



IMPACT OF CARING ENVIRONMENT ON FEMALE SPORTS PARTICIPATION: A CASE STUDY OF SARGODHA DISTRICT

Iqra Zafar, M. Phil Scholar, Department of Sports Sciences & Physical Education, Faculty of Allied Health Sciences, The university of Lahore, mirairfan1452@gmail.com

Dr. Mohibullah Khan Marwat, Professor, Department of Sports Sciences & Physical Education, Faculty of Allied Health Sciences, The University of Lahore, Lahore. mohibullah.khan@ed.uol.edu.pk

Dr. Shahzaman Khan, Head of Department/Assistant Professor, Physical Education and Sports Sciences, Sukkur IBA University, shahzaman@iba-suk.edu.pk

Mrs. Shabab Fatima: Deputy Director of Colleges, Sahiwal, shababfatima26@gmail.com

Wajiha Abid, Sports Instructor/Teaching Assistant, Department of Health and Physical Education, Lahore College for Women University, wajihaabid90@gmail.com

Asad Hussain Shaikh, Deputy Director Sports, Sukkur IBA University, asad.hussain@iba-suk.edu.pk

ABSTRACT

Background: This study aimed to examine the "Impact of Caring Environment on Sports Participation of Female Athletes". Quality coaching practices have many benefits. The most important components in developing a caring sport environment has been shown to foster positive athlete-coach relationships, enhanced motivation, promotion of positive youth development, and positive sport commitment.

Objectives: The study had six specific objectives including to see the role of coaches, parents and peers in creating caring environment of college girls and to further explore the impact of caring environment on sports participation of college girls.

Methodology: This study employed quantitative research along with a correlational research design, in which female students from 16-19 years of age participated. Data was collected from seven different Districts of Sargodha. Data collection was started upon receiving approval from the department and only consented female were recruited to participate in the study. Four different scales including Caring Climate Scale, Caring Behaviors, and Perceived Motivational Climate in Sports (PMCSQ) were used to collect data.

Results: Descriptive analysis was done for Age of the participants and Tehsil wise game type; game level; and game experience. It was hypothesized that coaches, parents and peers will have a positive relationship with caring environment and all six hypothesis were accepted empirically. To see the effect of caring environment on sports participation of female athletes, Linear Regression and One-Way ANOVA was applied. Frequency table for behavior indicated that 94.5% females perceived that caring environment made them feel determined to participate in sports. The analysis of One Way ANOVA indicated a significant effect of caring environment ($p < 0.05$) on athlete's behavior in sports participation.

Key words: Caring Environment, Caring Behavior, College Girls, Sports Participation

I. INTRODUCTION

The most important components in developing a caring sport environment has been shown to foster positive athlete-coach relationships, enhanced motivation, promotion of positive youth development, and positive sport commitment. A vital aspect for helping athletes have positive outcome in game and physical activity (PA) lies in coaches making a positive and caring condition where youngsters treat each other with common thoughtfulness and regard. Coaching effort directed towards stimulating athlete involvement can be considered as measure that gives opportunities to reciprocate reflection and enable the coach and the athlete to think and understand each other thus creating a caring environment.

The origin of a caring environment begins from Noddings' work (1992; 2003a). She states that caring is "a technique for seeing somebody as depicted by commitment and powerful attachment". Thus, the one out of a caring relationship deals with the necessities of another by tuning in, recognizing, and enduring the idea about similarly as focusing on helping address the issues and developing the headway of the idea

about as opposed to social affair one's own kind of needs. She surmises that becoming such a caring association inside the school setting would develop adolescents' ability to consider themselves well as other individuals similarly as light and vitality for learning. Battistich (1999) extended Noddings' philosophical structure by structure up an educational program focused on satisfying children's basic mental needs including the need to feel related with others. Specifically, they helped schools in structure up an investigation lobby climate that is depicted by warm, unfaltering, solid associations that are connected with and shared by all individuals.

