youth, and physical education teachers. One of the program’s objectives was to cater to diversity in terms of gender, age, academic training, race, culture, language, and religion; therefore, a broad spectrum of backgrounds was present. All 39 BYSC attendees were required to complete a survey before and after the training in which they reported using a scale from 0-10 on their self-efficacy beliefs about teaching TPSR skills. In addition, the survey required participants to state their name, gender, and role or title within the youth organization in which they work. Out of the 39 participants, only 30 were identified as taking both the pre- and post-self-efficacy survey. These participants constituted the initial sample. Demographic characteristics of the sample (N=30) are presented in Table 4.
Table 4

<table>
<thead>
<tr>
<th>Description of Sample</th>
<th>Total</th>
<th>Mean Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>15</td>
<td>33.45</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>29.30</td>
</tr>
</tbody>
</table>

Given the purpose of the study, identifying a subsample of participants who could provide suitable levels of insight to the phenomenon at hand was imperative (Amis, 2005). In this study, the researcher wanted to identify those cases of participants who had the greatest increase in self-efficacy beliefs about teaching personal and social skills and to provide a rich description of how this phenomenon might have occurred. Hence, a subsample of six participants (see Table 5) was selected to participate in an interview instance aimed at understanding their self-efficacy beliefs about teaching personal and social skills and identifying the self-efficacy sources that affected such a construct throughout the training. Sampling was purposeful (Patton, 1990), and the criteria adopted to select such subsample were the following: 1) To avoid the ceiling effect through which participants tend to score themselves higher in the data-gathering instruments, since this poses constraints on the measurement of the variables studied (Cramer & Howitt, 2004), the researcher targeted and handpicked those participants who had scored lowest on the self-efficacy survey administered on the first day of the training (through purposive and dimensional sampling [Cohen et al., 2000]). 2) In order to obtain a more objective picture of the impact of the self-efficacy sources and a clearer insight on the domain-related factors that make them differ among participants in the selection process for this instance, the researcher also
accounted for an even number of genders, ages, and role or title in the organization for which they worked. Again, pseudonyms have been assigned to each the informants to preserve their confidentially.

Table 5

Subsample Demographic Description

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Gender</th>
<th>Role/Title</th>
<th>Self-efficacy Score (8.0 pts. max)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dan</td>
<td>52</td>
<td>male</td>
<td>Teacher/coach</td>
<td>7.8</td>
</tr>
<tr>
<td>Kevin</td>
<td>42</td>
<td>male</td>
<td>Sport coordinator</td>
<td>7.6</td>
</tr>
<tr>
<td>Kurt</td>
<td>18</td>
<td>male</td>
<td>Swimming instructor</td>
<td>6.25</td>
</tr>
<tr>
<td>Anna</td>
<td>23</td>
<td>female</td>
<td>Youth officer/program assistant</td>
<td>7.1</td>
</tr>
<tr>
<td>Kristen</td>
<td>22</td>
<td>female</td>
<td>Community development manager</td>
<td>7.6</td>
</tr>
<tr>
<td>Cathy</td>
<td>25</td>
<td>female</td>
<td>Youth empowerment coordinator</td>
<td>7.8</td>
</tr>
</tbody>
</table>

Pilot Study

A pilot study was conducted with the 18 participants who were involved in the first phase of BYSC training in March 2014. For this study, the variation of participants’ self-efficacy beliefs on teaching personal and social skills was measured through a paired-samples t test with the data obtained from the self-efficacy surveys administered at the beginning and at end of the training.
The purpose of this pilot study was to validate the training as an instance to increase participants’ self-efficacy beliefs regarding teaching personal and social skills using the TPSR model as well as the BYSC Questionnaire as a reliable instrument to measure this concept. The results obtained by pairing the samples (see Table 6) showed that on average the participants perceived their self-efficacy levels for the construct and all items to be above 8.6 (out of 10) upon completion of the training program, with many of the items above 9.1 (out of 10) (Wright et al., under review). The increase across the self-efficacy construct from pre- to post-survey administration was found to be significant \( p < .001, t = 6.191, d = 1.46 \) (Wright et al., under review).

The results obtained from this pilot study constitute evidence for the efficacy of the training when trying to enhance participants’ self-efficacy beliefs in their capacity to incorporate the TPSR strategies into their own practices for promoting PYD and social change. The pilot test suggested that the BYSC Questionnaire is a valid instrument to detect change in self-efficacy among BYSC participants. Also, a reliability test carried out on the pre- and post- self-efficacy survey total scales showed a Cronbach’s alpha value of 0.80 for the pre-survey and .74 for the post-survey. These values determine the reliability of the instrument used with the population of interest.
Table 6

Descriptive Statistics for Self-Efficacy Items and Results of Paired-Samples T Tests

<table>
<thead>
<tr>
<th>Factor and Items</th>
<th>Pre</th>
<th>Post</th>
<th>Δ</th>
<th>t</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Efficacy*</td>
<td>8.01</td>
<td>9.22</td>
<td>1.21</td>
<td>6.191</td>
<td>1.46</td>
</tr>
<tr>
<td>Constructive Competition</td>
<td>7.28</td>
<td>9.44</td>
<td>2.16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Control</td>
<td>7.33</td>
<td>8.67</td>
<td>1.34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Best Effort</td>
<td>8.00</td>
<td>9.11</td>
<td>1.11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td>8.28</td>
<td>9.39</td>
<td>1.11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Following Directions</td>
<td>8.17</td>
<td>9.28</td>
<td>1.11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compassion</td>
<td>8.06</td>
<td>9.17</td>
<td>1.11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td>8.17</td>
<td>9.17</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect</td>
<td>8.83</td>
<td>9.56</td>
<td>0.73</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .001; n = 18

Note: From as Wright, Jacobs, Ressler, & Howell (in press).

Data Collection Procedures

This study constituted a secondary analysis of the data gathered through a mixed-methods approach. In order to validate and elaborate on the existing theoretical framework proposed by this study, quantitative and qualitative forms of data and analysis were necessary (Strauss & Corbin, 1994). This approach allowed not only a better understanding of the self-efficacy outcomes but cited aid in the understanding of the process by which participants’ self-efficacy beliefs were affected throughout the BYSC training. In pursuit of increasing the reliability and trustworthiness of the findings, several sources of data were adopted for further methodological
triangulation (Patton, 2002). These consisted of (1) a quantitative instrument based on a pre- and post-training Self-Efficacy Questionnaire which was administered to all attending participants (N=30) on the first day of the training (March 10), (2) semi-structured interviews conducted with the six selected participants from the smaller subsample previously described (N=6), and (3) field notes derived from in situ observation as qualitative techniques for data gathering.

Survey

In order to assess self-efficacy for teaching personal and social skills, BYSC training attendees were given an eight-item scale survey called BYSC Questionnaire before and after the BYSC training (see Appendix A). This scale was drawn from the Exemplary Physical Education Curriculum (EPEC) Self-Efficacy Survey (Martin, McCaughtry, Hodges-Kulinna & Cothran, 2008). This survey’s reliability has been demonstrated by showing satisfactory levels of internal consistency and convergent and content validity. Furthermore, following Bandura’s (2006) guidelines in creating self-efficacy scales, the initial and final BYSC Questionnaires were sensitive to avoid ambiguity about what exactly the researcher intends to measure and utilized specific concepts which tied to what the author calls “situational demands and circumstances” (Bandura, 2006). Therefore, the dependent variable of interest that this instrument was intended to analyze was participants’ self-efficacy beliefs for teaching the following TPSR skills: self-control, responsibility, respect for others, following directions, best effort, compassion for others, cooperation, and constructive competition. Each of these components represented the skills in the
TPSR field at which these prospective PYD participants should be competent in order to be effective in their PYD practices.

Due to the fact that self-efficacy is concerned with the perceived capability instead of the mere intention of the performance of a specific task (Bandura, 2006), the survey instructed participants to rate themselves according to “how confident you are that you can teach that objective through sport and physical activity programs” rather than “how confident you feel that you will...” Hence, participants (N=30) rated themselves by using a 10-point scale describing how confident they felt about each of the aforementioned items (0 being not confident at all and 10 extremely confident). The questionnaire also required these participants to provide personal information such as their name, age, gender, organization for which they work, and their role within the organization. Through this initial instrument the researcher aimed to answer the question, “Was there a significant increase in the participants’ self-efficacy beliefs in any of the components of TPSR?”

