AN INVESTIGATION OF THE EFEECTIVENESS OF A SCHOOL-BASED SPORT LEADERSHIP PROGRAM AND ITS IMPACT ON STUDENTS' PSYCHOSOCIAL DEVELOPMENT.

Petra Plencnerova

BSc (Hons) Psychology

PGC in Early Years and Initial Teacher Training

MSc Psychological Research Methods

A thesis submitted in fulfilment of the requirements for admission to the

degree of

DOCTOR OF PHILOSOPHY

Victoria University

Institute of Sport, Exercise and Active Living (ISEAL)

College of Sport and Exercise Science

June 2017

Dedicated to my brother

When you unexpectedly left us during the final stages of my thesis, I thought I could never finish it. It was the legacy through the music you left behind that was encouraging me to keep going. I'll love you forever.

…Aj keď si na dne, proste musíš veriť, že to bude lepšie,

musíš vstať a bojovať, pretože kto maká, má šance väčšie.

(Even when you're down, you have to believe it will get better, you have to get up and fight, because better prospects are for those who work hard.)

~Žetón Real~

ABSTRACT

Background: This study systematically explored the outcomes and implementation processes of the School Sport Leadership Program (SSLP), which was integrated into some secondary schools in Melbourne, Australia. The main principle behind the SSLP was to train secondary school-aged students to become sport leaders, who deliver sporting activities to primary schools with the aim to encourage participation in sports and physical activities and develop their competencies. The overarching aim of this research was to evaluate the impact of the program utilising rigour methodology design, and to provide a comprehensive view of the developmental outcomes for the young people, as well as the program's impact on the school community.

Methods: Mixed methods research, drawing on multiple data sources, was utilised to evaluate the SSLP during a period of two academic years. Three schools participated in the retrospective study (Study 1), and the sample of 36 participants consisted of three school principals, five teachers, 25 students and three parents. Data were collected through semi- structured interviews and focus groups. The number of schools increased to six in the Study 2. The quantitative phase utilised a set of validated measures to identify students' and teachers' outcomes, assessing their self-efficacy beliefs, engagement and disaffection, perceived physical competencies, together with teachers' provision of structure, autonomy and their efficacy beliefs. The questionnaires were administered to six teachers and 143 students, from which 51 students formed a control group and 92 students participated in the leadership program. The qualitative phase sought to gain further perspectives of the students outcomes from the students (n=30) and teachers (n= 6) through semi-structured interviews and focus groups. Finally, the third phase included video observations from five of the participating schools assessing the programs fidelity, i.e. determining whether the program was delivered as intended through an established checklist.

Results: Study 1 revealed five emerging themes, which characterized the program: *Schools' Struggle, Students' Transformation, Program's Effectiveness Requirements, and Potential of Systemic Change*. Despite some of the challenges associated with the program's implementation and its delivery, the findings from all sources of participants converged to reveal that students enhanced their psychosocial and competency development, proposing it was mainly their increased self-efficacy enabling their 'transformation'. This noticeable transformation consequently influenced the school
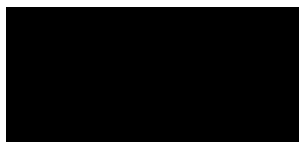
environment, whether it was through teachers' rewarding experiences, students' positive interactions with their peers and family members or schools' improved partnerships with primary schools and other organisations. Findings from Study 2 identified that students who opted to be part of the program had already higher existing competencies and motivation to school than the corresponding control group students. After the program was completed, there were no statistically significant differences in the competency change between the control or intervention group on overall. However, some significant changes in competencies were observed at some schools, specifically in relation to students' academic self-efficacy and the perceptions of their teacher. Findings from the qualitative phase also indicated that in the school where these significant changes occurred, students transferred these skills outside of the program context, achieving the highest stages of the leadership level (Martinek & Hellison, 2009). The video observation showed the program's content was delivered as intended at most of the schools, however there were large differences in terms of how the content was delivered.

Conclusion: It was concluded that the program's impact on its participants is contingent on an interaction of factors including its effective implementation and delivery, teachers' pedagogical approaches and the principals' support and approach to student recruitment. Additionally, it was identified that incorporating crossed-aged leadership into any sport-based developmental program enhances students' developmental outcomes. This research further extended the literature related to sport-based youth developmental programs as well as it also provided practical implications and recommendations for the stakeholders.

DOCTOR OF PHILOSOPHY STUDENT DECLARATION

I, Petra Plencnerova, declare that the PhD thesis entitled 'Evaluation of The School-Based Sport Leadership Program: an Investigation of The Program's Impact on Students' Competencies and Psychosocial Development' is no more than 100,000 words in length including quotes and exclusive of tables, figures, appendices, bibliography, references and footnotes. This thesis contains no material that has been submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this thesis is my own work.

Signature :   Date: 29/5/2017

your friendship. Particular thanks have to go to Téa – my number one fan and my partner in crime! You and Michael have helped and supported me tremendously throughout my stay in Australia, and I will be forever grateful for that. Also thank you, Mel S, for being there for me during the difficult times. Likewise, thank you to Anne Brown for looking after me during the first year of my stay in Australia.

My journey in Australia has helped me to establish some great friendships, which I believe will remain lifelong. My dear Silvia, our dinners, sleepovers, rooftop bars, never-ending conversations and Melbourne explorations have helped me to cope with the stress associated with PhD and, later on, with the most difficult times of my life. Thank you to the lovely 'Ladies of Kensington' – Simmy, Sofia and Lucky, I am very grateful that after endless moving and living with all kinds of people, I have managed to find a place I can call home and share it with you. I also need to mention my long-life friends Monika, Vivien, Evka, Paddy, and Janka for being there for me, though miles apart.

And most importantly, the biggest gratitude goes to my mum and my grandma – the strongest women I have ever known. You showed me the power of courage, resilience and kindness whist facing many challenging times. Thank you for all the unconditional love and support I have received from you throughout my life. I love you dearly.

Mami, ďakujem za tvoju motiváciu, vieru vo mňa a tvoje celoživotné krédo, ktoré si všepovala do mňa odmala – 'Treba mať vytrvalosť a vieru v seba, treba veriť, že niečo dokážem a dokážem to za každú cenu.' Iba s tvojou pomocou a podporou som to dokázala až sem. Ľúbim ťa!

(Mum thank you for your motivation, your faith in me, and for the life quote you would endlessly repeat to me since I was a little girl- 'You have to have patience and believe in yourself, you've got to believe that you will achieve something and you will achieve that at any cost.' Through your support, I made it here. I love you.)

PUBLICATIONS AND PRESENTATIONS

Sections of this thesis have been issued in a form of reports to School Sport Victoria and presented at relevant scientific conferences.

Research reports

Plencnerova, P., Polman, R., Watt, A., Young, J. (2016). *School Sport Leadership Program- Evaluation Report*. Australia, Melbourne: Victoria University.

Plencnerova, P., Polman, R., Watt, A., Young, J. (2016). *Retrospective evaluation of School Sport Leadership Program*. Australia, Melbourne: Victoria University.

Conference presentations

Plencnerova, P. (2017). '*Evaluation of Teaching Personal and Social Responsibility (TPSR) Model for Youth Leadership Development through School Sport Leadership Program (SSLP)'*. Oral presentation at the 6th European Network for Social and Emotional Competence (ENSEC) Stockholm, Sweden.

Plencnerova, P. (2016). '*School Sport Leadership Program as an intervention to improve adolescents' outcomes and well-being.*' Poster presentation at the International Society of Behavioral Nutrition and Physical Activity (ISBNPA), Cape Town, South Africa.

Plencnerova,P. (2015) *'Psychological Development of Adolescents involved in School Sport Leadership Program.'* Oral presentation at the The International Conference on Education and Educational Psychology (ICEEPSY), Istanbul, Turkey.

Plencnerova,P. (2015) *'The impact of School Sport Leadership Program (SSLP) on secondary schools: An in-depth evaluation.'* Oral presentation at the The Australian Council for Health, Physical Education and Recreation (ACHPER), 29th International Conference, Adelaide.

Plencnerova,P. (2014*) 'School Sport Leadership.'* Talk presented at the Inaugural Student HDR student Conference: ISEAL, Victoria University, Melbourne, 2014.

Plencnerova,P. (2014) *'Evaluation of the School Sport Community Programme (SSCP): A Retrospective Study'.* Poster Presentation at International Conference: Global Summit on the Physical Activity of Children, Toronto, Canada.

TABLE OF CONTENTS

LIST OF TABLES

.

LIST OF FIGURES

CHAPTER 1. Introduction and Overview of the Thesis

Introduction

Schools from areas with low socio-economic status (SES) across Melbourne face concerns with high trends of overweight and obesity amongst children and youth, together with decline in frequency of Physical Education (PE) and low participation in school sport (Salmon, Timperio, Cleland & Venn, 2005). These authors have further suggested that school sport promotion should be one of the priorities in Australia, particularly in the areas with low SES, where the school facilities, resources and staff supervision are insufficient. There is extensive evidence demonstrating that physical activity and sport participation contributes to positive physical development and health outcomes in children, and youth (e.g., for a review see Biddle, Gorely & Stensel, 2004; Biddle & Mutrie, 2011, Strong et al., 2005). Participation in physical education and school sport has also been associated with many positive developmental outcomes for young people, including social, affective, and cognitive development (for a review see Bailey et al., 2009). Some researchers refer to these developmental outcomes as 'life skills', as they represent moral, psychosocial, and behavioural competencies which can be applied or 'transferred' to non-sport settings in young people's everyday lives (e.g., Danish, Taylor, Hodge, & Heke, 2004; Gould & Carson, 2008). However, the need for a provision of meaningful sport programs has been contested, as participation in sport activities or programs which only offer traditional focus on motor skills development or sport performance do not explicitly provide the psychosocial benefits associated with sport participation (Danish, Forneris & Wallace, 2005; McCallister et al., 2000; Petitpas, Cornelius, Van Raalte, & Jones, 2005; Weiss, Bolter & Kipp, 2016).

A large number of youth development programs in the sport or physical activity (PA) context have been designed in the past decade, with the aim of enhancing youths' psychosocial development (e.g., see Gould & Carson, 2008; Petitpas et al., 2005 for a review). These programs have been employing the Positive Youth Development (PYD) theoretical framework, which endorses initiatives that help young people to acquire skills and competencies and positively contribute to their psychosocial and behavioural outcomes (e.g., Larson, 2000; Lerner & Lerner, 2006). The predominant purpose of the sport-based PYD programs is to teach competencies or life skills purposely and systematically, cultivating a supportive learning environment. Relatively few of these programs have incorporated leadership elements or opportunities for leadership

1

activities within the community, with a corresponding lack of research into these initiatives, particularly within the school context (Brendtro, Brokenleg, & VanVockern, 2005; Martinek &Hellison, 2009, Weiss, 2013).

School sport leadership programs have gained increasing popularity in the UK in the past decade, where a number of programs have been introduced nationally with the aim of providing opportunities for students' sport participation as a framework to facilitate their personal growth (Edwards, 2011; Loughborough partnership, 2009; Street Games, 2014; Sports Leaders UK, 2011a). The evidence detailed within government reports (Loughborough partnership, 2009; Ofsted, 2011; Sports Leaders UK, 2011a; Street Games, 2014) and previous empirical research (Kay & Bradbury, 2009; Mawson & Parker, 2013; Taylor, 2014) reinforces that the school sport leadership initiatives improve students' developmental outcomes. Developments have been observed in relation to personal attributes, including self-esteem, classroom behaviour, school attendance, academic performance, communication, organisational or problem-solving skills, relationships between peers and teachers, engagement with communities or increases in students' physical activity levels.