They offered planning to all preparation staff in these schools to help the social and good improvement of the children by establishing norms and characteristics inside the condition that turn around respect, regarding the premiums, and importance created by the children as they partake in the learning system. Revelations from their examinations note a couple of adaptable social-mental outcomes. Applicable to our discourse, seeing a sentiment of a caring environment was connected with an increasingly essential adoring of school, have a great time class, and delight in helping other individuals learn. Thus, giving a bigger setting that is depicted by commitment, tuning in, enduring, and, moving dislodging supporting and achieving goals, empowering, respect, trust, affectability and, is relentless after some time emanates a caring situation. It is this caring environment that is associated with positive informative experiences.

Relating with the convictions verbalized by Noddings (2003) and Battistich, inside the PA space have described a caring environment to be how much individuals see a particular setting to be socially inviting, protected, unfaltering, and prepared to give the experience of being regarded and respected. So, given key evidence that when youth see the caring environment gives a continuously positive experience to them.

For example, Watson et al. (2007) made caring condition in a pre-summer PA camp and stood out it from a practically identical program under a standard camp instructive program. They found that the campers in the caring environment camp obvious an all the additionally caring environment and uncovered progressively raised measures of sympathetic concern and increasingly important need for future incorporation in camp than those in the standard camp program. Likewise, Newton, Fry et al. (2007) found that when individuals drew in with multi day camp program obvious a caring environment they will undoubtedly regard being a bit of the program similarly as should be related with the program the following year. In any case, extra confirmation is required to choose even more unequivocally, and how a caring environment can give youth a pleasing youth game inclusion.

Scientists have since a long time ago examined the job of the coaches plays in giving a positive and caring environment to youth sport members. Quite a bit of this work has exhibited that a coach who stresses uplifting feedback, gives proper criticism, and makes an errand including and self-rule steady atmosphere is bound to have youthful competitors who make the most of their childhood game understanding, similar to their coach and group more, show an eagerness to play for their mentor once more, and are less inclined to drop out of game (Pelletier, and Cury, 2002).

Another part of the caring environment, is how much the coach thinks about the competitors. Hellison (2003) fights that a key part of powerful PA projects is contact with a caring grown-up. Moreover, Jones (2005) note that one part of a compelling youth game program is that it incorporates grown-ups who truly care for the youngsters. Notwithstanding, the job that caring may play in encouraging a positive youth game experience has gotten constrained consideration. Segments of caring practices have been investigated in past game brain science look into. A few scientists have explained on Goodenow's (1993) thought of apparent feeling of belongingness. He felt that a key to class maintenance and inspiration was the improvement of a bond between the understudy and the school.

Expanding upon this thought, Andersen-Butcher and Conroy (2002) investigated the connection between a feeling of belongingness in an adolescent improvement program and maintenance. They revealed a noteworthy positive connection among belongingness and self-detailed participation. Allen (2003) likewise examined the job of apparent feeling of belongingness alongside social alliance objectives on pleasure in game. Both a feeling of belongingness and social association objectives were decidedly identified with game pleasure for young female competitors. Different analysts (Jowett, 2007) have investigated the dyadic connection among coach and athlete.

Jowett, (2007) has also taken a gander at the developmental favorable circumstances that adolescents get from sharing in a grouping of after-school openings related to amusements, articulations, and academic, organize masterminded, organization and, religious activities. He found that young people evaluated their participation in amusements as giving a strange condition of chance for making coordinated effort and

social aptitudes yet low degrees of opportunity to experience constructive relationship with companions and adults or make sense of how to help and chip away at helping other individuals.

In addition, Noddings (2003) keeps up that the most noteworthy purpose of educational experiences for adolescents is to help them with getting to be caring people who truly respect others and treat all people with generosity. It is reasonable to expect that young people's associations in game could be unequivocally affected by the degree that they see a disapproving of environment on their gatherings. If youths see a disapproving and relentless condition on their game gatherings, it seeks after that they may will undoubtedly feel related with and show disapproving of practices towards their coach and friends.

II. LITERATURE REVIEW

The caring connection can take numerous structures in the athletic condition. For example, in the wake of completing a race, a swimmer is astounded in her race. The mentor approaches her and she shares her mix-up. The mentor checks out her and feels for her disappointment and disillusionment. The mentor in like manner asks her what she would have done another way. She portrays her need to manage her flip turn and her pacing during the race. They agree that they should address these issues essentially multi week from now. All through this method, the mentor tunes in and identifies, the mentor similarly insists the potential for a substitute game plan of exercises for the contender. It is essential to see how mentors could search for in the wake of minding social affiliations. Noddings (1992; 2003; 2010) gives the most data through her conceptualization of the minding affiliation. There are three fragments that incorporate the minding affiliation: explicitly, submersion, moving clearing, and assertion. A minding affiliation starts with receptivity and immersion by the one-truly pondered it. The calling gets the other individual by steadily suffering and seeing the potential in the individual (Noddings, 2003).