The secondary purpose of this survey was to provide the researcher with a tool to identify those participants with low self-efficacy beliefs for teaching personal and social skills in order to create a subsample (N=6) of participants for a more in-depth analysis.

**Semi-Structured Interviews**

The second research question of this study proposed identifying the aspects of the training that might have affected participants’ self-efficacy beliefs for teaching personal and social skills. Interviews have been considered to be a widely used data collection method within
qualitative approaches, for it enables the researcher to access a depth of information which allows a better understanding of a particular issue or phenomenon (Amis, 2005). According to Usher and Pajares (2008), there is no final consensus on the measurement of the self-efficacy sources, and they argue that in order to refine and better understand the tenets of the social cognitive theory the items developed directly from the theory’s tenets. Hence, semi-structured interviews were adopted as another instrument in the data collection process; these would facilitate the researcher the exploration of themes related to Bandura’s self-efficacy sources.

The main purpose of the interview was to obtain from the informants (N=6) a disclosure on the aspects of the BYSC training that affected their self-efficacy beliefs regarding the implementation of TPSR strategies. Each participant was individually interviewed once at the end of the BYSC training (Thursday the 12th and Friday the 13th, 2015) via researcher-led semi-structured interview protocol during break times for an approximate time of forty minutes each. In order to minimize the participant inconveniences and to avoid any distractions (Amis, 2005), these interviews were audio recorded and carried out in a private room in the facility where the training was taking place. Using a standardized open-ended interviewing approach to ensure the covering of specific themes and obtaining comparable data across subjects (Amis, 2005; Bogdan & Biklen, 2007), the researcher focused on participants’ self-efficacy beliefs before the training, their perceptions and experience on the training, and finally questions aimed at identifying the sources of self-efficacy, (1) mastery experiences, (2) vicarious experiences, (3) social persuasion, and (4) emotional experiences, that had affected their self-efficacy beliefs regarding teaching personal and social skills. The interview protocol can be found in Appendix B.
Field Notes

The ethnographic part of this study also incorporated semi-structured naturalistic observations that were recorded into field notes (Cohen et al., 2000). Observations in the field began Thursday, March 12, 2015, and ended Friday, March 13, 2015. In an effort to objectively record the details of what happened in the field (Bogdan & Biklen, 2007), the researcher observed and took ongoing notes in situ focusing on the small sample (N=6) of pre-selected participants, place, conversations, and activities during each of the training sessions. During BYSC training the researcher took observational notes where she documented the context, informal interactions, and events that occurred during the BYSC training. During this process, the researcher entered the field the moment that the training began and took notes on who was leading the session, which of the Belizean co-facilitators were assisting, the time and date of each session, how many participants attended each, and subjects from the subsample who were present. The researcher then went on to take notes on what sort of activities participants were engaged in – focusing on the participation, behavior, and non-verbal cues that the participants from the subsample were demonstrating. Such examples of these included volunteering to lead a warmup; who paired up when asked to work together in pairs or groups; raising a hand to express an opinion; what sort of facial expression they had during a task, activity, or game; and/or if they laughed or performed some sort of behavior that could have been an indicative of an emotional state triggered by the situation. In addition, the researcher also took theory notes documented as a journal with reflections from the observations carried out each day. This
involved connecting the observations with the conceptual framework (self-efficacy sources). These journal entries were recorded after each of the training days had finished and the researcher had time to reflect upon what happened during the training and whether this related to the sources of self-efficacy described by Bandura, for example, revisiting and recording any instances during the training where participants (more specifically, the participants from the subsample) were given the opportunity to lead an activity or coach their own peers on PYD practices and recording this moment as a mastery experience for the participants.

Reflections on vicarious experiences involved, for example, taking an instance where participants from the subsample were being led by their Belizean counterparts (Belizean trainers) who received training in the US and reflecting upon their interactions and the way they behaved or reacted while a session was led by Belizean trainers – if they respected them, followed their directions, or if they seemed off-task while Belizeans trainers were leading a session. Theory notes reflecting on social persuasion involved, for example, matching an instance where participants were encouraged to play a sport that they felt they were not good at or if their performance, comments, or opinions were acknowledged by the American trainers or their Belizean counterparts. Finally, when analyzing and reflecting upon participants’ emotional states as a source of self-efficacy, these were matched to verbal and non-verbal cues that could be displaying some sort of emotion triggered by the environment; for example, the youth coach smiles after expressing an opinion or dances in celebration of an accomplished task. Finally, providing a more detailed description on who and when each participant from the subsample was
observed (Table 7) offers a description of which participants from the subsample were observed in each session.

The field notes taken during these participant observations had a greater focus on understanding the sources of self-efficacy described by Bandura (1994) through the interactions, gestures, attitudes, opinions, and behavior that the participants were displaying in each of the different settings. A further analysis of these aspects would allow for an assessment of the self-efficacy and sources of self-efficacy under the different situational, social, and personal conditions (Usher & Pajares, 2008) offered by the training. Self-efficacy beliefs are influenced through four main psychological sources (Bandura, 1994): mastery experiences, vicarious experiences, social persuasion, and emotional states. Given the fact that the training was articulated with this concept by providing instances of peer coaching, peer feedback, reflection, demonstration, choices and voices, and a great emphasis on participant empowerment, the researcher observed each instance in which these occurred and recorded what reactions were triggered in the participants.
Table 7

*Description of the Participants Observed in the Field Notes*

<table>
<thead>
<tr>
<th>Session</th>
<th>First Session</th>
<th>Second Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching life skills through adventure/excursions</td>
<td>Dan, Kevin, Anna &amp; Kristen</td>
<td>Kurt</td>
</tr>
<tr>
<td>Tai chi &amp; TPSR</td>
<td>Kurt</td>
<td>Dan, Kevin, Kristen &amp; Anna</td>
</tr>
<tr>
<td>Behavioral management + conflict resolution</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>Check-in, game plan, recap previous day</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>Motivation + positive competition</td>
<td>Dan, Kevin, Cathy, Kristen &amp; Anna</td>
<td>Kurt</td>
</tr>
<tr>
<td>Injury recognition &amp; taping</td>
<td></td>
<td>Dan, Kevin, Cathy, Kristen &amp; Anna</td>
</tr>
<tr>
<td>Community building: Beyond the Ball</td>
<td>All</td>
<td></td>
</tr>
</tbody>
</table>

Plan for Analysis

One of the objectives of this study was to analyze through a theoretical lens an intervention designed to work with the adults in charge of promoting PYD in their own settings and to answer the question: “Among the participants who voluntarily participated in a professional development coaching workshop focused on positive youth development (PYD)
through sports, was there an increase in their self-efficacy beliefs towards teaching personal and social skills?”

As mentioned on Chapter 2, there are a lot of PYD interventions and programs which work directly at the youth level, and the majority of them are carried out in the US. However, their effectiveness in developing countries is a territory that has not been thoroughly studied thus far, nor has it been studied using an analytical framework such as the self-efficacy theory – which has offered extensive evidence on the positive outcomes of high teacher self-efficacy related to students’ achievement. Therefore, the results obtained from this study could potentially contribute to the literature describing what works and what does not in the implementation of PYD programs outside of the US and the development of local community leaders for the sustainability of such programs.

Hence, in order to answer the first question of this study, the researcher carried out a quantitative analysis of the data offered by the pre- and post- self-efficacy surveys (BYSC Initial and Final Questionnaire, see Appendix A) which was intended for the evaluation of BYSC training outcomes. The internal reliability of measurement of the scale was assessed by using Cronbach’s coefficient alpha (Cronbach, 1951). Afterwards, in order to determine if participants’ self-efficacy beliefs were affected by the BYSC training, a paired-sample single-tailed t test was carried out on SPSS to test the difference in the pre- and post- means of the BYSC Questionnaire. Through this procedure, the researcher was able to confirm if the effect of the
training was statistically significant. A further analysis using Cohen’s $d$ test was used to determine the magnitude of such effect (Cohen, 1988).