Due to the previously described concerns over student's low participation in PA and school sport in Australia (Salmon et al. 2005), School Sport Victoria adopted the UK's School Sport Partnership (SSP) model in order to promote school sport participation and contribute to the positive outcomes for young people which are associated with this initiative (Loughborough partnership, 2009). The Australian program, School Sport Leadership Program (SSLP), was modified to 'fit' the Australian setting and was implemented within a number of schools in Melbourne, predominantly located in areas characterised as having low socio-economic status. The main concept behind this program was to provide sport leadership training for secondary school aged students, together with opportunities for a practical application of their skills in the local community and primary schools.

Despite the encouraging potential of sport-based developmental programs and their positive impact on youths' psychosocial and developmental outcomes, their lack of critical evaluation has been highlighted by a number of researchers (e.g., Gould & Carson 2008; Long, 2008; Sandford, Armour, & Duncombe, 2008; Weiss & Wiese-Bjornstal, 2009; Weiss, Bolter & Kipp, 2016). Evaluation research, particularly in school settings, is often overlooked or is lacking in appropriate research methodology (Danish et al., 2005). It has been recognised that a rigorous research design, evaluating sport-based developmental programs, should adopt an experimental pre-test/post-test design

with a comparison group (Weiss et al., 2016), employing both quantitative and qualitative methodologies (Gould & Carson 2008; Sandford et al., 2006). In addition, Patton (2012) has identified that any evaluation research should answer how effective the program was, whether it was delivered as intended (fidelity evaluation), whether the program's goal was achieved, and what impact it had on its participants. Work by Weiss (2013) has further recognised that an effective, in-depth evaluation should examine a number of the program's principles. Firstly, an examination of whether the program is reaching its intended goals or objectives is needed. Secondly, results should translate the findings and provide recommendations and improvement strategies for the stakeholders and practitioners. Lastly, the processes underlying the change outcomes need to be explained. The current research is guided by the above-mentioned principles, and, by employing both outcome (assessing the program's success to bring a positive change for its participants) and process (exploring the aspects of the program associated with its delivery) evaluation techniques, it aims to systematically examine SSLP's effectiveness.

Aims of the Thesis

The overall purpose of this thesis is to evaluate SSLP and determine its impact on young people's competencies and psychosocial development, together with the program's broader impact on the participating schools. By applying rigorous research methods, this thesis further aims to extend the current understanding of the psychosocial outcomes associated with participation in sport leadership programs. More specifically, the overarching aims of this thesis are:

- To identify SSLP's impact on the participating students' psychosocial development and gain a greater insight into the underlying processes of how young peoples' psychosocial outcomes and/or competencies are developed.
- To identify SSLP's influence on teachers' practices and the school community.
- To evaluate the effectiveness of the SSLP's delivery and translate the research findings to practical applications for the program facilitators.

The detailed objectives and the corresponding research questions for each of these aims are further described in Chapter 3.

Methodology

In a series of studies, an initial qualitative investigation examined the programs' impact on its participants and school, and guided subsequent mixed methodology phases of research. The qualitative research enabled in-depth exploration of the processes as well as outcomes of the program. Focus groups and individual interviews were conducted with multiple participants in each qualitative phase, including students, teachers, principals and parents, to determine their recall of the program content, initial implementation, teaching methods, and participants' outcomes. The following quantitative phase examined the program's impact on participants' development, utilising a number of previously validated questionnaires in order to determine specific students' perceived competency development. Quasi-experimental methods, including intervention and control group with pre-test/post-test measurements, were adopted. Previous researchers highlighted that employing this research design allows for in depth exploration for the sport-context PYD topic (Weiss, 2013), as well as addressing both outcome and process evaluation (Horn, 2011). Another important aspect of this research was to evaluate the fidelity of the SSLP and examine whether the program was delivered as intended in each individual school. The use of multiple participant sources, together with a number of studies, permitted triangulation of views of the impact of SSLP on the young people, which allowed for a high degree of reliability for this research.

Chapter Overview

Chapter 1 provides a brief introduction to the purpose of this thesis and its aims.

Chapter 2 explores the topic governing this thesis and provides a review of the literature related to school-based sport leadership initiatives. The focus of the discussion is on defining sport leadership, providing examples of different sport leadership programs and their impact on the participating youth, together with a discussion of the challenges associated with these programs.

Chapter 3 serves as an overview of the School Sport Leadership Program, and offers a rationale for this thesis and the theoretical frameworks guiding this research. This chapter also demonstrates the justification of the methodology and evaluation framework adopted in this research.

Chapter 4 details the findings from Study1- 'Retrospective Evaluation of the School Sport Leadership Program'. This qualitative research explores the program's

initial implementation, together with its broader impact on the students, schools and the staff. Sustainability of the program, together with practical recommendations, are also discussed.

Chapter 5 examines the program's impact through a prospective Study 2, by utilising mixed methodology research. This study is divided into three parts, corresponding to the three research phases. Phase 1 examines students' competency development and teachers' perceptions of the program by using a number of validated questionnaires. Phase 2 provides further in depth exploration of the students' outcomes through qualitative research methods. Phase 3 examines the program's fidelity through a number of video observations at each of the participating schools.

Chapter 6 provides a summary and integration of the main findings of the thesis. Reflecting on the research design and findings, it includes theoretical and practical implications for this research, program sustainability, and suggestions for future research directions.

CHAPTER 2. Literature Review

Sport and Physical Activities at Schools

Schools have a pivotal and central role in providing opportunities for physical and sport activities for young people. Therefore, a number of researchers have been emphasising the importance of directing greater attention to schools' Physical Education (PE) and Physical Activity (PA) programs (Naylor & McKay, 2009; Story, Kaphingst & French, 2006). The time allocated to Physical Education in the majority of western schools has been declining, as the time allocation for other academic subjects has increased (Bailey, 2016; Danish et al., 2005; Hillman, Erickson, & Kramer, 2008), including the schools in Melbourne (Salmon et al., 2005). These changes have taken place despite the large support base for the view that participation in sport and physical activities is associated with improved children's physical and mental health development (e.g., Biddle & Asare, 2011; Raferty, Breslin, Brennan & Hassan., 2016; Tortolero, Taylor & Murray, 2000) as well as their academic performance (e.g., see Bailey, 2016 for a review).

There is a strong evidence that physical activity not only improves school-aged children's' physical health (Biddle, Gorely & Stensel, 2004; Strong et al., 2005); it also enhances cognitive functions such as perceptual skills, attention and concentration (e.g., Budde, Voelcker-Rehage, Pietraßyk-Kendziorra, Ribeiro, & Tidow, 2008; Hillman et al., 2009; Tomporowski, Davis, Miller, & Naglieri, 2008). Additionally, a number of intervention studies have demonstrated that children's academic achievement (e.g., Coe et al., 2006; Fox, Barr-Anderson, Neumark-Sztainer, & Wall, 2010; Hollar et al., 2010; Mullender-Wijnsma et al., 2015) and classroom behaviour (Burns, Brusseau, Fu, Myrer, & Hannon, 2016; Carlson et al., 2015) are also improved by increased PA, including sport. Further, meta-analysis research has demonstrated a strong relationship between participation in physical activities and children's improved mental health, such as reduced anxiety and depression as well as improved self-concept (Strong et al., 2005). Other research has demonstrated that the physical and psycho-social benefits of sport and PA can contribute to children's mental wellbeing, including improved attitudes toward school (Marsh & Kleitman 2003), enhanced school enjoyment, and subjective well-being (Gilman, 2001).

Participation in PA and sport also have an impact on wider social outcomes and promotion of socio-moral development in youth (Coakley, 2011; Miller, Bredemeier, & Shields, 1997), including reduction of antisocial behaviour and increases in general school connectedness and satisfaction (Libbey, 2004; Marsh & Kleitman, 2003). Particularly, interventions aimed at youth often incorporate sport and physical activities to address wider social impacts, such as their resistance to drug and alcohol addiction (Kirkcaldy, Shephard, & Siefen, 2002) or other deviant behaviour (Hartmann & Depro, 2006; Nichols, 1997). Additionally, there is a wealth of literature indicating that young people's participation in PA and sports is positively associated with self-image and increased self-esteem (e.g., DeBate, Gabriel, Zwald, Huberty, & Zhang, 2009; Strong et al., 2005; Tremblay, Inman, & Willms, 2000). Similarly, Tortolero's et al. (2000) meta-analysis research described a positive relationship between youths' physical activity and their increased perceived physical competence, health and wellbeing, improved self-efficacy and self-esteem, as well as a decrease in depression and stress. These findings are of particular importance as self-esteem during adolescence is specifically malleable and continues to decline during this period (Robins, Trzesniewski, Tracy, Gosling, & Potter, 2002).

Youth Development through Sports

Adolescence is regarded as a period of biological, social, emotional and psychological transitions (Coleman & Roker, 1998), and researchers have been paying a great deal of attention to the examination of both positive and negative aspects of these adolescent developmental transitions (Coles, 1995). A variety of efforts have been adopted by educational institutions and government in order to assist youth through this transition (Roth, Brooks-Gunn, Murray, & Foster, 1998). A number of researchers and educators have adopted a new perception concerning adolescent development over the past years, which has been labelled as Positive Youth Development (PYD; Lerner, Almerigi, Theokas, & Lerner, 2005). The PYD advocates suggest that adolescence/youth should be perceived as a resource for cultivating young people's strengths, rather than perceiving youth as having deficits which need to be corrected (Roth et al., 1998). The need for the PYD programs has been widely discussed (e.g., Gould & Carson, 2008, Holt, 2008; Larson, 2000; Lerner et al., 2005):

We have a burgeoning field of developmental psychopathology but have a more diffuse body of research on the pathways whereby children and adolescents become motivated, directed, socially competent, compassionate, and psychologically vigorous adults. Corresponding to that, we have numerous research based programs for youth aimed at curbing drug use, violence, suicide, teen pregnancy, and other problem behaviours, but lack a rigorous applied psychology of how to promote positive youth development. (Larson, 2000, p. 170)

The key principle of the PYD approach is to develop initiatives that build competencies and skills in adolescents, by exposing them to an environment which promotes empowering and supportive values and opportunities they might otherwise not experience (Eccles & Gootman, 2002; Roth & Brook-Gunn, 2003a). The PYD theoretical framework identifies that effective youth development fosters the building of strengths and skills which are generalisable to other life domains. The philosophy of developing competencies and skills in young people through school-based intervention, in order to improve their psychosocial development, is also known as Social and Emotional Learning (SEL). Programs promoting SEL have been connected to improved emotional regulation, social skills, behaviour or academic performance amongst the students (see Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011 for a review).

Engagement in sport or physical activities has been regarded as an effective tool or intervention for PYD, in order to help young people with their psychosocial development and wellbeing (Danish et al., 2005, Holt, 2008; Weiss, 2008). Moreover, it has been proposed that PYD programs are most effective through utilising sports (Barber, Eccles, & Stone, 2001), while a number of studies have revealed that youth participation in organised sports is associated with cognitive, psychosocial, social and physical developmental outcomes (e.g., Camiré, Trudel, & Forneris, 2009; Fraser-Thomas, Côté, & Deakin, 2005; Holt &Neely, 2011; Weiss, 2008). Some authors have specified that these benefits are not found with participation in art, community service, or other school activities (Barber, et al. 2001). In addition, evaluation studies of youth programs have demonstrated that programs which receive the highest participation rates that are sustained over a period of time are those which incorporate sport within their content (Roth & Brook-Gunn, 2003b). Theokas and colleagues (2007) have proposed that physical activity or sport-based programs provide an optimal learning environment,

since young people are active individuals and prefer to learn by 'doing rather than talking'.