The one-opposing is available as an experience spreads out and is mindful so as to the passed on necessities of the thought regarding by tuning in, distinguishing, cheering, and testing (Noddings, 2003). This dousing can prompt the one-truly contemplated it, through sharp responses, to take an interest in persuasive development, that is, to help the idea about (Noddings, 2010). This uplifting migration moves the minding powerful imperativeness a long way from individual needs and toward supporting the imparted needs of the other. The best approach to completing the minding association is that the idea about prerequisites to see the exercises of the one-really thought about it and respond (Noddings, 2003). Consequently, the idea perceives the feelings and inclinations of the one-really thought about it. The idea about sharing accomplishments, trusts, desires, dreams, etc., it may be said revealing progressively about oneself, which is a critical gift to the one-minding independent from anyone else and moreover gives further learning into how minding can reinforce the idea about (Noddings, 2003).

As can be found in above models, participating in a minding relationship depends on talk that occurs between the person who is taking consideration (the mentor) and the other one who is getting (the competitor). It is through talk that the person who is minding learns of the premiums and necessities of the idea about similarly as passes on parts of commitment. The one-disapproving of takes a put eagerness for the idea about. It is also through trade that the one-disapproving of discussions about the imparted needs of the idea about and, if fundamental, help the idea about come to grasp why some conveyed needs may not be reinforced or should not be looked for after. For example, a coach asks a young soccer player, who purposely drives an adversary to get this show out and about the ball, about her movement. The child basically communicates that she required the ball so she just drove the other player unusual. It would not be adequate for the one-needing to express the movement wasn't right.

On the other hand perhaps the minding mentor would ask what it might have felt like to be pushed a long way from the ball. The mentor may moreover encourage the child to think about what could have happened if the other young woman had fallen and been hurt. The tutor may even insinuate a rate a large portion of a month back when a young woman was pushed, fell, and limped off the field crying. The tutor may ask with respect to whether she guesses she should apologize for her action. The disapproving of guide would even impel her to do all things considered. Likewise, the guide would ask the contender to consider key capacities adapted for all intents and purposes to have the ball. Reminding the player that accomplishing one's real potential as a soccer player would mean admiring these techniques as opposed to pushing, which requires no particular ability.

The reason for the coordinated effort would be for the youthful players to make sense of how to end up being progressively empathic, see the criticalness of reducing harm, and unavoidably to consider the to be

as one-really thought about it. Thusly, the energetic player comes to comprehend that purposely pushing another player is anything but an appropriate technique to achieve the anticipating goal of having the ball. Additionally, it is discovered that a better strategy than achieve what may be the crucial need of the youth, to be a prevalent soccer player, is even jeopardized by such an action.

Competitor encounters happen in a donning setting that generally has favored men and manliness (Smith, 2007), for instance, men rule the training and member positions, appreciate more prominent media consideration and social standards and qualities that are slanted to support them. Past work into what competitors like and need from their mentors has in this manner mistakenly viewed game as an unbiased circle in which sexual orientation correspondence exists (Phelan, 1996). However, in the UK ladies are underrepresented in aggressive game with respect to men and now and again, for instance, in sorted out games ladies' interest is even on the decrease. The minding connection can take numerous structures in the athletic condition. For example, in the wake of completing a race, a swimmer is astounded in her race. The mentor approaches her and she shares her mix-up. The mentor checks out her and feels for her disappointment and disillusionment. The mentor in like manner asks her what she would have done another way. She portrays her need to manage her flip turn and her pacing during the race. They agree that they should address these issues essentially multi week from now. All through this method, the mentor tunes in and identifies, the mentor similarly insists the potential for a substitute game plan of exercises for the contender.