Furthermore, the purpose of this study was to explain the phenomenon of self-efficacy beliefs and its sources through the participants’ experiences in a positive youth development/TPSR coach-education program (BYSC training). Therefore, the researcher attempted to answer the second research question in this study, stated as follows: “What aspects of the training did participants perceive as contributing to their self-efficacy beliefs regarding Teaching Personal and Social Responsibility skills? More specifically, what self-efficacy sources can be identified as having influenced participants’ self-efficacy beliefs in coaching Teaching Personal and Social and Responsibility (TPSR) skills?”

For this portion of the study, a qualitative methodology was adopted in the analysis of the interviews and the field notes gathered. This means that the researcher tried explaining the phenomenon at hand by incorporating the multiple perspectives of the actors (participants) into the processes of emerging themes and matching theory against data (Strauss & Corbin, 1994).

More specifically, the coding process consisted of a double-fold approach guided by deductive as well as inductive data analysis procedures. This approach is recommended when using qualitative methods in studies in the field of sports (Amis, 2005). Miles and Huberman (1994) suggest the combination of a-priori-developed codes in order to give structure to the analysis followed by an inductive coding approach where the themes emerge from the data. Following Denis, Lamothe, and Langley (2001), a theory-driven as well as a data-inspired
analysis “allows one to gain creative insight from the data without necessarily denying or reinventing concepts that have been useful previously” (as cited in Amis, 2005, p.129).

A first step in the analysis was a verbatim transcription of the six interviews conducted with the participants during the training. Then, a sequential and narrowing scope was adopted for the analysis of the interview transcriptions and field notes (Bogdan & Biklen, 2007). The field notes were also cleaned and entered electronically.

These interview transcripts underwent a first close-coding analysis which was guided by Bandura’s (1994) self-efficacy theory as the analytic framework. Each interview transcript was read and analyzed multiple times to be broken down into smaller units of meaning and coded according to their connection with the self-efficacy precepts and the four self-efficacy sources. This process was intended to directly address the research questions generated from the theory (Zang & Wildemuth, 2005). In this case, the researcher scouted, for example, for interviewees’ statements such as, “It felt good to lead a warm up” (mastery experiences or emotional states); “If X did it I can do it as well” (vicarious experiences); “During this training I felt encouraged to play soccer by my peers” (social persuasion). The four self-efficacy sources were the guiding codes throughout the data; afterwards, the codes were tallied and organized from the most recurrent to the least recurrent source.

Finally, with the purpose of identifying the unique themes that could illustrate the several meanings of the phenomenon studied (Zang & Wildemuth, 2005), a further open-coding approach was used to identify the emerging patterns from the interview and observational data. Using the constant comparative method (Strauss 1967), categories were formed from the raw
data (see Appendix E). Categories such as “gender differences,” “need for knowledge,” and “Belize problems” with their matching descriptions were used to guide the qualitative inductive content analysis. Due to the nature of the grounded content analysis, and to reassure the consistency of the coding (Zang & Wildemuth, 2005), the categories were renamed and evolved as the coding process advanced.

After various comparisons and associations of codes into categories, the emergent patterns were developed into themes. Finally, these themes were developed and associations were drawn between the emergent themes and the self-efficacy sources. The themes were later organized and presented from the strongest to the weakest in the data.

Trustworthiness

Trustworthiness and credibility were addressed through the process of data triangulation, comparison with other BYSC reports, and member checking (Lincoln & Guba, 1985). Counting with multiple sources of data allowed the researcher to compare the data obtained from the interviews with the field notes as well as the surveys. This process unveiled the convergence of some common themes (Yin, 1994) and assessed internal validity and reliability of the data (Lincoln & Guba, 1985). Also, an external researcher participated in the coding process by objectively analyzing the coded data.
CHAPTER 4

RESULTS

Testing Change in Self-Efficacy Beliefs

To test whether there was a statistically significant increase in participants’ self-efficacy beliefs regarding teaching personal and social skills, a paired-samples t test was employed with the level of significance set at \( p < .05 \).

A paired-samples t test compared pre- and post-test training self-efficacy beliefs levels for teaching personal and social skills through sports. Training participants reported a significant increase in their self-efficacy beliefs level for teaching personal and social skills through sports (\( M = 9.35, SD = .638 \)) compared to their initial survey results (\( M = 8.47, SD = 1.11; t(29) = -4.42, p < 0.001 \)). The magnitude of the differences (\( d = .965 \)) in group means for before and after the training (mean difference = -0.876, 95 % CI -1.281 to -0.471) is considered a large effect size according to the guidelines proposed by Cohen (1988).

The Process: Participants Share Their Experience

The qualitative portion of this study reports on the process through which participants’ self-efficacy for teaching personal and social skills could have been enhanced. The following results are presented in two main sections: (1) the deductive analysis and (2) the inductive analysis.
Participants’ Expressions About Sources of Self-Efficacy

Table 8 presents the amount of times that each of Bandura’s (1994) self-efficacy sources was coded in the interview transcripts and how many participants from the subsample made any references that could be associated with mastery experiences, vicarious experiences, social persuasion, or emotional states. The deductive findings (see Table 8) indicated that mastery experiences were the source mentioned most frequently. This source was coded a total of 57 times and mentioned by all interviewees (n=6). The second most recurrent source mentioned by the subsample was vicarious experiences. This source was coded 35 times and was referred to by the totality of the subsample. Finally, social persuasion and emotional states were the least coded sources from the interview data (28 and 26 times respectively) and both mentioned by five of the six interviewees.
Table 8

**Deductive Analysis of the Data**

<table>
<thead>
<tr>
<th>Codes</th>
<th>Times Coded</th>
<th>Participants</th>
<th>Sample Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery Experiences</td>
<td>57</td>
<td>6</td>
<td>“the activities I find useful. I’m a hands-on learner I don’t like to sit and read […] I like to move around, I like to do stuff, so I think that the activities were good for me.” (Cathy)</td>
</tr>
<tr>
<td>Vicarious Experiences</td>
<td>35</td>
<td>6</td>
<td>“it’s always a great experience for us […] so Belizians can be involved so we can be able to teach each other.” (Kristen)</td>
</tr>
<tr>
<td>Social Persuasion</td>
<td>28</td>
<td>5</td>
<td>“the feedback that I got from the peers here was great. So that was really uplifting” (Dan)</td>
</tr>
<tr>
<td>Emotional States</td>
<td>26</td>
<td>5</td>
<td>“the workshop in general is a good one. This is the second workshop that I’m doing when it comes to sports, but it’s different and enjoyable”</td>
</tr>
</tbody>
</table>

Participants Expressions About Sources of Self-Efficacy

After a careful and grounded analysis of the interview transcripts and field notes, the researcher identified eight overarching patterns which characterized interviewees’ thoughts and feelings about the training. These patterns overlapped with the themes from the deductive analysis, thus allowing the researcher to establish associations with one or more of the self-efficacy sources described by Bandura. These were organized and laid out from the most...
prominent to the least prominent in terms of how many times these themes were coded in the data.

**Empowering Participants by Giving Them Voice**

The strongest emergent pattern in the data referred to the confidence that interviewees expressed after feeling that their needs and expectations were addressed by the BYSC training. This theme was coded a total of 77 times across 44 pages of interview data and mentioned by all the members from the subsample who described attending the program to look for strategies and knowledge on how to cope with youth problems in Belize. Although no connections were established among this theme and the four self-efficacy sources proposed by Bandura, interviewees’ confidence for teaching personal and social skills appeared to be affected by the way the BYSC training catered to their needs and met their expectations.

An example was provided by Kurt, a swim instructor who described dealing with some issues when trying to connect with his swimmers:

My expectations, learning new skills and I’d say to learn different ways on how to coach youth [...] I [felt] confused, I wasn’t sure on how to cooperate with youth so much before the training, now, I feel confident, I feel like give me any youth I can help them.

Kurt’s comment portrayed an inner drive to learn an effective way to address his youth’s needs. According to this statement, the knowledge he gained at the BYSC training made him feel confident about his coaching skills. Also, in her interview, Cathy commented that her work with youth “isn’t easy,” an idea that was repeatedly mentioned by the participants from the subsample during their interviews. However, attending the BYSC training gave them some of the
knowledge they were seeking to attend to these challenges. For example, Dan expressed what he learned at the training and how this would improve his work with youth:

   Everything that I get, I embrace, I love, because it is making me a better individual. I’m learning, getting information [on] how to be more patient with the students, with the athletes, try to be more caring with them and understanding with them.