Sport is also believed to be a vehicle for building moral development in youth, due to the interactive and regulatory principles which promote fair play, safety, teamwork and leadership (Martinek & Ruiz, 2005). It has been demonstrated that sport enables young people to develop a number of competencies, including team-building, communication, physical and organisational skills (Sandford, Armour, & Warmington, 2006), self-responsibility (Hellison, 1995), moral sense (Miller, Bredemeier, & Shields, 1997), decision-making skills (Robertson, 2000), a sense of community (Ennis et al., 1999), problem solving skills (Moore, 2002) and empathy (Shields & Bredemeier, 1995). However, Petitpas et al. (2005) have emphasised the importance of differentiating between sport programs and youth development programs with a sport context. Whilst sport programs apply teaching sport and physical skills to enhance sport performance outcomes, youth development utilises sport or physical activity to build a set of life skills in a planned curriculum. These authors have proposed that each positive youth development program with a PA/sport context should integrate three essential components to their delivery. Youth needs to be exposed to an environment which promotes intrinsic motivation ('context'), and be surrounded by caring adults promoting positive values ('external assets'). Lastly, they need to acquire skills ('internal assets'), which they can effectively apply to their everyday life beyond the program.

PYD researchers refer to competencies gained through sport as 'life skills', and whilst there are various definitions of the characteristic of these skills (Hodge, Danish & Martin, 2012), they generally represent "skills that enable individuals to succeed in the different environments in which they live, such as school, home and in their neighbourhoods" (Danish, Taylor, Hodge, & Heke, 2004, p. 40). The same authors have identified life skills as being behavioural (effective communication), cognitive (making effective decisions), interpersonal (assertiveness) or intrapersonal (goal setting). Some of the specific life skills include: problem solving, goal setting, communication, working within a team, performing under pressure and deadlines, and self-reflection (Goudas & Giannoudis, 2008). These life skills, developed through sport participation, are believed to transfer to other life situations if they are taught in an effective manner through demonstration, modelling and practice (Danish et al., 2004; Goudas & Giannoudis, 2008). Moreover, it appears that these skills and competencies are desirable resources for youth development. For instance, Gould, Chung, Smith, and White (2006) have identified through a survey of high school coaches that communication, listening,

personal responsibility, motivation and work ethics were the main areas of competencies in which youth showed deficiencies. In addition, it has been highlighted that school programs should promote integration of the life skills into their programs, particularly for disadvantaged children and youth, as they often lack the support (e.g., social and financial support, access to services, equitable education) to develop these skills (Walberg, Reyes, & Weissberg, 1997).

Youth Disaffection

As previously noted, there is a wide perception that sporting activities contribute to young people's development of positive personal and social responsibility and pro-social skills, reducing antisocial behaviours and the crime rate (Makkai, Sallybanks, & Willis, 2003; Martinek & Hellison, 1997). A considerable amount of research has examined the impact of youth sport on social outcomes. More specifically, sport and PA programs have been recognised as effective interventions for disaffected or underserved youth, reducing antisocial behaviours amongst them (Kroenke, 2008; Ullrich-French, McDonough, & Smith, 2012). The concept of youth disaffection is often interchanged in literature with terms such as 'disengaged', 'at-risk', 'disadvantaged', 'marginalised', 'unreserved' or 'troubled', and are generally used to describe youth who demonstrate a number of 'undesirable' characteristics (Sandford et al., 2004). Youth falling into this category are primarily characterised as having low self-esteem (Jimerson, Ferguson, Whipple, Anderson, & Dalton, 2002), coming from economically disadvantaged or broken families (Steer, 2000), having tendencies for drug or alcohol abuse (Goodman, 1999), being involved in crime (Martinek & Hellison, 1997), or other deviant or antisocial behaviours (Fraser-Thomas et al., 2005) and having low school engagement (Steer, 2000).

School engagement is particularly important factor for the disadvantaged youth, as adolescents' connectedness to school can predict a long-term effect on the level of education and occupation they achieve in adulthood (Abbott-Chapman et al., 2013; Dornbusch, Erickson, Laird, & Wong, 2001). School engagement has been recognised as being a broad concept and it was conceptualised as comprising of affective (e.g. enjoyment, interest) cognitive (e.g. academic achievement or performance) and behavioural (e.g. classroom behaviour, participation, motivation) components or dimensions (Appleton, Christenson, & Furlong 2008; Abbott- Chapman et al., 2013). Although these components or dimensions are influenced by many internal or external

factors relating to school environment (Appleton et al., 2008; Jennings, 2003), it has been suggested that schools have the capacity to influence youth's school engagement through supportive and inclusive practices (Fredericks, Blumenfeld, & Paris, 2004). One of the schools' strategies to re-engage 'disaffected' youth might include programs with PA and sport focus, due to the grounded practical concepts these initiatives signify (Sandford et al., 2006). Sport-based programs are perceived to be particularly effective for engaging at-risk youth and improve their educational and occupational outcomes in adulthood (Feinstein, Bynner & Duckworth, 2005; Haudenhuyse, Theeboom, & Nols, 2013). In addition, the sport-based programs might provide contexts in which young individuals gain competences that help them cope with challenging situations, providing greater meaning to their life (Haudenhuyse et al., 2013).

Sport and PA are understood to offer a social interaction, in which individuals work in cooperation and develop personal responsibility (Priest, 1998) together with moral decision making (Miller, Bredemeier, & Shields, 1997). Hellison and Walsh (2002) conducted a meta-analysis of 26 studies examining the outcomes of youth programs for underserved youth, implemented between 1978 and 2001. This review, consisting of mostly case studies, showed improvements in positive personal development amongst the participating youth, including self-control and self-direction improvement, increased sense of responsibility, self-worth, self-esteem, choice making, autonomy, self-reflection, maturity and problem solving. The authors also reported that youth enhanced their social development, as shown by development in their sense of responsibility, interpersonal relations, and other social skills, including communication, cooperation and teamwork, and that they became positive contributors to the community. On the other hand, despite the evidence that underserved youth are most likely to benefit from youth development programs, youth from these backgrounds are least likely to participate in extracurricular sport initiatives (Posner & Vandell, 1999).

Young people and Self-esteem

While self-esteem in childhood remains relatively high, it has a tendency to drop significantly once individuals reach adolescence, due to the stressors associated with this developmental phase relating to biological, social, cognitive or academic changes (Robins et al., 2002). Self-esteem during this period has a profound impact on the development of mental health outcomes in adulthood (Steiger et al. 2014). Therefore, building self-esteem directly or indirectly has been an important feature of many

initiatives, including sport- based PYD programs (e.g., Larson, 2000; Ullrich-French et al., 2012; Taylor, 2014).

The interpretation of self-esteem appears to be not clearly comprehended (Willoughby, King, & Polatajko, 1996), where the meaning behind this concept has been widely discussed (Tafarodi & Milne, 2002). Particularly, literature within the occupational therapy discipline highlighted that the concept of self-esteem is often misinterpreted and interchanged with the different dimensions of self-esteem, creating confusion in clinical practice (Willoughby et al. 1996). There are many models, theories or descriptions of self-esteem, with some researchers recognising global self-esteem as composing of four (Harter, 1983) or three dimensions (Stets & Burke, 2014). However, global self-esteem is mostly conceptualised as having two dimensions or aspects of the self, which are a sense of competence and a sense self-worth (e.g., Baumeister, 1997; Cast & Burke 2002; Gecas, 1982, 1989; Tafarodi & Swann, 1995). Self-worth is based on the degree to which one perceives oneself as having value or worth as an individual (Gecas, 1982). Some refer to this dimension of self as 'self-liking' (Tafarodi & Swann, 1995), or use the more general term 'self-esteem' (Harter, 1999; Rosenberg, Schooler, Schoenbach, & Rosenberg, 1995). On the other hand, sense of competence, otherwise known as self-efficacy (Bandura, 1978), is a construct which depicts the individual's perception of their own capabilities to control or affect events in their life, with desirable outcomes or achievements (Bandura, 1978). These two dimensions of global self-esteem are positively related to quality of life and mental health (Evans, 1997). On the other hand, low global self-esteem in adolescents has been associated with mental disorders such as depression, anxieties, eating disorders (Mann, Hosman, Schaalma & de Vries, 2004), as well as maladaptive behaviours such as behavioural problems in schools (Jessor et al., 1998), aggression and bullying (Schoen, 1999), alcohol abuse (Backer-Fulghum Patock-Peckham, King, Roufa & Hagen, 2012), or school dropout (Muha, 1991).

As previously discussed, participation in sport and PA programs has been associated with a positive development of self-esteem (DeBate et al., 2009; Fox 2000; Strong et al., 2005) and self-efficacy (e.g., for a review see Cataldo, John, Chandran, Pati & Shroyer, 2013). These activities have inherent qualities, which are a vehicle for generating a sense of belonging, positive body image, and competency development, leading to an enhanced self-esteem (Fox, 2000). However, in order for an individual to acquire these competencies or skills, strong self-efficacy beliefs are required (Bandura, 1993). Bandura has further suggested that the level of one's beliefs

affects an individuals' cognitive functioning and their performance success in cognitive-oriented tasks. A positive evaluation of one's competence or abilities leads to an enhanced performance, as opposed to fostering low competency beliefs. Therefore, the sport-based PYD programs, a key feature of which is to develop a set of competencies or life skills in young people, have a great potential to increase youths' self-efficacy and contribute to their overall well-being.

Effectiveness of Sport Based Programs

The positive outcomes associated with sport or physical activity programs do not follow inevitably through mere participation (Gould & Voelker, 2010). There is some evidence indicating that partaking in sport programs can have a negative effect on young people, particularly when the focus of the program is on sporting outcomes or competition. For instance, some negative developmental outcomes of such programs included leaving the youth with lower moral reasoning (Weiss & Smith, 2002), higher alcohol use (Eccles, Barber, Stone, & Hunt, 2003), experiencing peer pressure (Hansen, Larson, & Dworkin, 2003), or increased stress (Larson, Hansen, & Moneta, 2006). Further, Danish, Forneris and Wallace (2005) have suggested that adolescents' sport participation can be associated with many 'risks' when the delivery's prime focus is on athletic performance, without the emphasis on teaching life skills or other competency building: "The greatest risk is the belief held by many that we can make a difference by just 'throwing the ball and letting them play'. It reinforces the belief that their world can change if they become better athletes" (p. 42).

It is therefore not conclusive that youth engaging in sport will automatically receive positive outcomes or the competencies associated with sport-based program participation. As Holt and Jones (2008) have found, sporting experiences have many variations or differ in their context. For instance, a young person may receive different experiences whilst engaging in a team sport as a volunteer, where the coach embraces positive peer culture and engagement with communities, as opposed to being part of a highly competitive sport team, whose main focus is driven by extrinsic motives of winning. Some authors have proposed that team sports provide more opportunities for PYD as opposed to individual sports, due to the increased social interaction which naturally occurs with this activity (Pedersen & Seidman, 2004). On the other hand, it has been previously noted that there is very little literature examining the capacity for developmental experiences between team and individual sport (Holt & Jones, 2008).

The benefits associated with participation in sport programs appear to be therefore context specific, contingent on a number of factors, such as the support received from the adults (e.g., Bailey, 2009; Holt & Neely, 2011, Weiss & Wiese-Bjornstal, 2009), the establishment of clear rules and responsibilities (Hellison & Wright, 2003), and involvement in the decision making (Sandford, Armour & Duncombe, 2007; Walker & Larson, 2006). Some researchers argue that it is the nature of the process by which youth engage in a program which determines the outcomes for them, rather than the specific activities (Bailey, 2005; Sandford et al., 2006). Similarly, Collins (2002) has emphasised that sport is most effective when combined with programs that aim to focus on wider personal and social development. Some authors have proposed that sport-based programs are most effective when they incorporate leadership opportunities for the youth, as these programs facilitate positive outcomes for their participants and have the capacity to broadly stimulate positive changes in local communities and society (Kress, 2006; Martinek & Hellison, 2009).