It is essential to see how coaches could search for in the wake of minding social affiliations. Noddings (1992; 2003; 2010) gives the most data through her conceptualization of the minding affiliation. There are three fragments that incorporate the minding affiliation: explicitly, submersion, moving clearing, and assertion. A minding affiliation starts with receptivity and immersion by the one-truly pondered it. The calling gets the other individual by steadily suffering and seeing the potential in the individual (Noddings, 2003).

The one-opposing is available as an experience spreads out and is careful so as to the passed on necessities of the thought regarding by tuning in, distinguishing, cheering, and testing (Noddings, 2003). This dousing can prompt the one-truly contemplated it, through sharp responses, to take an interest in persuasive development, that is, to help the idea about (Noddings, 2010). This uplifting migration moves the minding powerful imperativeness a long way from individual needs and toward supporting the imparted needs of the other. The best approach to completing the minding association is that the idea about prerequisites to see the exercises of the one-really thought about it and respond (Noddings, 2003). Consequently, the idea perceives the feelings and inclinations of the one-really thought about it. The idea about sharing accomplishments, trusts, desires, dreams, etc., it may be said revealing progressively about oneself, which is a critical gift to the one-minding independent from anyone else and moreover gives further learning into how minding can reinforce the idea about (Noddings, 2003).

As can be found in above models, participating in a minding relationship depends on talk that occurs between the person who is taking consideration (the mentor) and the other one who is getting (the competitor). It is through talk that the person who is minding learns of the premiums and necessities of the idea about similarly as passes on parts of commitment. The one-disapproving of takes a put eagerness for the idea about. It is also through trade that the one-disapproving of discussions about the imparted needs of the idea about and, if fundamental, help the idea about come to grasp why some conveyed needs may not be reinforced or should not be looked for after. For example, a coach asks a young soccer player, who purposely drives an adversary to get this show out and about the ball, about her movement. The child basically communicates that she required the ball so she just drove the other player unusual. It would not be adequate for the one-needing to express the movement wasn't right.

III. METHODOLOGY

This study employed quantitative research along with a correlational research design, in which female student athletes from 16-19 years of age participated. Correlational research is a type of non-experimental research method, in which the researcher measures two variables to understands and assess the statistical relationship between them with no influence from any extraneous variable. Data was collected from seven different districts of Sargodha

PROCEDURE

Permission to conduct the study with female student athletes was obtained from the director of the program. Upon receiving approval, individual coaches were contacted regarding appropriate times to have researchers administer a survey near the end of practice and parents were informed about the nature and purpose of the study and every athlete on the team was invited to participate. Those athletes who consented to participate completed a survey which contained items related to demographic information as well as measures assessing their perceptions of the caring climate, caring behaviors, attitudes toward their teammates and coaches, level of enjoyment, and level of commitment to playing on their team.

DATA COLLECTION TOOLS

The Caring Climate Scale (Newton, Fry, et al., 2007) was used to assess the extent that the athletes and coaches on their team value, care, and respect one another. Six items from the CCS (Newton, Fry, et al., 2007) were adapted to measure the athletes' perceptions of their own engagement in caring behaviors with the coaches and teammates.