   In sum, participants’ self-efficacy for improving their coaching practices with youth seems to have been bolstered by the BYSC training. Their statements reflected that their needs and expectations were met by their learning experiences during the training week; this in turn internally ignited a feeling of confidence toward their capacity to help youth by teaching the personal and social skills learned.

Belizean trainers as role models

   This theme was the second strongest and it refers to the influence that the local Belizean trainers had on participants’ confidence for coaching personal and social skills. Belizean trainers as role models was coded a total of 30 times, and it was addressed by all the participants from the subsample. Through the self-efficacy theory lens, this theme could be directly associated with vicarious experiences as a source informing participants’ confidence. According to Bandura (1994), self-efficacy beliefs can be enhanced by observing a peer or someone whom the person can feel identified with. Hence, the Belizean trainers were once where participants from the BYSC training were now and the fact that they were co-facilitating the sessions placed them as proof of attainable success in coaching personal and social skills.
Although training and knowledge imparted from the American trainers was well received, as Cathy stated, “[One American trainer was] very influential, he knew a lot, he had a vast amount of knowledge,” it was apparent that the Belizean counterparts co-facilitating the sessions alongside the American trainers, more deeply grounded and localized the content being taught at this BYSC training. One of Anna’s statements supported this idea:

Seeing that these guys [Belizean coach-trainers] went to get that knowledge and they came back, they could also think of a way to make it local you know? The examples, very local and very understanding to us young people. As Belizeans, you think: ‘Ok they can relate to us because they are Belizeans and they know in what ways to relate to us.’

Another aspect related to vicarious experiences is how participants perceived the Belizean trainers’ work on PYD through sports as successful and influential. In his interview, Dan explained how he “feel[s] confident and [knows] that these are good people around the program.” He went on to refer to the work that these Belizean trainers were doing with the knowledge that they received during the previous BYSC training in 2013: “They do different programs for the youth, so yes, I do believe this program here is impacting them and helping them doing their job.” This was also portrayed in Kurt’s interview:

I feel great cuz you’re hearing from your own. It’s great from you guys [US coaches] but then I can see how some Belizean did the training before and their success, and do successful things so we learn from them and we can see the results from the training from them, cuz I’ve seen some of the coaches in action before so they did it.

Kurt’s comment above stated a clear example of the Belizean trainers as vicarious experiences, or viewing material learned through a valued role model, which helped him build his self-efficacy toward carrying out successful PYD programs through sports.
In sum, the BYSC training seemed to have afforded participants a transformative learning experience by seeking the collaboration from Belizean trainers to provide them with a model that could effectively localize the knowledge imparted and build on their confidence for teaching personal and social skills. Their role co-facilitating the sessions served as a moderator of vicarious experiences for participants’ confidence.

**Active learning and participation**

This theme refers to the idea of active learning and participation during the BSYC training as a factor that afforded participants’ feelings of empowerment. Active learning and participation appeared in the data 28 times and was referred to by all the interviewees. From a self-efficacy viewpoint, connections could be drawn between this theme and mastery experiences as a source of self-efficacy. The following examples illustrate these connections.

In her interview, Anna mentioned the “new great ideas” she gained from the BYSC training and how the manner through which these ideas were delivered offered her an opportunity to master skills. She stated:

One of my favorite sessions was changing the game […] to actually have more information and seeing it playing it, we are: Oh! we actually did it! […] it’s active learning, we were way better at talking to a group of young people, so I’m excited about implementing those [ideas].

This statement was also supported by the researcher’s observations. As the researcher noted in her field notes, Anna, as well as the other participants from the subsample, took on active roles during the BYSC training sessions: “[During Adventure and Excursion] Anna raises her hand to
call for her group when split into groups […] Anna volunteers to participate first.” During the Martial Arts session: “Dr. Pablo calls for volunteers to participate and go through several stands and Kurt raises his hand right away […] Kurt answers Dr. Pablo’s question and they high five.” In his interview, Kurt also mentioned how his active participation in the training inspired and gave him the necessary tools to feel more confident when working with youth:

I’m a doer person […] the training gave me the motivation: go ahead, it’s the correct thing to do, so push on doing, so the thought, I had it, but I didn’t know how to implement it. But now I know the steps and how to push it through, so I’ll use it now.

Overall, the examples provided above could potentially make the case that participants’ active participation and involvement in the BYSC training informed their self-efficacy beliefs through what Bandura refers to as mastery experiences.

Experiential learning of the TPSR model

The following theme arose from the data suggesting that participants’ confidence increased through their experiential learning of the TPSR model. This theme was coded twenty-seven times and it was referenced by five of the interviewees. When framed under Bandura’s (2000a) self-efficacy theory, this theme could be associated with mastery experiences and vicarious experiences as sources informing participants’ self-efficacy beliefs.

More specifically, the interviewees referred to the use of reflection time as a space where they could reflect upon their thoughts and practices with youth. Reflection time is one of the core elements from the TPSR model, and during the BYSC training, participants were afforded reflection time at the end of each session and during debriefing sessions at the end of each day.
Participants reflecting and actively voicing their opinions during reflection time seemed to have fostered feelings of mastery of the knowledge taught during the training and simultaneously allowed them to put into practice a strategy to implement with youth. From Bandura’s standpoint, these instances could be linked with mastery experiences as a source of self-efficacy. These exchanges may have also contributed to vicarious experiences as participants heard their peers describe their successes and lessons learned. As Kurt pointed out, this was something that made him feel more confident about teaching life skills:

[…] and then when they taught something new, yes, explaining, and then we reflect how we are when we coach […] hopefully, when I’m finished with this course, and I will implement the mental or social skills that can help [youth] during life.

The researcher also noted many instances where participants were asked to voice their opinions and share their experiences and stories. For example, “[during reflection time] Kurt raises his hand after Pablo asks for participation and talks about getting to know each other as an outcome of the session.” The space created for reflection time also showed how participants started to get acquainted with the TPSR model. As pointed out by the researcher:

Juan asks participants to reflect about their mental picture of the day and share it during reflection time. Kevin shares his mental picture of the day which is related to community and working together, and that one of the lessons he learned today were about leadership and responsibility.

This last quote from Kevin sums up the idea of using reflection as a tool to increase participants’ confidence by building upon their mastery of knowledge of TPSR and PYD through sports.

The use of reflection time allowed many participants to voice their opinions and share their stories. Using Bandura’s terms, these sharing instances served to enhance participants’ self-
efficacy beliefs through vicarious experiences. As Anna pointed out in her interview while describing a moment when she felt empowered by the BYSC training:

At one point, [during Esteban’s session on leadership] we had to discuss one point in which we felt we were good leaders and I think, you know, most of us shared their ideas on how we think we are great leaders and from there simple things that people mention that you can take into consideration. You know, I could say the same.

Anna’s statement described how her confidence about being a positive leader could have been enhanced by vicarious experiences during instances of reflection and discussion. Among the several references made by the interviewees about peer participants acting as vicarious models, Kurt clearly states why he felt more confident from these exchanges:

[This was a positive environment] because you don’t hear people saying, oh I can’t do this or that idea, nothing is impossible. So, everyone, we create a helpful environment, we are trying to socialize more and we can trust each other.

Furthermore, the TPSR model uses sports and physical activity as a vehicle for teaching life and social skills; such a layout to teach each of the sessions could have contributed to participants’ mastery experiences. Cathy commented on what helped her gain the confidence to teach PYD through sports:

[...] using sports with young people, even though I’m not a sports person but I know what I learned and I can go out and teach. The game kept me focused and it showed me that I can really focus on what I want to achieve [...] the activities I find useful, having more activity-based sessions it would be like we are doing stuff, it made you think a lot about yourself as a leader.

Another example was offered by Kristen who commented how playing basketball during one session helped her build self-esteem and self-confidence: “I’m glad that I did it. That was one thing that I could recall that made me feel better about myself.”
In sum, this theme showed how participants’ mastery experiences and vicarious experiences seem to have been nurtured through firsthand experience of the TPSR model. The use of reflection strategies seems to have added a sense of mastery of the knowledge that participants were presented during the training.