Youth Sport Leadership

The concept of youth leadership in general has been debated by a number of researchers (Conner & Strobel, 2007; Dobosz & Beaty, 1999; Ricketts & Rudd, 2002). Dobosz and Beaty (1999) defined leadership as "the capacity to guide others in the achievement of the same goal" (p. 133). Boyd (2001) referred to youth leadership as experimental learning, as the young people 'learn by doing' and assessing their actions. Leadership activities are believed to positively contribute to young people's development and competencies, for instance, as they advance their self-esteem, communication skills, decision making, goal setting, problem solving, and their belonging to the community (Boyd, Herring, & Briers, 1992; Ricketts & Rudd, 2002; Wong, Lau, & Lee, 2012). Others have suggested that leadership enables youth to become socially, morally, emotionally, physically, and cognitively competent (Katzel, LaVant, & Richards, 2010).

An approach to youth leadership, which is also referred in the literature, is 'service learning', a mechanism which "focuses on youth leadership by empowering students and getting them more involved with helping others" (Mose & Rogers, 2005, p 18). Advocates for this learning strategy propose that, through the engagement of service-oriented activities, young people gain greater appreciation for community and develop skills or qualities which enable them to function better in their everyday life

(e.g., Cutforth & Puckett, 1999; DesMarais,Yang & Farzenhkia, 2000; Lester, 2015). This philosophy has also governed youth sport volunteering programs, where social researchers have started to pay greater attention to youth sport volunteering, particularly in the UK (e.g., Eley & Kirk, 2002; Kay & Bradbury, 2000; Mawson & Parker, 2013; Taylor et al., 2003).

Gould and Volker (2010) have indicated that youth leadership development, which utilises building personal and social competence, is greatly unrepresented within the sport context. The literature within the sport-based youth leaderships is also limited, where the most extensive work was instigated by Martinek and Hellison (2009). These authors suggested that any program, whereby the purpose is to serve youth, should incorporate leadership development. They have proposed that youth development programs, which include some elements of leadership, increase the opportunities for youths' development of personal-social responsibility, which can further enhance their personal development and life skills. Their approach to leadership is framed through Hellison's (1995) Teaching Personal-Social Responsibility Model (TPSR), which proposes using sport and PA as a vehicle and aims to teach students life skills. However, its main purpose is to teach young people to develop personal and social responsibility and to contribute to the well-being of others by developing compassion and care. Martinek and Hellison have used the foundations of the TPSR model to create an instructional model for youth sport/PA leadership development, which has the goal of empowering young people to become leaders through the desire to help others. According to their 'stages of leadership development', young people become leaders by progressing through four developmental stages, in which they gradually develop their personal and social responsibility. Stage one, 'learning to take responsibility', is where the youth start to develop skills and values in respecting others and start developing effort for engagement in a program. Stage two, 'leadership awareness', is where the participants integrate the correct understanding of leadership and, thus, the importance of cooperation, support, guidance and trust. At this stage, students can also begin to practise their leadership role by leading their peers, but it is only at stage three – 'cross-age leadership' – where they significantly participate in leadership by leading younger children. Martinek and Hellison have described this model as advanced and believe that the young leaders start to apply their acquired skills when part of their role is to plan and evaluate their lessons, teach, and deal with behaviour problems. This stage is also associated with challenging situations whilst working with a group of younger children, and youth might find this stage particularly challenging. Through each level, youths'

empowerment and feeling of responsibility increases, ultimately leading to the last stage – 'self-actualised leadership' - where young people become leaders through intrinsic motives as opposed to taking their leadership role in order to gain any external rewards (pleasing the teachers/parents or receiving some form of prize), which Martinek and Hellison believe is the most effective approach to leadership. In this last stage the youth need to be provided with opportunities to apply and develop skills outside of the program context, which connects them to the community.

Martinek and Hellison (2009) have also proposed that every young person has a capacity to become a young leader when they perceive themselves as a "resource to others and their community" (p.8). They have further highlighted that youth need to be guided by five principles or 'themes' in order for them to become compassionate and responsible leaders. The application of these principles is necessary throughout the youths' leadership experience, regardless of their current stage. The first theme, 'power sharing' describes empowering the youth by involving them in the decision-making process and increasing their autonomy. Providing 'self-reflection', where leaders can evaluate their own experience and skill, is also necessary, although it is fairly unpopular with the youth. Another principle – 'relationships' – requires connection and mutual respect between the young people and teacher/facilitator. Teachers also need to ensure 'transfer' of the students' leadership qualities to other aspects of their lives, and engage them in further activities outside of the sport context. The principle of 'integration' insists that meaningful strategies need to be integrated into each stage of their leadership development.

The TPSR model has been adopted across schools in the United States and other countries as part of the PE curriculum (Escarti Pascual, & Gutiérrez, 2012; Martinek & Hellison, 2009; Wright & Burton, 2008). This framework has been identified as an effective model, which promotes sport and life skills and encourages the participants to use these skills beyond the sport context (Petitpas et al., 2005). Hellison and Walsh (2002) also suggested the model is an effective tool to teach values and responsibility to 'at-risk' or disadvantaged children and youth. However, there is a lack of systematic research investigating the effectiveness of the TPSR model, or "what really goes on in many of the programs" (Martinek & Hellison, p. 129), and the research is even more limited within the youth leadership context. One of the first TPSR studies using a case-study approach reported that participating students became more responsible and integrated into their everyday lives (Debusk & Hellison, 1989). Other mixed-methods evaluation studies demonstrated that the TPSR model proved to be effective in

increasing participants' self-regulatory efficacy (the ability to resist negative pressure from peers), and assisted teaching staff with structuring their lesson (Escartí, Gutiérrez, Pascual, & Llopis, 2010). However, this quasi-experimental design study showed no significant increase in social or self-assertive self-efficacy. In addition, the qualitative study indicated no evidence of the students transferring their acquired skills and competencies outside of the classroom context to other aspects of their life, which is the final level of the TPSR model. Another evaluation study was unable to demonstrate that young people, who were engaged in a sport club where TPSR strategies were believed to be adopted, transferred the TPSR values (self-control, respect and care for others) into the school classroom (Van Tulder, Van der Vegt, & Veenman, 1993). Gordon (2010) has examined the impact of TPSR approach on PE classes in New Zealand. Their qualitative data analysis from various sources revealed that the program had a positive effect on class climate, behaviour, and student-teacher relationships. In addition, programs integrating TPSR principles aimed specifically for at-risk youth demonstrated that participants improved their self-efficacy and reduced their aggressive or disruptive behaviour (Escartí, Gutiérrez, Pascual, & Marín, 2010).

The TPSR approach to leadership promotes interventions which foster peer-leadership, otherwise referred to as peer-teaching or 'crossed-age' teaching/leadership (Martinek & Helison, 2009). The peer-leadership approach directs individual students to teach others. This form of youth leadership enables older peers to naturally develop as leaders and serve as role models for the younger peers, particularly as they are likely to come from the same community or schools (Danish et al., 2005). The concept of peer-leadership was firstly identified as the 'helper therapy' principle by Riessman (1965). This author suggested that an individual ('helper') can gain an improved self-image, sense of control, and sense of being needed through helping or assisting others. Whilst mutual benefits might occur between the individuals, it is not always necessary for the person to receive genuine help in order for the 'helper' to receive the benefits. Although the principles of peer-mentoring/leadership of learning have been widely used in higher education (Priest & de Campos, 2016), there have been only some attempts at introducing this form of learning in schools, particularly in a sport context (e.g., Danish et al., 2005; Martinek & Hellison, 2009; Wright & Burton, 2008).

Examples of Sport-based Youth Leadership Programs

Many parallels can be drawn between the exemplars of youth leadership, particularly in the sport context with the reference to service learning, volunteering, positive youth development, or social and emotional learning. This section will therefore provide an overview of specific youth sport leadership programs that fostered some form of peer mentoring/leadership in order to develop skills and competencies for their participants. Due to the limited literature, many of these programs are not directly school-based; although they include school aged youth.

One of the well-established programs fostering peer leadership is *SUPER (Sports United to Promote Education and Recreation)*, which aims to develop a number of skills for the participating youth in order to enhance their sport performance and subsequently apply or 'transform' these skills in other domains of their lives (Danish, 2002a). Apart from learning sport-specific skills together with life skills, students are engaged in leadership activities through cross-aged peer leadership. Participants also engage in a series of self-reflective sessions, where they used a specific observation system on how well they performed. The student leaders receive 10 to 20 hours of training, which aims to teach them a number of skills, including: how to communicate in groups, organise a clinic, set goals, teach a sport skill and a life skill; how to be a good listener; and how to work effectively with teams. The *SUPER* program has been adopted and adapted by different initiatives across the world, and, whilst there is some published evaluation research, each of these studies adopted the program distinctively, in various forms. For instance, in a study conducted at the American national youth golf academy (Brunelle, Danish, & Forneris, 2007), youth completed life skills training and consequently applied these skills to a community service for one year (teaching life skills and instructing younger adolescents). It was reported that participants significantly increased their empathetic concerns, social responsibility, and social interest after their engagement in the program.

An abbreviated version of the *SUPER* program was implemented in Greece, where students received only eight weeks of life skill training sessions (Papacharisis, Goudas, Danish, & Theodorakis, 2005). Their physical skills, knowledge of the program, and perception about their ability to set goals, problem solve, and to think positively, were compared with students who also engaged in sport but did not receive any life skills training sessions. The results demonstrated that participants in the intervention group displayed more positive attitudes towards their goal setting, problem solving, as well as performing better in sport when compared to the control group.

In a subsequent study, Goudas & Giannoudis (2008) replicated the results of Brunelle et al. (2007) through an experimental study design using self-report measures. Students who participated in *SUPER* improved their sport-based skills, knowledge of life skills, and self-beliefs regarding goal setting, in comparison to the control group. In addition, students who received the program demonstrated the ability to change their negative thinking to positive thinking during their practice. On the other hand, this study failed to demonstrate that students significantly improved their self-beliefs about applying these skills in other domains in their life.

The program *Tai Chi Tiger* (Wright & Burton, 2008) incorporated the TPSR model as a foundation to teach tai chi to youth in an underserved school setting. The program was integrated into school curriculum as a part of *Lifetime Wellness* class, where the participants received a 50 minute session each day throughout the whole academic year. The sessions comprised a series of lessons such as in self-control, goal setting, life skills, and stress reduction. Leadership and responsibility opportunities were also provided for the students, where they could lead a group of their peers. The qualitative research investigation reported that the program fostered a positive learning environment, 'influenced student behaviour', and provided more structure for the PE curriculum (Wright & Burton, 2008).

Another example of a program with leadership elements, *Sky Living for Sport,* was targeted on a group of young people who displayed difficulties and potential school disaffection (e.g., disruptive behaviour, low academic achievement, non-participation or alienation). It was implemented nationally in around 310 UK schools, mostly in areas with low socio-economic status (Sandford, et al., 2007). This initiative was run by the Youth Sport Trust, where students were working closely with the teaching staff towards organising sport events for their peers or younger pupils. A qualitative evaluation study revealed that some youth in this program enhanced their personal and social responsibility, 'self-confidence'; and they improved their behaviour together with communication and leadership skills (Sandford et al., 2007). On the other hand, it was noted that some students were not affected by the program and remained disaffected within the school. Therefore, the authors concluded that programs of a similar nature are "context and situation specific, and the impact of the programs on pupils is highly individualised." (p. 106). They also emphasised that a program is more likely to be successful when the selection criteria consider students whose needs are matched with the program objectives, the activities are novel, and students are provided with autonomy and opportunities to apply their skills in a broader context.

A program evaluation of a considerably smaller scale service-learning program, *Apprentice's Teachers Programs*, involved an investigation of the psychosocial outcomes of eleven high-school students, identified as disengaged (behaviour problems, low attendance and achievement), who were given the task of teaching basketball and leading younger children in a local summer sport camp (Cutforth & Puckett, 1999). The mixed methods study revealed that these young people enhanced their 'self-confidence', concern for others, intrapersonal and interpersonal skills, problem-solving skills, and enthusiasm for learning.