IV. RESULTS

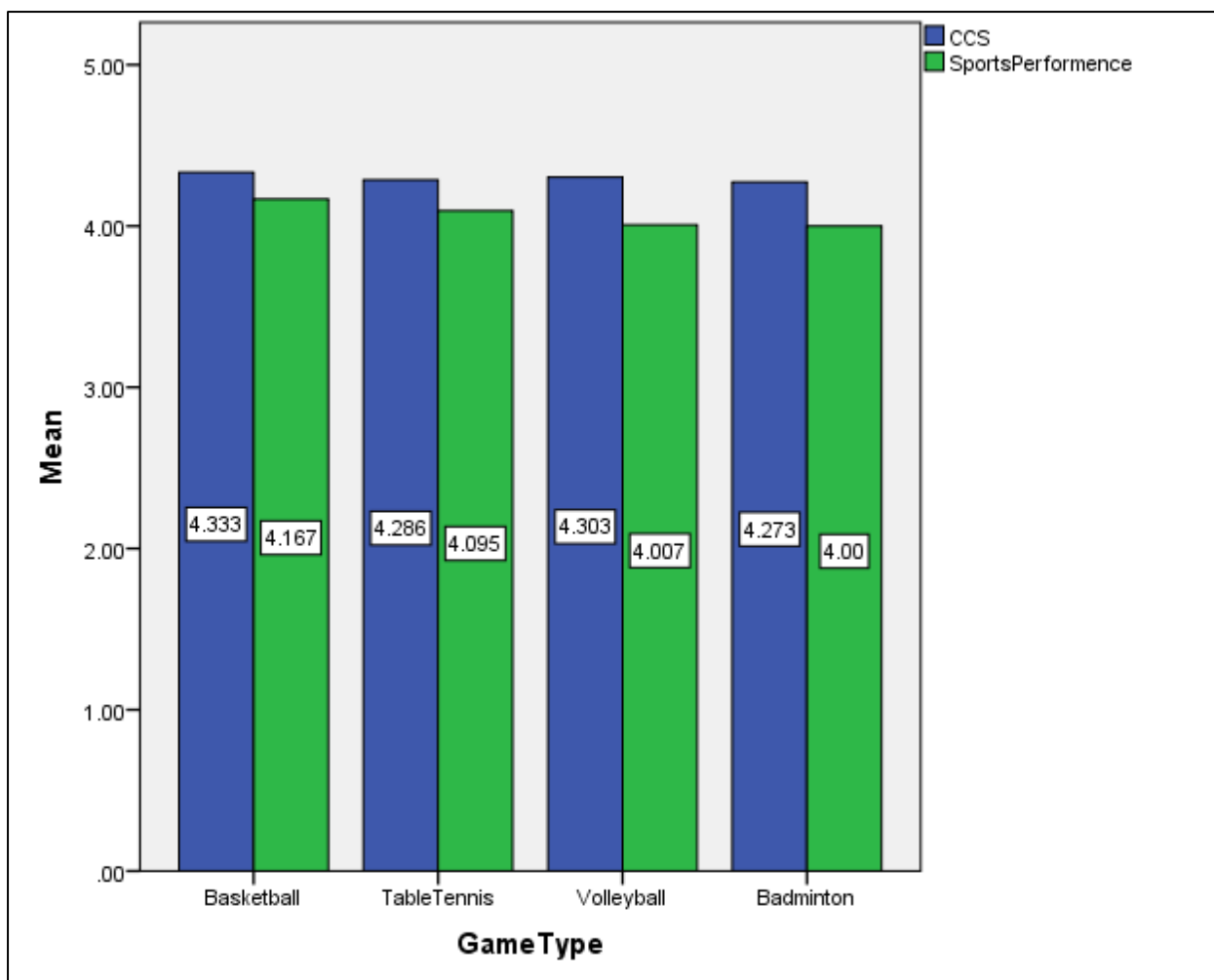
A sample of 217 female student athletes was drawn and 31 college girls from each District participated in the study. Out of them, 8.2% were playing Basketball, 9.6% were playing Volleyball, 66.2 were playing Table Tennis, and 15% were playing Badminton. As far as the game experience of female student athletes is concerned, only 4.6 % were playing for the last 3 years, 54.8 % for the last 2 years, and 39.7 % for the last one year whereas, 71.7 % played at the district level and 27.3 % played at the national level. Regression Analysis indicated a positive role of coaches in developing caring environment ($p=0.000$), whereas, parents (0.127) and peers (0.252) didn't show a significant role as shown in Table-1 below. The results of ANOVA indicated a significant effect of caring environment in sports participation as shown in Table-2 and Figure-1 below.

Table-1: Role of Coaches, Parents and Peers in Developing Caring Environment

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.604	.271		13.312	.000
	Parents	.708	.463	.718	1.531	.127
	Peers	-.537	.467	-.538	-1.148	.252

Table-2: Sports Performance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.907	2	1.454	6.925	.001
Within Groups	44.927	214	.210		
Total	47.834	216			



V. DISCUSSION

The coach is a key player in making the game experience constructive for college girls. Much research has demonstrated that making a caring environment, independence steady atmosphere gives athletes an agreeable encounter and they start to value their coaches, peers and partners and proceed to the game with full determination (Cumming et al., 2007; Fry and Newton, 2003; Pelletier et al., 2002; Sarrizin et al., 2002). In spite of the fact that independence steady and skill strong atmospheres have been researched, less accentuation has been set on relatedness steady atmospheres, similar to the caring environment. The main goal of this examination was to explore whether the caring environment as seen by female student athletes would emphatically impact sport participation. It was also hypothesized that coaches, parents and peers/teammates will have a positive relationship with caring environment and all three hypotheses were accepted empirically.