**Fun and enjoyment**

The findings indicated that the fun and the enjoyment experienced by participants during the BYSC training could have informed their emotional states as a source of self-efficacy. This theme was coded 24 times across the data and it was mentioned by all the participants from the subsample. As Kristen commented in her interview when describing how she felt after the training was over: “I’m very confident, I’m very happy, my self-esteem was boosted. I’m glad I did it! It was a fun experience and I learned a lot […] it made me feel much better about myself.”

This theme seems to have been the most prominent emotional state fostered through the activities that the BYSC coaches implemented during their sessions where participants were encouraged to laugh and have a good time among themselves. In my field notes, I frequently addressed instances where participants were laughing or smiling, for example: “Josefina plays music while participants are laughing and sharing their stories with their peers.” Also, Dan mentioned in his interview, “Nothing was boring,” or as Cathy pointed out when asked about one of her favorite sessions during the training: “One of the things that I liked the most was when we were playing this game where you’re either a bird or a snake […] I really like that game, I really enjoyed that game.”
The data from the field notes addressed numerous times how participants were laughing, dancing, and smiling during and in between sessions. It is described in my field notes as follows: “[During adventure and excursion] everyone is clapping and Kevin, Dan, and Kristen are smiling and laughing”; “Martial arts session, Pablo asks a question, Kurt answers, and they both laugh.”

In conclusion, Bandura (1994) posits that one’s capabilities can also be informed through the mood and physical states experienced during a certain task or situation. The BYSC training seems to have provided an atmosphere where laughter was predominant, which seemed to have trickled down into participants’ enjoyment and positive feelings about themselves and others.

**Sense of community**

This theme was inferred from the data reporting on how interviewees felt empowered by a positive environment which allowed them to have meaningful social interactions. This social environment appeared to have facilitated a sense of community among participants and trainers, allowing them to feel comfortable and emotionally safe to express their opinions. Codes supporting this theme were identified a total of 17 times and addressed by five of the six interviewees. In Bandura’s (1994) terms, this theme could be associated with emotional states as a source of self-efficacy; from a social cognitive theory standpoint, it alludes to what Bandura (2002) points to as “collective agency,” which describes how people with a strong sense of efficacy act in concert to shape their future.
Participants from the subsample manifested feelings of belongingness and community as having an impact on their confidence. According to their statements, these emotional states could have been triggered by verbal and non-verbal interactions that gave them a sense of belongingness during the training. As put by Kristen, when she was asked to name something of the BYSC training that made a difference in her confidence and self-esteem:

… I was able to feel that oneness, one the first day I felt like I only knew a very few people, and within maybe like half of the day or by the second day I felt like it was a family, you know? So, I really felt that that changed me.

The sense of community experienced by the coaches could have also been a product of the positive learning environment that characterized the BYSC training. The environment at the BYSC training was generally described by participants as a positive one where social interactions where able to emerge. Cathy described it as “charming, mature, and respectful,” and on the same lines, Kurt addressed it as follows: “We created a helpful environment, so everybody was trying to socialize more.” These social interactions were something that stood out for many participants since it allowed them not only to voice their opinions but also to indirectly encourage other coaches by sharing their stories. One such example was provided by Anna when she described how she felt while attending a leadership session during the BYSC training:

When we were discussing, I felt empowered. You can always be open minded and learn new things and try also to listen and they also teach me that you can listen other people’s ideas […] simple things that people mention that you take into consideration and you feel like really good.”

To summarize, the social interactions that emerged from the positive reinforcement provided by the coaches in charge of the BYSC training as well as the sense of community that
made participants feel comfortable interacting with each other could have informed their self-efficacy on positive youth development through sports in the form of what Bandura (1994) calls emotional states.

**Challenging gender stereotypes**

The following theme refers to how female participants felt at the beginning and at the end of the BYSC training regarding their confidence to practice, learn, and coach personal and social skills through sports. At the beginning of the BYSC training, all the interviewed women expressed feeling intimidated by a training based on sports. Women’s role in sports and the Belizean culture is characterized by inequalities in participating opportunities (Jacobs, Cattouse, & Wright, in press). This was reflected not only in the comments from the female interviewees but on one of the males as well. As Kurt pointed out, women are “emotional” and “smart,” and these two traits did not seem to correlate with sports.

On the other hand, however, the researcher could infer how females’ confidence in sports was nurtured by their participation in the BYSC training, where sports were introduced in a nontraditional manner so as to make them welcoming to everyone despite their athletic and professional background. Comments contributing to the challenging gender stereotypes theme were coded 11 times and mentioned by all the female participants interviewed in the subsample as well as one of the males.
Three female youth coaches were interviewed for this study, and each of them expressed how their disaffiliation with sports made them feel alienated at certain times during the training. In her interview, Anna commented, “Most people here are either coaches or athletes, basically I’m not really […] It’s a lot of sports; I felt a bit out of place.” Kristen also expressed in her interview: “Personally, before, I could be a little shy, first I was very shy,” and she described an instance where her perception of sports and gender almost prevented her from participating in a game of basketball:

“I think it was Tuesday when we went out to the court to, uhm, play basketball. They had [asked] for volunteers and I said ‘No! I’m not feeling basketball and it’s a boy thing and I went to the sidelines’…”

By looking at this theme through Bandura’s self-efficacy theory, the feelings expressed by these women about sports and the training could be linked to Bandura’s (1994) emotional states as a self-efficacy source. Feeling shy and intimidated are emotions that could have heightened women’s stress levels and hindered their confidence for learning to teach something new. Also, unsuccessful past performances as described by Bandura (1994) are deterrents to building feelings of competency. Thus, feeling “shy,” “out of place,” and “intimidated,” as female interviewees described, could have also been a product of their lack of prior experiences in sports which prevented them from building their confidence in this field.

Nonetheless, the following examples demonstrated how the BYSC training was able to overcome these emotional barriers. According to the following statements provided by the interviewees, their confidence regarding coaching sports for positive youth development
increased thanks to their participation from the BYSC training. One such example was that of Anna, who said:

Sports is just something that I realized that it could work for everyone, young and old, it fills my need to actually learn more because I’ve never had an interest you know. I don’t play a sport either, you know? But working with young people… most of young people do, so at least I have that knowledge. I feel like it was good to learn about sports more.

Kristen also referenced her confidence for coaching sports for youth development as an outcome from the BYSC training:

Ok, I’ll [play basketball] and I’m glad I did. It was a fun experience and I learned you know? […] so that was one thing that I could recall that made me feel better about myself […] and with the skills that I have now, I could give [people from all across] a better understanding of, you know, through sports you can also teach life skills.

The last two statements mentioned above could be associated with Bandura’s mastery experiences as a source of self-efficacy since they describe how their participation in sports at the BYSC training made them feel more confident about themselves and about coaching sports to youth.

In conclusion, the findings from this theme suggest that female participants’ confidence was informed by their emotional states and mastery experiences. Due to gender stereotypes, the female participants experienced negative emotions at the beginning of the training that could have hindered their self-efficacy beliefs for learning about and coaching sports. Nonetheless, their experiential learning of sports during the training seemed to have afforded them with mastery experiences which made them feel more confident toward the end.
Feedback and positive reinforcement provided by American and Belizean trainers

This theme arose from all the instances where participants described feelings of empowerment from the feedback and verbal interactions they had with the trainers. From a self-efficacy standpoint, this theme could be associated with social persuasion as a source of self-efficacy. Feedback and positive reinforcement as a theme was coded ten times across the data and mentioned by five out of the six interviewees.

The researcher recorded various instances where the American as well as the Belizean trainers provided positive reinforcement and feedback during the sessions. Examples of these were: “[During Martial Arts] Pablo gives instructions for Kurt to perform the different stances. Kurt does them in front of the entire group. Pablo says: good! And high fives with him”; “[During the ankle taping session] everyone is practicing in groups, Sandra and Juan walk around and praise participants with: good job! Or well done!”

Moreover, during the interviews participants repeatedly referred to the feedback they got from the coaches as a factor which boosted their confidence. Kurt, for example, commented on the feedback as a learning experience that enhanced his confidence on how to work with youth:

As a coach, you have to be more open and hear their voice and see where they stand and where we stand and cooperate with each other […] [the feedback from the coaches] made me feel more confident about the subject matter [and] more motivation, go ahead, it’s the right thing to do.