More recent study has examined the impact of youth sport leadership programs on their self-esteem (Taylor, 2014). A leadership training program implemented in low SES areas in Scotland, *Girls on the Move,* aimed to promote physical activity amongst the female population by engaging young women in 33 hour-long lessons, who then delivered physical activity sessions (predominantly dance and sport) to their local community on a weekly basis. The results showed that, through their leadership experience, the young women increased their global self-esteem. However, there was no change in self-esteem for those girls who only attended the course and did not take on leadership activities. Although the training was beneficial for young women's skill development, without practicing their leadership roles (as they indicated they were 'not ready') their self-esteem remained the same.

The previously described program was part of *Sport Leaders UK (SLUK)*: a charity organisation providing sport leadership training in UK school settings on a voluntary basis (Sports Leaders UK, 2011a). The key goal of *SLUK* was to increase the number of sport and PA volunteers across UK, by providing leadership courses to young people who consequently contribute to their local communities. By engaging in the leadership training, young volunteers built their competencies, including their leadership skills, which they further applied within the community. The young people also had further opportunities to develop their competencies by engaging in five different levels or leadership awards, corresponding to the level of their leadership experience. Research found that this program contributed to students' improved self-esteem, developed their leadership, communication or organisational skills, and opened up new career pathways (Mawson & Parker, 2013).

Another initiative developed and coordinated by SLUK, '*Step into Sport (SIS)*' promoted sport volunteering amongst the youth (Kay & Bradbury, 2009; Sports Leaders UK, 2011a). Similar to previous programs, this project provided leadership training for young people, together with volunteering opportunities with progressive pathways and

awards. This program was based in schools and facilitated by PE teachers as a part of the national School Sport Partnership (SSP) framework. Qualitative data, drawn from the interviews with the volunteers and relevant stakeholders (SSPs coordinators, PE staff), demonstrated that the young people developed a number of skills and competencies; including organisational skills, improved 'confidence' and 'social connectedness', where the young leaders developed a greater awareness for the needs of others (Kay &Bradbury, 2009). One of the criticisms of this initiative was that the post-curricular volunteering minimised the participation opportunities for school disaffected or economically disadvantaged youth (Kay &Bradbury, 2009).

A project aimed at a more isolated community, *Cooperative Street Games,* was a volunteering program which targeted young people from disadvantaged areas to enable sport participation in their communities (Street Games, 2014). The program provided training and qualifications towards the *SLUK* leadership for the youth from these areas, as well as providing some paid opportunities or part-time work to practise their sport leadership. The evaluation report detailed that the program helped the participating youth to increase their confidence and self-efficacy, together with their organisational and problem-solving skills. Young volunteers also built friendship and enhanced their career prospects. In addition, the program helped to reduce youths' anti-social behaviour and it increased their interaction with their communities (Street Games, 2014).

The promising outcomes of the UK sport programs which adopted a leadership or service-learning approach have inspired other initiatives internationally. Specifically, in Australia School Sport Victoria (SSV) – an organisation promoting school sport for all Victorian schools and supporting schools' programs by fostering partnerships between education and state sporting associations – instigated a similar program to that described above, predominantly inspired by the *School Sport Partnership (SSP)* and *SLUK*. *SSP* is a government initiative, which was launched nationally in 2000 across all schools in England, to increase the quality and quantity of PE provision, as well as sport opportunities for the students (Ofsted, 2004; 2011). The *SSP* created links between secondary and primary schools that worked in a partnership to deliver school sport. This initiative was centrally coordinated by a Partnership Development Manager, who was managing School Sport Coordinators (usually a PE teacher released from each secondary school for two days a week) and 'Primary Link teacher' (teacher released from primary school 12 days per year). The primary aim was to ensure that students in each school engaged in a minimum of two hours per week of high quality PE education

and school sport, within and beyond the curriculum for 5-16 years old. A typical partnership would then include around eight secondary schools with 45 primary schools clustered around them (Ofsted, 2004).

As a part of these partnerships, students of all ages were provided with the opportunity to undergo training to become sport leaders and consequently help with running sporting activities, clubs and competitions for their peers and communities. Even though this initiative is no longer provided, with funds withdrawn after 2011, the SSP demonstrated that it could deliver many positive outcomes for the schools and support the students' personal development. It was reported that by 2008 this program had: brought a new structure to PE; increased students' PA and participation rate in after-school clubs, competitions and festivals; improved their school attendance, behaviour and school attainment; as well as it improved relationships between students and their teachers (Loughborough Partnership, 2009). Government reports outlined that the SSP had an impact on students' interest in learning, as well as their academic achievement, 'personal organisation, attitudes and behaviours towards others', and their engagement with communities (Ofsted, 2004). Other benefits included a significant increase in students' participation in PE and school sport, increases in the range of PE and sport activities provided for the students in both primary and secondary schools (Edwards, 2011; Quick, Dalziel, & Bremner, 2005), collaboration and planning between the primary and secondary schools, provision of professional development for the teachers, and provision of pathways from schools into community sport clubs (Ofsted, 2011). The program also seemed to benefit the teaching staff, as they reported gaining professional development together with new skills and increased confidence, particularly those who were working with primary school age children (Ofsted, 2004).

Barriers to Youth School Sport Leadership Programs

Although the existing literature provides evidence of the great benefits that sport and PA programs with leadership context have for youth, there are a number of limitations with regard to the nature of program implementation and evaluation research. It has been recognised that gathering credible data from evaluation research within school settings is extremely challenging (Sandford, et al., 2008). Evaluation is often undermined in school settings or across the practitioners, and as a consequence school programs struggle to receive "acceptance and wide spread adoption" due to the lack of rigorous evaluation, as well as a lack of applied research in which findings are translated into practice (Danish et al., 2005, p. 56). In addition, many government

funded program evaluations are often lacking in solid research methods, providing a lack of comprehensive evidence to support their claims (Long, 2008).

While the empirical evidence continues to grow, there is a lack of systematic evaluation of the outcomes for the student participants. Evidence-based research often relies on students' or teachers' self-reports without any formal validated measurements, and lacks quantitative or mixed-methods studies that evaluate these programs. Long et al. (2002) also criticised this type of research and questioned whether case-studies or qualitative studies of small sample size (often including reflections from the program facilitators) should be considered as credible data or evidence. Similarly, PYD programs, appealing to teach life skills through sport, lack theoretical explanation for how, when, and under what circumstances these skills develop (Gould & Carson, 2008). Similarly, most of the literature investigating youth sport volunteering predominantly focuses on investigating action outcome, such as social relationships, social responsibility or citizenship attributes (e.g., Eley & Kirk, 2010), and little attention has been dedicated to an in-depth investigation of the psychological impact on the individual. Researchers therefore highlight that, in order to determine PYD programs' effectiveness, there is a need to measure the impact it has on young people's development:

> The test of any effective intervention is whether it contributes to positive growth. Because all children have inborn needs for attachment, achievement, autonomy, and altruism, our education and treatment models must address these needs. Otherwise they fail (Brendtro, Brokenleg, & VanVockern, 2005, p. 133).

Some authors have also noted that sport-based youth programs involve a lack of evidence for determining a causal relationship between the programs and their positive impact, as there is a possibility of other possible factors that might be accountable for the observed outcomes (Maxwell, 2004; Weiss et al. 2016). Weiss et al. (2016) therefore highlighted that any PYD evaluation research in a sport context, which aims to improve youths' psychosocial outcomes should use pretest-posttest design with a control group, in order to assess whether the developmental outcomes were due to their participation in the program. Further, the assumption that life skills learned through the PYD sport programs transfer to other aspects of young people's life needs to be investigated (Gould & Carlson 2008; Weiss et al., 2016). Programs aiming to teach life skills such as leadership should endeavour to adopt both qualitative and quantitative

methodologies with validated measurements focusing on the examination of young people's psychosocial development (Gould & Carlson, 2008). In addition, it is also necessary to examine the program's effectiveness and recognise the context in which the program was delivered, such as the program structure, its participants and teaching styles. Theoretical frameworks, which would explain how the life skills or other developmental outcomes occur, are also needed (Gould & Carlson, 2008).

Another concern is that most of the PYD initiatives within a sport context are delivered as extracurricular activities, with only a few programs being incorporated into the school curriculum or PE classes (Escartí et al., 2010b). A number of authors have pointed out that young people of higher socio-economic status and of white ethnicity are more likely to participate in leisure time or afterschool sport programs, including youth sport leadership initiatives (e.g., Coalter, 2007; Kay, & Bradbury, 2009, Kress, 2006; Miller, Melnick, Farrell, Barnes, & Sabo 2005; Whittaker & Holland-Smith, 2014). School sport leadership programs incorporated within the curriculum have the capacity to mentor youth and promote inclusion and diversity, as opposed to recreational activities, which often involve financial cost and disadvantage the low-income earner.

Lastly, another criticism is that most of the sport PYD research predominantly focuses on the students' outcomes and undermines the research targeting the impact of those individuals who facilitate the leadership programs (Martinek & Hellison, 2009). Numerous studies have highlighted that, without a caring environment created by adults or supportive communities, the psychosocial development in youth is minimised (e.g., Astbury, Sabatelli, & Trachtenberg; Beauchamp, Barling & Morton, 2011; Eccles & Barber, 1999; Fraser-Thomas et al., 2005; Martinek & Hellison, 2009; Petitpas et al., 2005).

Chapter Summary

The promotion of positive youth development programs in a sport context has gained increasing attention in the past years. This chapter has provided an overview of the potential benefits associated with these initiatives, together with their limitations. The effectiveness of these programs, as well as the mechanisms through which youth obtain positive outcomes, has been discussed, particularly in relation to life skills development and TPSR sport leadership model. Programs which incorporated peer-leadership in their delivery have been outlined as one of the most effective approaches to youth development in a sport context. The need for pragmatic and robust evaluation

of programs aimed at youth development in a sport context has been highlighted. The next chapter introduces an Australian sport leadership program, which was implemented in some schools across Melbourne, and outlines the evaluation processes this thesis aims to adopt in order to determine the program's effectiveness and its impact on the participating students.

CHAPTER 3. School Sport Leadership Program: Current Study Background and Research Aims

School Sport Leadership Program

The *School Sport Leadership Program (SSLP)* is an initiative developed by SSV, with the aim of promoting sports and participation in physical activities in both secondary and primary schools. The program was adopted and modelled from the UK's SSP program outlined in the previous chapter. SSV acknowledged the UK's SSP and its encouraging outcomes, and recognised this initiative as a potential program which would be particularly beneficial for schools in Victoria, where the provision of PE and inadequate opportunities for physical activities and sport have been previously criticised (Jenkinson & Benson, 2009). Victorian State secondary schools are required to implement compulsory PE in their curriculum, and provide at least 200 minutes per week of PA and sport opportunities from Year 7 to Year 10 (approximate ages 12-16). However, there is evidence that this mandatory requirement is not always met (Jenkinson & Benson, 2009). SSV therefore, attempted to adopt the SSP model in Melbourne, and developed a program SSLP, with the broad aims of increasing the links between secondary and primary schools, and increasing students' opportunities for physical activities and sports. On the other hand, compared to the UK's program, the SSLP was implemented on a considerably smaller scale, due to the limited funding available, although SSV anticipated its future expansion.

The program was initially implemented in three schools located in the City of Brimbank, an area which has one of the lowest socioeconomic status levels of the State of Victoria, high unemployment, low school retention rates, and high levels of perceived lack of personal and community safety (Brimbank City Council, 2010). The program was deliberately targeted at this area of Melbourne, as SSV identified the communities in this specific demographic region to be in need of such initiatives. During the program's initial implementation, SSV recruited one coordinator, whose role was to introduce the program to secondary schools in the form of an afterschool club. The main objectives were to establish peer leadership in schools and to promote sports to primary schools through secondary students. Firstly, students were engaged in a series of 10 lessons (consisting of six specific modules/topics), where they were taught specific 'leadership skills' (see Table 1). The six individual topics were delivered in a

space of 10 weeks, where the facilitators had the flexibility to dedicate the individual topic during several weeks.