Furthermore, it is conceivable that when young athletes see their mentors taking part in caring practices, it drives them to display those practices with the mentor and with others. This discovering bolsters Noddings' (2003) conflict that a caring connection can give a chance to people to think about others. It was also observed that caring environment helps young athletes develop determination and reduces nervousness to a great extent. Consequently, like the caring environment, which was observed to be identified with positive mentor appraisals (Balaguer et al., 2002) and mentor viability preparing where athletes decidedly assessed their teammates, partners and mentors (Barnett et al., 1992; Smith, Smoll, Barnett, and Everett, 1993), the caring environment likewise adds to positive assessments of and displaying caring practices toward one's mentors and colleagues.

Besides, if youngsters have increasingly uplifting frames of care toward their peers, mentors and parents can't help thinking that their game experience would be progressively charming. This compares to

research investigating the formative centrality of fellowship in youth sport. In particular, Weiss and Smith (2002) found that more prominent kinship quality, through sharing things for all intents and purpose, participating in sports and play, and settling clashes, decidedly anticipated pleasure. It is conceivable that a caring environment may sustain this companionship quality prompting more noteworthy satisfaction.

Past research investigating the responsibility of youth to proceed with their cooperation in game has discovered that the training environment assumes a key job. In particular, mentors prepared in the mentor viability program have been found to have decreased steady loss rates among youth baseball players (Barnett et al., 1992). Also, an apparent undertaking including atmosphere emphatically anticipated view of skill and self-governance which adversely anticipated dropout status among female handball players (Sarrazin, et al., 2002). At last, competitors who dropped out of game had lower view of a self-governance steady atmosphere (Pelletier et al., 2002). This examination further backings the job of the instructing atmosphere in that adolescents' impression of a minding atmosphere were emphatically connected with game duty. It pursues that when competitors see a caring environment wherein the mentor needs to support them, is caring toward them and the group, and partners display acknowledgment and regard for one another that the atmosphere is an alluring situation wherein the competitors might want to keep on being included.

Research on belongingness gives understanding into this theory. In particular, Weiss and Smith (2002) found that more noteworthy fellowship quality decidedly anticipated responsibility in game. Furthermore, Ullrich-French, (2009) found that kinship quality likewise anticipated continuation in a young soccer program one year later. So it gives the idea that fellowship quality that empowers play and brotherhood can add to the advantages experienced in game not just making it an increasingly pleasant encounter for youngsters yet in addition reinforcing their duty to take an interest. We would conjecture that setting up a caring environment in a group may cultivate the improvement of these amazing kinships which would thusly emphatically impact sport participation.

As mentioned earlier that the main aim of this study was to see the effect of caring environment on sports participation of college girls and sports participation was defined as a positive behavior; goal orientation; motivation; determination; and sport participation (see conceptual framework). To see the effect of caring environment on sports participation of college girls and sports participation, Linear Regression and One-Way ANOVA was applied. Frequency table for behavior indicates that 94.5% college girls perceived that caring environment made them feel determined to participate in sports.

The analysis of One Way ANOVA indicates a significant effect of caring environment ($p < 0.05$) on athlete's behavior to participate in sports. Values from 0 to less than 2 indicate positive autocorrelation (see Will Kenton) and values from 2 to 4 indicate negative autocorrelation. A value of 1.184 indicates a positive autocorrelation between caring environment and athlete's motivation to participate in sports, which is further reinforced by ANOVA.

Results of Linear Regression and One-Way ANOVA for Sports Participation indicates a significant effect of caring environment ($p < 0.05$) on athlete's sports participation. So, the null hypothesis is rejected.