Cathy mentioned how during the motivation session she received feedback on some of her skills that made her realize she possessed them: “I didn’t know I had [intrinsic motivation]
until we took the tests this morning and they gave us the results […] People see things in me that I don’t see in myself.” Both Kurt’s and Cathy’s experiences of social persuasion through feedback on their skills and learning seemed to play an important role when increasing their self-efficacy.

Summarizing, the verbal interactions between trainers and participants involved a copious amount of positive reinforcement. This, translated into Bandura’s terms, could have signified that participants’ confidence was also informed by social persuasion.
CHAPTER 5
DISCUSSION

Introduction

This study sought to assess the impact of a coach training program on participants’ self-efficacy beliefs for teaching personal and social skills. Mixed methods were used to measure the impact of the training using a validated scale and to examine the processes and experiences that might have contributed to such changes. The context for the study was a Sport for Development initiative that involved an intensive coach training experience (BYSC training) designed to increase participants’ confidence and skill for promoting PYD by teaching personal and social skills. Using Bandura’s (1994) self-efficacy theory, the study relied on the self-efficacy sources as the guiding framework. In addition, given the characteristics of the BYSC training, literature on the TPSR model and PYD through sports were also used to guide the investigation and interpret the findings.

Consistent with the results from the pilot study (Wright et al., under review), participants in the current sample reported a significant increase in their self-efficacy beliefs for teaching personal and social skills ($p < 0.001$). Other reports on the BYSC have suggested such an outcome may correspond with a training experience that was designed to provide participants with empowering experiences, opportunities for reflection, and active learning (Wright et al., 2016; Wright et al., under review). These aspects of the coach training were consistent with the underlying philosophy of the TPSR model (Hellison, 2011). Consistent with the self-efficacy
perspective, the findings from the deductive phase of the qualitative analysis indicated that participants’ increases in self-efficacy beliefs for teaching personal and social skills were closely tied to an environment that promoted mastery experiences, vicarious experiences, social persuasion, and positive emotional states (Bandura, 1994). These qualitative findings indicated the strongest sources referenced by interview participants were mastery experiences and vicarious experiences. A more comprehensive and inductive phase of qualitative analysis led to the identification of eight themes that characterized the qualitative data set. These eight themes are: (1) empowering participants by giving them choice, (2) Belizean trainers as role models, (3) active learning and participation, (4) experiential learning of the TPSR model, (5) fun and enjoyment, (6) sense of community, (7) challenging gender stereotypes, and (8) feedback provided by the American trainers. Seven of these eight themes were directly or indirectly associated with the four self-efficacy beliefs sources espoused by Bandura (1994).

**Interpretation of Findings**

**Self-Efficacy**

Bandura (2000a) asserts that a person’s self-efficacy beliefs are tightly linked to their environment. When the environment promotes mastery experiences, vicarious experiences, social persuasion, and/or positive emotional states, a person’s beliefs regarding their capacity for generating actions that will lead to a certain outcome are enhanced (Bandura, 2000a). The interviewees’ comments in this study captured all four self-efficacy sources. Such comments
described a training setting where participants felt empowered through their active learning of skills (e.g., “The game kept me focused and it showed me that I can really focus on what I want to achieve”), the Belizean trainers co-facilitating the sessions (e.g., “I feel great cuz you’re hearing from your own”), the feedback participants received from trainers and peers (e.g., “[The feedback from the coaches] made me feel more confident about the subject matter”), as well as their feelings of enjoyment and fun during the BYSC training (e.g., “It was a fun experience and I learned a lot […] it made me feel much better about myself”).

Furthermore, as Bandura (1994) asserted, self-efficacy beliefs are primarily informed by mastery experiences. Consistent with his observations, the findings in this study indicated that mastery experiences were also the strongest source of self-efficacy. In the qualitative data analysis, this source was coded a total of 57 times, and all the participants from the subsample connected to this source. In addition, half of the emergent themes from the inductive analysis pointed directly or indirectly to mastery experiences as a source of self-efficacy. This was clearly observed in the challenging gender stereotypes theme, where the emotional states described by the female interviewees at the beginning of the training could have been overcome by their mastery experiences in the sport sessions.

Provided that self-efficacy beliefs can be a sound predictor of an individual’s capacity to execute a skill (Bandura, 1988), the quantitative scale used in this study served as a relevant measure to assess the effectiveness of the training. Regarding the connection between participants’ beliefs in their ability to teach personal and social skills and their actual behaviors,
previous reports on the BYSC have indicated many trainees have gone on to implement
strategies and concepts learned in the training (Wright et al., 2016; Wright et al., 2017). Such
evidence is often gathered through observation, interviews, and self-report, which supports the
use of mixed methods as well as the use of self-efficacy as a theoretical framework in assessing
SDP training programs. The mixed-methods design used in this study yielded findings that
indicate this coach-education program maximized participants’ experience of the self-efficacy
sources through intentional design and implementation (Wright et al., 2017).

Moreover, the findings also addressed the importance of cultivating a learning
environment that ignites a sense of collective agency among individuals. Bandura (2002)
attributes social change to individuals with a high personal efficacy capable of subordinating
self-interest to the benefit of others. Following these lines, the BYSC training gave rise to
participants’ sense of collectiveness through somatic states characterized by feelings of
belongingness, identity, comfort, and respect, and this was clearly appreciated in the “Sense of
Community” theme. Hence, beyond nurturing participants’ self-efficacy beliefs through these
emotional estates, these findings suggested that the BYSC training could have fostered a human
agency that is exercised collectively with the purpose of bettering their lives and others’
(Bandura, 2002).

Autonomy Support as a Source of Self-Efficacy

This study’s primary focus was to identify Bandura’s four self-efficacy sources as
informing participants’ self-efficacy beliefs for teaching personal and social skills. Yet, the most
salient finding from this investigation (“empowering participants by giving them voice”) reported a self-efficacy source that has been lately acknowledged by social cognitive theorists. A recent study on autonomy support as a source of self-efficacy suggested that feelings of competence can be bolstered when students are immersed in a student-centered environment with approachable teachers who understand their needs and concerns (Collins, Usher, 2010). This source of self-efficacy is clearly connected with a coach-education program (BYSC training) that afforded participants a transformational learning experience by giving voice and sharing power with the trainees (Wright et al., 2016). Parallel with these reports, the key findings from this theme suggested that participants’ self-efficacy for teaching personal and social skills to youth was enhanced because their needs for autonomy were met by a training that addressed their concerns when coaching youth.

**Implications for the Future**

Future research could address the practical application and contextual factors that are so important to knowing how and why a certain training experience was effective. More specifically, a discussion could be initiated regarding analyzing autonomy support as a source of self-efficacy. In addition, given the brief timespan in which this study took place, future research could also address the long-term impact of the BYSC training on participants’ behavior toward teaching personal and social skills not only as individual agents of change but as a collective.

Finally, the findings from this study may provide some direction into designing future SDP programs under the self-efficacy construct. The self-efficacy theory proved to be a suitable
fit to assess the impact of the BYSC training on participants’ confidence for teaching life and social skills by using the TPSR model as the instructional approach. Hence, a step forward could be taken where a coach-education SDP program intentionally informs participants self-efficacy beliefs by providing mastery experiences, vicarious experiences, social persuasion, emotional states, and autonomy support. This study suggests that by blending these three constructs into the makeup of future SDP programs could potentially predict coach-education programs’ success.

**Teaching Personal and Social Responsibility Model**

As acknowledged by Beaudoin (2012), when introducing a new instructional approach such as TPSR, experiential learning, reflection, and feedback are crucial to learning and minimizing the “wash out effect.” Along with these guidelines, the BYSC training adopted an instructional approach based on reflection, local expertise, and didactic learning (Wright et al., 2016), and its effects on participants’ self-efficacy beliefs for teaching personal and social skills were reflected in the emergent patterns in the findings. The most emphasized aspect from this finding was the opportunity for reflection that the BYSC training afforded its attendees.

Seeking to provide participants with an experiential learning opportunity, the BYSC training adopted the TPSR as its instructional framework. Reflection and open dialogue are embedded in TPSR through awareness talks, group meetings, and debriefs where participants can express their voices (Hellison, 2011). The findings from this study indicated that this strategy
was effective in instilling feelings of confidence in participants by allowing them to reflect upon their experiences at the training, practices with youth, and their role as youth leaders.