Table 1: *Summary table of the initial training students received as a part of their Sport Leader award.*

Topics	Topic's themes
1. Introduction: What Makes a Good Sports Leader?	The program and the peer leaders are introduced. Participants engage in a number of team-building activities.
2. Communication Skills	Participants explore the different means of communication (verbal, non-verbal) in a sport specific context, together with different strategies on how to manage a group.
3. Fair Play	Participants learn the principles of being a good example when carrying out their duties and responsibilities both on and off the field (e.g., self-control, respect, listening, dealing with failure and success, avoiding drugs). Students further engage in practical session where they can recognise good or bad practices.
4. Role of the Official	Students engage in an observation of an 'official in action' and identify the qualities and techniques required of any efficient referee.
5. Opportunities in Sport & Recreation	The students take the first steps towards making a greater contribution towards assisting with the organisation of activities. They gain greater awareness of the wide range of sporting and recreational activities available to them in the local community.
6. Plan Primary School Session	Participants select two different sporting activities which they will deliver in the following practical session. They develop a lesson plan and deliver it to a group of their peers, followed by a self-reflection activity.

The training prepared the students to become young sport leaders who would deliver different physical activities and sports to primary schools or communities during their curriculum time. These sessions were delivered by the teachers of their school, in a form most suitable to them, with the recommendation to deliver the training in one full

term and dedicate the peer-led practice session in the following term (minimum of six sessions). As each individual's skill level developed and their confidence increased, the students were given greater responsibility in the leadership task.

Upon the completion of the training, students were required to lead at least six sessions within their own peer group, and those who 'demonstrated a higher level of competence' were encouraged to deliver sessions to younger peers, ultimately leading sessions in primary schools, in order to receive the Sport Leader status. Students could then achieve further statuses through increasing the amount of their leadership practice and further progression in the course. Table 2 provides an outline of the different levels offered in the program, together with the requirements and responsibilities students had to meet to receive the opportunities.

Table 2: *Summary table of the Sport Leadership Rewards available for the participating students in the secondary schools.*

Leadership Reward	Corresponding School Years Level	Requirements and Opportunities
Sport Leader	Year 9 and 10	• Complete 6 sessions course. • Deliver fundamental motor skill tests and lead a minimum of 6 sessions (peer-group or cross-aged group).
Sport Ambassador	Year 10 and 11	• Undergo Sport Club/Association training. • Deliver additional 4 sport-specific lessons in primary schools.
Gold Ambassador	Year 11 and 12	• Deliver Intra Competition in Secondary School. • Opportunities for 'Active After School Communities' employment and training.
Platinum Ambassador	Year 12	• Coordinate workforce. • Inspire new young leaders.

Once students achieved their Sport Leader status, they participated in an 'Academy Day', where students from all participating schools met at the grounds of a particular sporting organisation/club. They were asked to select two different sports in which they wished to receive training by the sport professionals. The training comprised

detailed features and rules of the sport, together with further guidance on how to deliver these sports to young people in a variety of activities. The next level, Sport Ambassadors, provided students with further opportunities for training and awards within their school. If the students felt enthusiastic about the program and continued with their delivery to primary schools or local communities, they had the option to receive Gold or Platinum Ambassador reward. These two rewards enabled students to engage with Active After-school Communities (AASC), a Government initiative which has operated in Australia from 2005 to 2014 with the aim of providing primary school-aged children access to free sport and 'other structured physical activity programs' (Australian Sports Commission, 2015).

After the initial implementation, two of the participating schools implemented the program in their curriculum, followed by another six schools from various regions of Melbourne. As the demand for the program increased, the program was further developed, and its content was adopted to suit the curriculum. For instance, the individual lessons were spread out over the entire academic year, as opposed to one term, and students were able to achieve the succeeding levels within one year if they acquired the required amount of practice hours.

Research Questions and Aims

Program Evaluation Frameworks

The rationale of the present study is based on previous reports that rigorous evaluation of sport/PA programs promoting young people's development is needed (Danish et al., 2005, Gould & Carlson, 2008; Horn, 2011; Jones, Edwards, Bocarro, Bunds & Smith, 2016; Petitpas et al. 2005; Weiss et al., 2016). As previously mentioned, studies have highlighted the need for research designs that analyse the process through which youth obtain their positive outcomes (Coalter, 2010; Gould & Carlson, 2008; Jones et al., 2016; Petitpas et al., 2005). Although the majority of scholars highlight the importance of evaluating both the implementation process and the outcomes, few studies actually do so (Danish et.al., 2005; Hellison & Walsh, 2002; Wright & Burton, 2008). Whilst most of the evaluations emphasise the program's outcomes (Danish et.al., 2005; Jones et al., 2016), process evaluation provides insights into the implementation practices and whether a certain program is delivered as intended, which is a valuable vehicle for the integration of the results from an outcome evaluation (Graczyk et al., 2000; Rossi, Lipsey, & Freeman 2004, Patton 2012). This

framework can identify changes to a program and provide opportunities to identify contributing factors for the program's improvement. Process evaluation is also commonly being used in school services, where the stakeholders seek to identify whether a program's implementation has been effective (Gomby & Larson, 1992).

Outcome evaluation explores all the characteristics affecting a specific program in order to asses a program's 'outcome level' (outcome at some point in time) and 'outcome change' (differences between outcomes at two or more different points in time), (Rossi et al., 2004). This type of evaluation is mainly concerned with whether a certain program delivers a desirable behavioural change in participating individuals. Furthermore, the outcome evaluation highlights that, in order to establish a link between a program and its influence over the observed outcomes, it is necessary to eliminate any alternative explanations contributing to the outcomes. Without the data to measure the difference that the program is having on students' achievements, it becomes questionable to judge if the program is having the desired impact. Long et al. (2002) emphasised that it is essential to determine a baseline at the beginning of the evaluation research for all the participants. On the other hand, generating pre-test and post-test data, particularly in multiple school settings, where the staff have flexibility in the programs' delivery in order to meet the needs specific to their students and school, is associated with many challenges (Sandford et al., 2008). Nevertheless, the current research has adopted both outcome and process evaluation techniques through a series of studies, ensuring rigorous systematic evaluation of the SSLP.

Aims and Design of the Thesis

The main aim of this study is to evaluate the SSLP by examining its impact on the participating students, together with its broader impact on the school. In particular, by using thorough experimental methods, this research aims:

- To identify SSLP's impact on the participating students' psychosocial development and gain a greater insight into the underlying processes of how young peoples' psychosocial outcomes and/or competencies are developed.
- To identify SSLP's influence on teachers' practices and the school community.
- To evaluate the effectiveness of the SSLP's delivery and translate the research findings to practical applications for the program facilitators.

The utilisation of a mixed methods approach facilitates the exploration of students', teachers', parents' and principals' perceptions of the program, as well as examining the program's fidelity. In order to achieve this research's overarching aims, a rigorous research design has been adopted and individual objectives were set out, entailing both process and outcome evaluation frameworks:

Objectives addressing Outcome Evaluation

a) Investigate what skills and competencies, together with other psychosocial outcomes, students gained during their participation.
b) Determine the processes by which students' outcomes and competencies were developed.
c) Investigate the program's impact on students' school engagement.
d) Investigate the program's impact on the teachers' pedagogical practice and professional development.
e) Investigate the program's broader impact on the school.

Objectives addressing Process Evaluation

f) Evaluate the program's fidelity.
g) Outline the implications related to the program's future sustainability.

This research aims to address these main objectives in two studies. The first qualitative study (Study 1) comprises a retrospective evaluation of SSLP, using semi-structured interviews and participant focus groups that included students, teachers, school principals and parents, who provided their perceptions about the program. Adult participants were interviewed through semi-structured interviews. It was decided to use focused groups interviews with student participants in order to provide a space for participants to express their views on topics that were not covered by questions in the interview schedule. By conducting interviews with the school staff, this study examines other factors which may have contributed to students' outcomes (e.g., teaching technique, teachers' approach and their relationship with students, and school missions and aims). This study also explores the program's initial implementation and the factors which might safeguard the program's sustainability. Three research questions were formed in order to meet the objectives for Study 1:

1.1. What impact did the program have on the participating students and their life; and what were the processes behind these outcomes? (*Objective a, b, c*)

1.2. Did the program have a broader impact on the participating schools and school personnel? (*Objective d, e*)

1.3. What factors determine the program's future sustainability? (Objective *g*)

The second study examines the program's outcomes, employing both qualitative and quantitative phases. A third additional phase investigates the effectiveness of the program's delivery through video observations. Three main research questions were formed that framed the specific study phases of this research. This study collected data from participants who were actively involved in SSLP, and who had achieved Sport Leaders or Sport Ambassadors levels.

2.1. Did the program influence students' competencies and their psychosocial development? *(Objective a,c)*

2.2. How did the program affect relationships at the school level together with teachers' practices? (Objective *d,e,g*)

2.3. Was the program's content delivered as intended? *(Objective f)*

A compound outcome evaluation was adopted for the quantitative phase, where a number of validated questionnaires were selected to follow the expected change in students. Measurements which tapped into students' self-efficacy, school engagement and disaffection, together with physical self-description, were administered in pre-test post-test format for student participants who completed the course, with a corresponding control group. These measurements were selected based on the previous evidence that PYD programs in sport context have a capacity to positively impact youths' self-efficacy and physical competence (Escartí et al., 2010a; Taylor, 2014), and their school engagement or behaviour (Cutforth & Puckett, 1999; Fraser-Thomas et al., 2005). Additional measurements were also incorporated, such as students' perceptions of the control and autonomy support (the degree to which youth feel they initiate their own actions) and structure (having clear expectations or rules) they received from their teachers. It has previously been proposed that having autonomy or ownership of any PYD program, together with appropriate provision by the facilitators, are essential criteria in influencing participants' outcomes (Martinek & Hellison, 2009; Sandford et al., 2007). Teachers also completed a set of questionnaires investigating their provision

of autonomy and their perceived efficacy in their roles, as Bandura (1993) has suggested that teachers' efficacy beliefs can directly impact students' motivation and developmental outcomes. In addition, investigations of the facilitators' outcomes are often undermined within the sport-based PYD literature (Martinek & Hellison, 2009).

The second phase of Study 2 involves a qualitative investigation of the program's impact on the students and teachers. Whilst Study 1 provides overview from a broad selection of participants, including students from all of the program's leadership levels, Study 2 investigates the program's impact on the students from the first two levels, and incorporates interviews with teachers and students only. The third phase of Study 2 explores whether the program delivery was as intended. Video observations of one lesson of the SSLP were conducted at each school. Using a checklist based on the program's teacher's pack, it was identified whether teachers of the individual schools addressed all the objectives and learning outcomes. This provided an overview of how each school implemented and adopted the program.

Design Rationale: Mixed Methods

Integrating both qualitative and quantitative approaches has previously received strong support, especially within the evaluation research literature (Escarti et al., 2012; Greene, Caracelli, & Graham, 1989, Tashakkori & Creswell, 2007;). Mixed methods research has been defined as "research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program enquiry" (Tashakkori & Creswell, 2007, p. 4). Despite the growing popularity of adopting mixed research methods, some researchers have indicated that the way this approach is being utilised in a practice is not cohesive with the research rationale, where the decision about why this methodology was employed is often not very clear (Bryman, 2006). Therefore, a justification of why this research integrates both qualitative and quantitative methods is needed. In the present research, adopting both quantitative and qualitative methods was considered both appropriate and important, given the variety of participants of interest in this study, together with the broader research questions. It is important that the voices of the participants were also heard rather than relying on quantitative data collection only. Furthermore, a mixed methods approach allows for identifying links between the constructs identified by the quantitative and qualitative results and thus building on the findings (Bryman, 2006). It also provides for triangulation: by assessing the

correspondence of results between the two methods, it complements and informs each data source, and allows for "new perspectives of frameworks" and expands the "range of inquiry" (Greene et al., 1989, p. 259). Therefore, both the qualitative and quantitative methods employed in this research provide valuable and credible techniques to answer the research questions.