Generally speaking, a caring environment, as seen by college girls is related with a positive game experience described by preferring one's mentor and colleagues, broadening caring practices toward the mentors and partners, getting a charge out of playing and needing to be engaged with the game later on. Along these lines, by giving a caring situation mentors may support greater contribution in game and have less competitors drop out. This more noteworthy inclusion is significant in the event that youngsters receive the rewards of commitment in a game domain that cultivates positive youth improvement and advances long lasting physical activity. Noddings (2003) gives understanding into making a caring environment by taking note of that the one caring should demonstrate caring practices, examine caring activities and problems, help people work on caring practices, and acclaim caring in real life.

REFERENCES

1. Allen DG, Shore LM, Griffeth RW. (2003). The Role of Perceived Organizational Support and Supportive Human Resource Practices in the Turnover Process. *Journal of Management*. 29(1):99-118.
2. Anderson-Butcher D, Conroy DE. (2002). Factorial and Criterion Validity of Scores of a Measure of Belonging in Youth Development Programs. *Educational and Psychological Measurement*. 62(5):857-876.

3. Barnett, T. (1992). A Preliminary Investigation of the Relationship between Selected Organizational Characteristics and External Whistleblowing by Employees. *Journal of Business Ethics*, 11(12), 949-959.
4. Battistich, V., Watson, M., Solomon, D., Schaps, E., & Solomon, J. (1998). The Child Development Project: A comprehensive program for the development of prosocial character. In W. M. Kurtines & J. L. Gewirtz (Eds.), *Handbook of moral behavior and development: Vol 3. Application* (pp. 1-34). Hillsdale, NJ: Lawrence Erlbaum Associates.
5. Cumming, S. P. (2007). Effects of a motivational climate intervention for coaches on young athletes' sport performance anxiety. *Journal of Sport and Exercise Psychology*, 29, 39-59.
6. Fry, M. D., & Gano-Overway, L. A. (2007). Exploring the contribution of the caring climate to the youth sport experience. *Journal of Applied Sport Psychology*, 22, 294-304.
7. Goodenow C. (1993) Classroom Belonging among Early Adolescent Students: Relationships to Motivation and Achievement. *The Journal of Early Adolescence*. 13(1):21-43.
8. Hellison, & Cutforth, Nick. (2003). Youth development and physical activity: Linking universities and communities.
9. Jowett, S., & Poczwadowski, A. (2007). Understanding the Coach-Athlete Relationship. In S. Jowette & D. Lavallee (Eds.), *Social Psychology in Sport* (pp. 3-14). Human Kinetics.
10. Newton, Maria & Fry, Mary & Watson, Doris & Gano-Overway, Lori & Kim, Misook & Magyar, T. Michelle & Guivernau, Marta. (2007). Psychometric properties of the caring climate scale in a physical activity setting. *Revista de Psicologica del Deporte*. 16. 67-84.
11. Noddings, N. (1992). *The challenge to care in schools: An alternative approach to education*. NY: Teacher College Press.
12. Noddings, N. (2002). *Educating moral people: A caring alternative to character education*. NY: Teacher College Press.
13. Noddings, N. (2003). *Caring: A feminine approach to ethics and moral education*. Berkeley: University of California Press. (Original work published in 1984.)
14. Noddings, N. (2010). *The maternal factor: Two paths to morality*. Berkeley: University of California Press.
15. Pelletier, R., & Cury, F. (2002). Motivation and Dropout in Female Handballers: A 21-Month Prospective Study. *European Journal of Social Psychology*, 32, 395-418.
16. Phelan, A. (1996). *The Journal of Educational Thought (JET) / Revue De La Pensée Éducative*, 30(2), 208-211.
17. Sarrazin, Robert Vallerand, Emma Guillet, Luc Pelletier, François Cury. Motivation and Dropout in Female Handballers: A 21-month Prospective Study. *European Journal of Social Psychology*, Wiley, 2002, 32 (3), pp.395-418.
18. Smith, R. E., Smoll, F. L., & Cumming, S. P. (2007). Effects of a motivational climate intervention for coaches on young athletes' sport performance anxiety. *Journal of Sport and Exercise Psychology*, 29, 39-59.
19. Ullrich-French, S., & Smith, A. L. (2009). Social and motivational predictors of continued youth sport participation. *Psychology of Sport and Exercise*, 10(1), 87-95.
20. Weiss, M. R., & Smith, D. M. (2009). Promoting positive youth development through physical activity. *President's Council on Physical Fitness and Sports Research Digest*, 10, 1-8.