Although there is scarce literature on utilizing TPSR as an instructional framework for SDP programs, the apparent effectiveness of this instructional approach described in this study aligned other reports on TPSR coach and teacher education, which maintain that critical reflection is key to fostering transformative learning experiences that are sustainable once the program has finalized (Beaudoin, 2012; Wright et al., 2016). Therefore, the findings of this study support and expand on the findings of the TPSR literature on coach education for SDP.

**Sport for Development and Peace**

**Collaborative Planning and Implementation**

The findings from this study pointed out the importance of rooting the content in the local context and connecting to participants’ needs. Research has shown that in order for transformative action to occur, SDP programs need to be responsive to participants’ own understandings and utilize local knowledge to underpin educational content (Spaaj, Oxford, & Jeanes, 2016). The BYSC training gave voice to trainees, which allowed them to see the value of the information that was shared (Wright et al., 2016). In this study, participants from the subsample frequently addressed attending the BYSC training with the expectation to learn how to be a “better coach” and to deal with youth’s issues.
The findings described how participants’ voices were heard and their expectations were met; hence, by seeing the value of what was being shared at the BYSC training (Wright et al., 2016), they felt more confident about the knowledge they had gained.

SDP programs’ effectiveness and sustainability depend on a type of education that is transformative and relies heavily on dialogues among teachers and recipients (Spaajj, Oxford, & Jeanes, 2016). This means adopting the local input to design and deliver SDP programs (Spaajj, Oxford, & Jeanes, 2016). Reports have also indicated that the sustainability and impact of SDP programs depend highly on the local experts leading intentional educational experiences (Wright et al., 2016). The findings in this study echoed this claim by describing the importance of collaborative implementation of the training. The BYSC training rooted its practices with the local context by empowering the Belizean trainers to become leaders and advocates of youth sports (Wright et al., 2016). In this study, the impact that these local leaders had was clearly reflected on the interviewees’ comments where they addressed how their confidence was positively affected by their peers and the Belizean trainers sharing their stories and taking leadership roles.

Overall, Sport for Development programs seem to have the desired impact when they allow for the local leaders to be involved in delivering intentional educational experiences (Wright, Jacobs, Ressler, & Jung, 2016). Findings from this study support that when planning and delivering a coach training program it is important to localize the knowledge shared. As acknowledged by Spaajj, Oxford, and Jeanes (2016), SDP programs need to ground their
practices in the participants’ perspectives, knowledge, social identities, and situations. One way to do this is by moving away from approaches in which outside experts from the Global North deliver programs from a position of superiority and striving for a collaborative model based on respect, relationship building, and understanding of local experts (Guest, 2009; Spaaj, Oxford, & Jeanes, 2016). There is no denial that locals possess valuable insights on the issues and needs of their own country and people; hence, future SDP programs would greatly benefit from integrating local leaders into the design and implementation of the educational experience.

Addressing gender stereotypes in sports

One particular finding from this study addressed an issue that has been commonly overlooked by researchers, that is, Latin and Central American women’s participation in sport (Jacobs et al., in press). The theme “Challenging Gender Stereotypes” identified by this study was informed by the comments provided by the three participating women from the subsample as well as the field notes taken by the researcher. The women from the subsample pointed out feeling “intimidated” and “out of place” at the beginning of the training due to their disaffiliation with sports; one even made the case that sports were a “boy thing” and that she was not going to participate. Later, she was convinced otherwise.

Although a very small number of women were interviewed for this investigation, the issue resonated with the historical role of Latin and Central American (LAC) women in their culture. Reports indicate that SDP programs often operate in patriarchal environments where women’s participation in society is mainly constrained to gender conceptualization and
hegemonic systems (Maier, 2005; Saavedra, 2009). These women are the protagonists of a slow progress toward gender equality, which has made them the target of continuous discrimination in various areas, including sport (Jacobs et al., in press).

Nonetheless, all women interviewed for this study reported feeling appreciative for the opportunity to participate and learn about sports. They also reported feelings of agency toward teaching personal and social skills through sports due to their experiential learning experience at the BYSC training.

All in all, even though this was a fairly small study and the findings were closely bound to the local culture where the investigation was carried out, these suggested an effective coach-education program for empowering local leaders into taking PYD initiatives. If SDP programs have the capacity to challenge gender stereotypes and foster social integration through the empowerment of local experts (Wright et.al., 2016), more SPD programming and research should be conducted in arenas where women are under-represented in the field of sports. As previously mentioned, there is scarce literature on the topic of gender and sports in LAC countries. The implications for this finding suggest that in order to integrate women in SPD programs without igniting negative emotional states that could hinder their self-efficacy beliefs (Bandura, 1994), it is best to adopt an empowerment-based type of pedagogy (Jacobs et al., in press) such as the TPSR model.

In addition, this study suggested that through the integration of constructs (TPSR and self-efficacy), issues such gender inequalities in sports can be addressed through a SDP program
intentionally designed to build women’s confidence through the self-efficacy sources, particularly through vicarious experiences based on relatable female models. Although the BYSC training had one female Belizean trainer, the data did not speak of her as a vicarious experience for women with no prior experience in sports. We can speculate that although she was a woman, she was a former athlete and a basketball coach, which under Bandura’s (1994) terms, she was not a relatable model for women who were trying to make their way into sports later on in life. Hence, providing more relatable female vicarious experiences through women who succeeded in sports after having no prior knowledge or experience could better inform women’s self-efficacy beliefs for teaching personal and social skills through sports.

Limitations of the Study

Although the BYSC training aligned with Bandura’s tenets for increasing participants’ self-efficacy in their capacity to promote PYD through sports, there are some aspects of this study which limit generalizations. One such limitation is the highly contextual nature of the training in a particular geographic and cultural setting. Although customizing a training program to fit the local context is a best practice in the SDP literature (Spaajj, Oxford, & Jeanes, 2016), it does mean that each program is highly idiosyncratic. While the TPSR model has been effectively applied in several cultural contexts (Wright, Jacobs, Ressler & Jung, 2016), research should also address possible biases related to American standards and norms that might have created dissonance with the local culture. SPD practices are context specific and they sometimes rely
heavily on the expertise and perspective from the Global North” (Kidd, 2008; Spaajj, Oxford, & Jeanes, 2016).

Moreover, the present research involved a small subsample of participants purposefully selected for the study, which made it unrepresentative of the entire population (Cohen, Manion, & Morrison, 2000); hence, results are strongly limited to the contextual factors where the research was carried out. Furthermore, the selected subsample was only interviewed once during the entire week of training. This means that the interview process required participants to reflect upon their experience in a retrospective way. This poses some memory limitations on the part of the interviewee; therefore, the data may not be as accurate. In terms of the quantitative portion of the study, it is suggested that a controlled study with a large sample be conducted. For example, to carry out a more controlled investigation, trainees could be randomly assigned to a control condition in which they receive an equal amount of professional development under similar conditions but do not experience the same learner-centered, interactive, and empowering teaching methods.

Conclusion

This study was a small piece of a bigger puzzle that is the BYSC initiative. However, the findings indicate that the coach-education program was effective in enhancing participants’ self-efficacy beliefs for teaching personal and social skills through sports. Such effectiveness may be attributed to the fact that participants’ self-efficacy beliefs were directly and indirectly informed by Bandura’s self-efficacy sources. This study suggested that these sources were directly
associated with some underlying aspects of the BYSC training, such as the support for autonomy, the mastery of skills through experiential learning, successful local role models, positive reinforcement, and an enjoyable learning environment. The findings from this study replicated and expanded upon the results obtained in the pilot study by adding the qualitative element to the research. This provided a better insight on the underlying processes that might have led to such improvements. Nevertheless, in order to expand upon these findings and make evidence-based recommendations to improve other SDP programs, further research which incorporates a control group is encouraged. Ideally, a program of research will eventually examine not only the connection between increased self-efficacy as a result of such training and participants’ implementation of new coaching strategies, but the subsequent impact of those practices on youth outcomes as well (e.g., psychosocial or behavioral). Although preliminary, findings presented here are encouraging and should be considered in next steps for research and practice related to the TPSR model, professional development to foster self-efficacy, and SDP.
REFERENCES


Jacobs, J., Catousse, & Wright, P. (in press). Gender inequity in Belizean sport culture: Illustrating the importance of partnering with local experts to develop social change agendas in sport for development and peace programmes. *Journal of Sport for Development.*


Jung, J., & Wright, P. M. (2012). Application of Hellison’s Responsibility Model in South Korea: A Multiple Case Study of ‘At-Risk’ Middle School Students in Physical Education. *Agora for Physical Education and Sport, 14*, 140-160.