Chapter Summary

This brief chapter provided a context to the current research, which aims to evaluate the Sport Leadership Program delivered in Melbourne and commissioned by School Sport Victoria. This program was implemented in a number of secondary schools, with the aim of promoting participation in school sport and enhancing secondary students' skills and personal development. This research aims to evaluate the SSLP and identify its broader impact on participating students and schools, and to examine the effectiveness of the program's delivery. The objectives of this research are investigated in two studies, with a number of independent research phases. The next chapter presents Study 1, which explores the SSLP's initial implementation process, its broader impact on the students and schools, and a discussion of the factors required for the SSLP's future sustainability.

CHAPTER 4. Study 1: Retrospective Evaluation of the School Sport Leadership Program (SSLP)

Introduction

This qualitative retrospective study aims to explore the SSLP's initial implementation phase and identify its impact on the students, teachers, and schools in general. More specifically, three research questions have been formed to address this study's aims:

1.1. What impact did the program have on the participating students and their lives, and what were the processes behind these outcomes?

1.2. Did the program have a broader impact on the participating schools and school personnel?

1.3. What factors determine the program's future sustainability?

Methods

Participants

Three secondary schools in the west of Melbourne, which had been involved in the SSLP during the years 2011-2013, participated in the evaluation (The invitation letter to the School Principal is available in Appendix A). In total, 36 participants who had been previously involved in the SSLP took part in the study. The sample consisted of three school principals, five teachers, 22 students (Year 11 to 12), who were identified by the teachers, and three parents who reported interest in the study. Participating students were required to have achieved at least 'Student Ambassador' level, and they were representative of all upper levels of the program (Sport Ambassador, Gold Ambassador, Platinum Ambassador). The cohort of participants was equally represented from each of the three participating schools (School 1, $n = 10$; School 2, $n = 12$; School 3, $n =15$). The PhD candidate interviewed two groups of five 'Sport Ambassadors' (M = 5, F = 5), two groups of Platinum Ambassadors (M = 4, F = 3), and two groups of Gold Ambassadors (F = 4). Individual interviews were conducted with 'Gold Ambassadors' (M = 3) and with one 'Sport Ambassador' (M = 1). All interviewed participants provided their written consent for their participation in the study, and parental consent was sought from the student participants (A sample of the parental package and student consent forms are available in Appendix B).

Interview Guide Development

The process of generating the interview guide was in accordance with Boyce's and Neale's (2006) recommendations for conducting interviews in evaluation studies. The interview guide was constructed so that it would allow for in-depth exploration of the research questions. Guided by the three research questions, different themes or categories were developed, which represented the topics to be explored during the interviews. Subsequently, the key questions for each category were constructed into a semi-structured interview guide (available in Appendix C), as well as adapted for each participant category. For instance, the questions for the teachers and principals had a focus on the program's organisation and its potential impact on the schools and their participating students and teachers. Interview items for the student participants were focused on their personal experiences. In addition, the clarity of language, interview setting, and the process of building positive rapport were particularly considered, as these aspects have been recognised as having significance when conducting interviews with student participants (Punch, 2002). The interview guide developed for student participants was also used for the focus groups. The pre-determined interview questions remained the same throughout the data collection; however flexibility was allowed for emerging ideas, follow-up questions, prompts and notes, in order to adequately capture the respondents' experiences (Turner, 2010).

Preliminary Interviews

Two practice interviews were conducted prior to the data collection to enable the PhD candidate to trial the constructed interview guide and ensure the questions were appropriate for each participant category. Both interviews were undertaken with an independent researcher, who had previous experience with SSLP coordination, and some suggestions and modification were applied, based on the constructive feedback received.

Procedures

The PhD candidate collected the data over a period of three months in the formats of the semi-structured interviews and focus groups. All the procedures took place in the school environment, at available locations assigned by the school staff. All interviews and focus group conversations were recorded through a digital voice recorder. Adult participants were interviewed individually, with one exemption of two teachers being interviewed simultaneously. Each interview lasted between 30 to 60 minutes. Interviews

with students were conducted in focus groups (ranging from two to five students) or individually, contingent on their availability. Teachers allocated a suitable time for the PhD candidate and student participants to meet, so that the interviews did not interfere with their regular curriculum. Focus group interviews lasted up to 40 minutes and individual interviews for 15 minutes. All participants responded to the same group of questions. Interview questions addressed the participants' receptivity to the SSLP. They were encouraged to give personal points of view and were also given an opportunity to offer any feedback regarding the program.

Data Analysis

All recorded interviews were transcribed verbatim and were analysed by adopting a Thematic Analysis approach (Braun & Clarke, 2006). Firstly, the data were managed by the NVivo 10 software program, through which the initial coding process was facilitated. After extensive analysis, common themes and key issues were identified by the selective coding process to address the focus of the current research; namely, to evaluate the program's impact on the students and schools. Firstly, the data were analysed at the participant level; thus common themes were found for principal, teacher, student, and parent participants. Consequently, an integrated analysis was performed, providing an overview of common themes between the different participant categories. In this particular study, a rich description of the data set was presented, as this method of analysis is recommended for conducting under-represented research (Braun & Clarke, 2006).

Reliability and Validity

Rigorous techniques and methods for data analysis were applied in order to achieve strong research reliability, which were in line with Patton's (1999) recommendations for valid and reliable methods for qualitative data analysis. In this study, 'triangulation of sources' was utilised where different data sources were collected, such as triangulating principals', teachers', students', and parents' views, in order to compare their perspectives about the program. Analytical triangulation (Patton, 1999) was also employed, where the research supervisors reviewed the PhD candidate's findings. Firstly, each supervisor received a randomly selected interview transcript, for which they reviewed the applied coding process. The agreement between the applied codes was found to be adequate in each case. Further, the PhD candidate developed a set of tables for each theme, and the process of merging the themes for each participant

category identified by the PhD candidate was also reviewed by the research supervisors. Example of this process is available in Table 3.

Table 3. *An example of the process of identifying the theme 'Schools' Struggles'. This table illustrates an example of how each individual theme was formed. This process was validated by each researcher through analytical triangulation.*

Themes	Super-ordinate Themes	Subordinate Themes	Second order coding	Example Quotes
Schools' Struggles'	Disadvantaged Communities	Lack of Resources and opportunities	• State schools struggling with sport related expertise and access to resources	*In the school like this, state schools always struggle with expertise with coaching and also equipment, facilities, access to grounds (p1).*
			• Students part of disadvantaged community • Part-time work as a priority • Preference for a work to sport participation	*It's a whole different thing too now and in society now, I reckon probably half of our Year 11 and 12 kids have a part time job. They do that for variety of reasons. So in some ways, their parents support them to do that. In a disadvantaged community, you know, that helps. But doing that comes in the expense of things and maybe local sports is one of those. We don't get many kids connected to local sports. There is not a one kid and it's a big school, and there's been not a one kid drafted to play for AFL football. Not one. And we've been here for 30 years. (p3)*
		Children's low motivation and self-esteem due to disadvantaged communities	• Students in disadvantaged areas experiencing low 'self-belief' and motivation • Students not believing to achieve • 'Self-put down' as a significant factor	*I'll be honest, the kids in this area often and I mean often, don't have a lot of self-belief and motivation and aspiration to do something beyond what their parents have done….You know, I'm from (suburb), I can't succeed.' The 'self-put down' is a significant factor in some of these kids' lives. (p1)*
	Curriculum opportunities	Battle across the crowded curriculum	•Battle across the curriculum •Curriculum time constraints	*I personally like to see more, but what gives to allow that to happen is the issue. Ehm, because the math teachers will also say they haven't got enough time. The English staff will say they haven't got enough time. So it's a battle across the whole curriculum' (p3)*
			•Crowded curriculum	*In the past, that's been an issue because we often speak of the crowded curriculum that there are many elements to the curriculum that we've got to try to fit it. (p2)*
		Financial equity	• Financial equity issues at the school level • Limited budget •Principals desiring to distribute finances equally to all subjects	*Anyway, so I think there are issues at the school level with equity, who does it? Do we-- you know 2000 bucks don't grow on trees. Yeah, this is a big school, there's a huge budget. You would think there's money everywhere, but I got to account for it. I can't just say, 'I'm going to give two grand to those kids and two to those.' There's equity issues over who gets to do that and so on, what are our priorities(p3)*

Findings from Principal Interviews

The interviewed principals had a positive approach towards the program, and provided some insights about the program's impact on their schools. Three main themes were identified from the interviews: 'Schools' Struggles', 'Program's Sustainability Demands', and 'Potential of Impacting School Climate'. More details about the identified themes and their sub-themes are provided in Table 4. In this result section, the school number corresponds to the principal's identification; for instance, Principal 1 was associated to School 1.

Table 4: *Summary table for the main themes and sub-themes identified from principals' interviews.*

Main Themes	Sub-Themes
Schools' Struggles	Curriculum opportunities
	Disadvantaged communities
Program's Sustainability Demands	Sustainability concerns
	School staff engagement
	Financial context
Potential of Impacting School Climate	Growing students
	Contribution to school climate
	New partnerships

Schools' Struggles

During the interviews, principals understandably discussed issues concerning their school. Although these issues seem to be independent to the program, they closely relate to the program's outcomes for the students, and they need to be taken into consideration in terms of underpinning the program's implementation and sustainability. Principals referred to these issues as 'struggles' or 'battles', and they would frequently raise these topics throughout the interviews. They framed their concerns in relation to what they perceived as the defining characteristics of their schools; i.e., being 'disadvantaged communities' or 'state schools'. Other concerns raised included the struggles around the perceived inequity between the subjects, which some referred to as the 'crowded curriculum'.

Curriculum Opportunities

As the topic of PE and physical activities was initiated by the researcher at the beginning of the interview, principals presented their perception on this subject. Each principal observed a number of inconsistencies within PE, whether it was through inconsistent curriculum delivery across the different schools, students' engagement, or conflicting views between principals' values and the national requirements. Principals of all three participating schools highlighted the importance of PE for children's development and identified their school as being particularly enthusiastic about this subject, as well as having a high interest in sport. On the other hand, all of the principals expressed that PE is not particularly effective in its current form, and that they would welcome improvement in its content as well as the frequency. They were concerned that this desired improvement seems to be unattainable due to a high demand of other 'key' subjects employed in the curriculum. In particular, the principal from School 3 reported that PE is not deemed an equal subject across the educational domain:

'The importance of sport activity, being involved in PhysEd, that just gets lost in that argument because they'll just say, 'well they're all equally valued.' But they're not. The reality is the data that you see is all literacy, numeracy.' (Principal 3)

Principals also considered that the current curriculum does not allow for meeting the demands and objectives of all the subjects:

'...We often speak of the crowded curriculum, that there are many elements to the curriculum that we've got to try to fit it.' (Principal 2)

'...It's a battle across the whole curriculum.' (Principal 3)

Two of the principals noted that the mandatory requirement for PE is not currently attainable, and they proposed that schools should receive more autonomy in assigning certain hours to this subject. Some believed that the delivery mode of PE generally differs from school to school, which consequently influences the outcomes children receive from this subject. According to the principals' observations, the attitudes towards PE amongst students in each individual school also seem to differ. While Principal 2 described students of his school as an 'active cohort', Principal 1 and 3

reported concerns over the physical activity levels of their students. Principal 1 noted that participation in PE was a particular challenge at his school, as students generally do not favour engagement in physical activities or any sport programs:

'So, it's an on-going battle to get all of the students involved in every Phys Ed class every day. Some are better than others. Some year levels are better than others. Ehm, Years 9 and 10, it's difficult to keep them all engaged in activities on a daily basis.' (Principal 1)

Disadvantaged Communities

The identified reasons behind the unfavourable students' attitudes towards PE and sports were the fear of embarrassment, peer pressure, and demands for children to have a part-time work. Principal 1 particularly highlighted that the lack of engagement was not exclusively related to sport and physical activities. He suggested that the low engagement in their schools was potentially due to the absence of positive role models in students' family lives. As a result of this, students experienced low self-esteem, as well as lack of aspiration:

'I'll be honest, the kids in this area often, and I mean often, don't have a lot of self-belief and motivation and aspiration to do something beyond what their parents have done. You know, I'm from (name of a suburb), I can't succeed... The self-put down is a significant factor in some of these kids' lives.' (Principal 1)

Because this embedded low self-esteem was affecting students' engagement and behaviour in schools, School's 1 main agenda was to inspire the students to broaden their horizons and encourage them in pursuing ambitious career paths:

'One of our values is aspire to achieve. Our school's motto is 'create the future.' What we're trying to do, and I've only been here three years, but what we're trying to do and getting it slowly is to change the thinking of the kids so that they can achieve whatever they set out to do', (Principal 1).