Northern Illinois University (2013). The Belizean Youth Sport Coalition for youth development and social change. Project Narrative.


APPENDIX A

BELIZEAN YOUTH SPORT COALITION INITIAL
AND FINAL QUESTIONNAIRE
Your name: ________________         Age: ________________     Gender: male or female

Your Organization: ____________________     Your role/title: ____________________

For each item, please rate how confident you are that you can teach that objective through sport and physical activity programs. Answer each question even if you do not necessarily teach that objective. Please rate your degree of confidence for each item by recording in each blank space a number from 0 to 10 using the following scale. Be sure to think carefully about each objective before recording your answer.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>not confident at all</td>
<td>moderately confident</td>
<td>extremely confident</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Confidence (0-10)

1. self-control
   ____
2. responsibility
   ____
3. respect for others
   ____
4. following directions
   ____
5. best effort
   ____
6. compassion for others
   ____
7. cooperation
   ____
8. constructive competition
   ____
APPENDIX B

INTERVIEW QUESTIONS
Warm up:

1. What’s your name?

2. What do you do?

3. How long have you been working on this profession?

4. Why are you attending this program?

Self-efficacy perception before the program:

5. How would you describe yourself as a coach/youth worker?

6. How would you describe your work with youth?

7. What do you consider to be your strengths when coaching youth? be your weaknesses and strengths when coaching youth?

8. What parts of coaching youth do you struggle with?

9. What is your definition of a good leader in youth sports?

10. Describe a typical day coaching youth

   a. How do you feel when coaching?

   b. What are some of the challenges/obstacles that you face?

   c. What strategies do you use to overcome them?

11. Describe what you consider to be a successful day coaching youth

   a. How do you feel?

12. Describe a situation in which you felt overwhelmed

   a. Why do you think you couldn’t cope with it?

   b. What would you do differently?

About the training:

13. What were your expectations going to this program?
14. How do you feel about Positive Youth Development through sports?

15. Can you describe if and how these beliefs are reflected in your practice?

16. How did you feel before the training began?

17. What need/doubts/expectations did you bring to the training?
   a. Where they addressed?

18. Describe something that stands out from the training this week

19. How do you feel after the training?

20. What sort of strategies were you able to develop from this training?

**Sources of self-efficacy:**

21. What aspects of the training were more useful to you?
   a. Why?

22. Describe an instance of the training in which you felt motivated/empowered/confident.

23. How do you feel when working along with other coaches from Belize?

24. How do you feel when working with the coaches from NIU?

25. Who/what do you think has influenced you the most during the training?

26. What aspects of this training are you looking forward to implement in your practices?
   a. How do you plan to do it?

**Closure:**

27. Do you have any suggestions or changes you would like to recommend?
APPENDIX C

BELIZEAN YOUTH SPORT COALITION, WORKSHOP FEEDBACK FORM
Belizean Youth Sport Coalition, Workshop Feedback Form

Your Name: 

Your Organization: 

Date: 

Workshop/Session Title: 

Name of Presenter(s): 

On a scale of 1-5, how satisfied were you with various aspects of this session/workshop (1=very unsatisfied; 2=unsatisfied; 3=not sure; 4=satisfied; 5=very satisfied).

1. Effectiveness of the presenter(s)_____

2. Organization of the session/workshop_____

3. Amount of material covered_____

4. Relevance of the material to your organization_____

5. Balance of lecture and discussion/active learning_____

6. The workshop overall_____

What did you like best about this workshop?

What do you think could have been improved?

What was one of the most valuable things you learned in this workshop?
APPENDIX D

BELIZEAN YOUTH SPORT COALITION, TRAINING FEEDBACK FORM
Belizean Youth Sport Coalition, Training Feedback Form

Your Name: ____________________________ Date: ____________________________

Your Organization: ____________________ Your Role: __________________________

On a scale of 1-5, how satisfied were you with various aspects of this six day training (1=very unsatisfied; 2=unsatisfied; 3=not sure; 4=satisfied; 5=very satisfied).

1. Effectiveness of the presenter(s) overall_____  
2. Organization of the training overall_____  
3. Quality of training materials_____  
4. Amount of material covered_____  
5. Relevance of the material to your organization_____  
6. Balance of lecture and discussion/active learning_____  
7. The training experience overall_____  

What aspect of this training was most useful to you?

What aspect of this training was least useful to you?

What are the three most important things you learned in this training?
APPENDIX E

INDUCTIVE ANALYSIS: ORGANIZATION OF CODES
Empowering Participants by Giving them Voice

Lack of strategies and knowledge
- patience
- cooperation
- better coach
- motivation to learn
- youth problems

Expectations met by BYSC training
- feeling confused
- better coach
- needs addressed
- usefulness
- skills learned

Belizean Trainers as Role Models (Vicarious Experiences)

Success
- good people
- confident trainers
- success running programs
- training results
- B trainers leading

Local Examples
- your own
- make content local
- understandable ideas
Active Learning and Participation (Mastery Experiences)

do stuff
active learning
volunteers
master skills
empowered by doing
role playing
games
learned new skills
use new skills
teach youth
I'm a doer
learn by doing
meaningful learning
Experiential Learning of TPSR Model (Mastery and Vicarious Experiences)

Reflection

- help youth
- listen to peers
- sharing experiences
- debrief session
- reflect on leadership
- express opinion
- lessons learned
- giving voice
- success with skills
- skills learned
- implementation

Sports

- learn by doing
- feel good
- fun
- confidence playing sports
Fun and Enjoyment (Emotional States)

Nothing was boring
smiles
laughs
fun
play games
jokes
high fives
dancing
happy
excitement
motivation to learn
Sense of Community (Emotional States)

- verbal interactions
- non-verbal interactions
  - family
  - teamwork
  - belongingness
- social interactions
- relationships
- community
- teambuilding
- know each other
- rapport
Feedback provided by the American Trainers (Social Persuasion)

Women and Sports

Confidence through sports

Challenging Gender Stereotypes (Emotional States & Mastery Experiences)

intimidated
preconceptions
no sports team
not into sports
no opportunities
emotional
smart
out of place
all coaches
female character

more confident
learned new skills
women playing sports
feel good to learn

verbal interactions
high-fives
reinforcement
feedback
good job!
reassurance
acknowledgement
learned skills
Approval Notice
Continuing Review

01-Feb-2017
Paul Wright
Kinesiology and Physical Education

RE: Protocol # HS15-0062 “Belizean Youth Sport Coalition Evaluation”

Dear Paul Wright,

Your Continuing Review submission was reviewed and approved under Expedited procedures by Institutional Review Board #1 on 01-Feb-2017. Please note the following information about your approved research protocol:

Protocol Approval period: 18-Feb-2017 - 17-Feb-2018

Please remember to use your protocol number (HS15-0062) on any documents or correspondence with the IRB concerning your research protocol.

If you are still recruiting subjects and have not waived the written signature of consent, I have attached a date-stamped copy of the approved consent form for your use. NIU policy requires that informed consent documents given to subjects participating in non-exempt research bear the approval stamp of the NIU IRB. This stamped document is the only consent form that may be photocopied for distribution to study participants. If your project will continue beyond that date, or if you intend to make modifications to the study, you will need additional approval and should contact the Office of Research Compliance and Integrity for assistance. Continuing review of the project, conducted at least annually, will be necessary until you no longer retain any identifiers that could link the subjects to the data collected.

It is important for you to note that as a research investigator involved with human subjects, you are responsible for ensuring that this project has current IRB approval at all times, and for retaining the signed consent forms obtained from your subjects in a secure place for a minimum of three years after the study is concluded. If consent to participate is being given by proxy
(guardian, etc.), it is your responsibility to document the authority of that person to consent for the subject. In addition, you are required to promptly report to the IRB any injuries or other unanticipated problems involving risks to subjects and others. Please accept my best wishes for success in your research endeavors. If you have any questions or need further help, please contact the Office of Research Compliance and Integrity at (815) 753-8588.