Principal 3 also identified students of his school as being part of a 'disadvantaged community'. He proposed that students were generally encouraged by their families to attain part-time work, which consequently reflected on their sport participation in a negative fashion:

> *'I reckon probably half of our Year 11 and 12 kids have a part time job. They do that for variety of reasons. So, in some ways, their parents support them to do that. In a disadvantaged community, you know, that helps. But doing that comes in the expense of things and maybe a local sport is one of those. We don't get many kids connected to local sports.' (Principal 3)*

In addition, Principal 1 expressed that schools located within the 'disadvantaged areas' were predestined with a lack of resources and opportunities, which also contributed to students' low sport and physical activity participation: '*In the school like this, state schools always struggle with expertise with coaching and also equipment, facilities, access to grounds', (Principal 1).*

Program's Sustainability Demands

Sustainability Concerns

Principals dedicated a significant amount of time to discussing their concerns about the program's sustainability, and they offered their perspectives on the key advantages and current limitations of the program. One of the most common themes to emerge from the principals' interviews was their concern with regard to the program's implementation and its future sustainability. While principals agreed that the implementation within the curriculum appeared to be the most successful strategy, some feared that this process would be rather challenging due to the high demand on the curriculum. Although Principal 3 reported a preference for the possibility of the program being implemented within existing subjects, he was concerned about how the program would integrate into the curriculum:

> *'Next year, there's another group of subjects that come on board and the year after. I'm not sure whether, where health and PE is, for example, but in order to justify the sports leadership program, you would need to cross reference that with what the national curriculum is.' (Principal 3)*

In addition, Principal 3 questioned the program's applicability to other school settings, as well as school principals' ability to comprehend the program's objectives:

'I think there's a lot of potential for growth within this sort of progress, but I'm not convinced of what I know of principals in other schools. That they necessarily understand how it will all work.' (Principal 3)

All principals reported concerns with regard to their school's capacity to maintain the program in the future. The rationale behind their concerns included: potential loss of the staff involved in the program, continuous change in school's infrastructure, teachers' work load and availability, and anticipating a lack of finances. The desire to have a strategy for program's implementation and sustainability was demonstrated by two of the principals:

'To ensure that continuity, we need almost a succession plan to keep things going at that level. Otherwise, we'll just fall back to a basic PE program, which I don't think is anywhere near as valuable.' (Principal 1)

'We got it at that level and it's our strategic plan, but we haven't got the fine grain all narrowed down, so if we had all that, then it will stick. That's the next step...You get into the argument of time and choice and who does it. How many classes do we have? Is it first semester? Is it second semester? They put it in demands on the timetable. Does it have to be adjacent to their lunch time? So, you can get an access to. So yeah, there's all of that comes into play.' (Principal 3)

Further concerns included perceived students' low participation rates in the program. While Principal 1 and 3 reported the school had been receiving 'good take-up', they reported concerns over the students' general enthusiasm towards sport or physical activities, and Principal 2 anticipated that it would take a long time to accommodate large numbers of students within the program: *'It'd be great to be able to have a broader capacity of students involved in the program, but we'd probably gonna have to do that sequentially over a couple of years.' (Principal 2).*

On the other hand, principals also stated they would welcome a larger capacity within the program:

> *'It would be that we can't get all the students through it. In an ideal world, it would be great to have them all doing this program, but I couldn't possibly found how you can do that but the actual program.' (Principal 1)*

In addition, Principal from School 3 desired a 'purposeful approach to leadership' and clear understanding of each program's objectives and its purpose in the curriculum:

> *'I'd feel a lot better if we had everything we do in purposefully. A purposeful approach to leadership. I feel better if we had that kind of prioritized and clearly mapped. And this sort of --they all kind of cross each other, so I'm not comfortable with it.' (Principal 3)*

School Staff Engagement

All three principals indicated that the program's successful implementation had been due to the high competency and commitment of their teaching staff. They all highlighted that a program's success is reliant on the teaching staff, with whom they were very satisfied: *'I feel it all depends on your personnel. As to how effective it is, it could be hardly effective, or it could be very ordinary.' (Principal 1).* In addition, principals indicated that their personal support and a certain level of engagement with the program are also critical in order to ensure program's sustainability:

> *'So really, you've got to get the principal to at least investigate and be involved and then probably through a teacher who can be demonstrate enthusiasm... that's probably the way in but it has to have principal support. Otherwise it won't --and that is with any program. If the principal doesn't support it, well it'll just die.' (Principal 3)*

All of the principals presented themselves as having high interest in sport, which consequently influenced their decision to implement the program in their schools. In addition, the principal from School 1 seemed to be actively engaged in the program's

delivery by delivering motivational speeches to students, as well as working closely with one of the leading teachers:

'I've actually presented some sections on leadership in terms of what makes a good leader, and walk the kids through that section to help develop them and get them thinking about what is a good leader.' (Principal 1).

Financial Context

Despite principals identifying the teachers as being very capable, principals from Schools 2 and 3 observed the program affected the teachers in a less favourable way, particularly with regard to their workload. Since both of these schools delivered the program outside of the curriculum, teachers' availabilities became automatically limited:

'*I know that it would be great to be in a position to increase the capacity of the program here at the college. That's driven by teacher time and availability. So that's an issue,' (Principal 2).*

As a result, the principals reported that they had experienced problems with resourcing their staff for the program delivery:

'*I think if I look at the disadvantages, probably the biggest issue would be the viability of resourcing and making sure that it would be possible to resource staff time in the program and that's in the competing demands of school budgeting and the many areas that we need to staff.' (Principal 2)*

Principal 1 and 2 indicated there was no additional operation cost needed to deliver the program. On the other hand, Principal 3 was particularly concerned over the finances associated with the program delivery, and he debated that financial struggles might prevent the school's participation in the program:

'*The first year was free. Ehm, the second year, 2000 a campus. There's some issues there that I've got to work through… I just felt that if we haven't had found the money that would've been bad news, because we're keen on it.' (Principal 3)*

However, all participating principals agreed the outcomes students attained during the program exceeded the financial cost and time constraints the program required, and that the challenges and limitations were of a minor nature:

> *'It's about focusing on those positive benefits to the students involved in the program, the flow on to the feeder primary schools and the networking and connections and partnerships that develop in a real and meaningful way between schools that far outweighs any concerns about resourcing costs.' (Principal 2)*

Potential of Impacting School Climate

Principals often described the program in superlatives, such as 'incredibly powerful', 'very positive 'or 'wonderful'. These favourable attitudes were primarily due to the impact it had on the students, which principals reported as having consequently influenced their school in a positive way. Therefore, the principals believed the program to have great potential, once the sustainability concerns discussed in the previous section were addressed.

Growing Students

All the participating principals agreed that the key advantage of the program was the skills and competencies students attained during their participation. Principal 3 admitted that his interaction with the students had been limited; therefore, he felt he could not comment on the students' development to a great extent. Nevertheless, all the principals believed students had benefited from the program in a number of ways, including: improved self-esteem, communication, and interpersonal skills; becoming positive role models within their schools and communities; and widening their career opportunities. Principals of School 1 and 2 reported these changes in students had been evident instantly upon their completion of the program, particularly after achieving the upper level statuses. All principals agreed that the primary source of students' newly acquired skills was their interaction with younger students:

> *'I'd imagine that after you've spend a fair amount of time coaching little kids about some skill part of whatever game it is that they develop high level of communication skills and interpersonal skills and that would be evident in their work.' (Principal 3)*

They noted that engaging in a leadership role had enabled students to 'grow' and to become more responsible. In addition, through managing a small group of children, students' ability to deal with challenging situations, as well as working within a team, had increased. Principal 1 and 3 highlighted these skills as applicable to other aspects of students' lives:

'*Some of the kids have that cross over and use their skills developed through sport leadership to be applied to other areas but that's more about the individual again,' Principal 1).*

The key benefit that principals observed in the students was an increased self-esteem, which had a consequential effect on their skill development. Principal 3 also believed the program had the capacity to increase students' school engagement, due to their commitment to the program:

'*Well, so there is a flower on effect. I mean if you're engaged, if you're engaged through this program, you're more likely to be engaged in things that perhaps you might've been iffy in', (Principal 3).*

Moreover, Principal 1 observed students to have been greatly affected by the program, particularly with regards to their elevated self-esteem. He also noted that this particular program's outcome closely matched the school's mission:

'*These kids now believe in themselves. They get up and address assemblies or address parent's meeting, which we've had recently. They speak with confidence and they believe in themselves now…You can see the change in those kids and they grow in stature and in their own personal belief. I think that can lead to their aspirations changing in terms of their own future, which is very, very positive. I think the best part of the sport leadership is related to aspirations and that in the confidence to believe that 'I can do this.' If that job is available, I'm going to be that person.' (Principal 1)*

By increasing their self-esteem, students became natural leaders and 'role models', and all principals highlighted this to be a positive outcome for the school, as well as for the broader community:

> *'If they can lead by example and be positive role models for other kids, the school certainly benefits just in terms of general behaviour.' (Principal 1)*

> *'We've seen I guess leaders of that program where students going through that program develop as very, very positive role models for other students in the college as peer leaders.' (Principal 2)*

In addition, principals from School 1 and 2 described the program as having created unique opportunities for the students, as it had broadened their prospects and their aspirations towards higher education. Principals reported that the program had contributed to students' ambitions to pursue certain career paths. This outcome was particularly important for Principal 1, who, as previously discussed, expressed the key mission for their school was to 'inspire to achieve':

> *'They're having the effect. They're doing it. So, all of a sudden: 'Oh, maybe I can be a teacher,' is an example of what I've heard from some of the kids and that's through that program. It's not coming from anywhere else so it's incredibly powerful.' (Principal 1)*

Contribution to School Climate

All the participating principals agreed that students' development was the key outcome the schools had received from the program. Unless prompted by the interviewer, they did not seem to name any other significant outcome that had enriched their school environment. However, they perceived the benefits students had attained from the program as 'indirect' benefits for the school. Particularly, the principal from School 1 highlighted that the program had helped to improve the school's ethos through students' experiences:

> *'I find it difficult to think of how the school has benefited overall apart from seeing the development of the kids, which is a benefit for the school. Makes*

the school a better place to be. If they can lead by example and be positive role models for other kids, the school certainly benefits just in terms of general behaviour, self-belief, and again something we're very big on areas - aspirations. We need to change the thinking of the students that they can do things in the future. A significant number here lack their self-belief, you know, to aspire to greater things.' (Principal 1)

This principal further believed that leadership programs have a potential to change a school's climate, due to the impact they have on their students:

'The more kids that are exposed to those sorts of programs, the more your students will develop and then the whole—to put it simply, the climate of the college can be changed.' (Principal 1).

Principal 1 also reported that the program had contributed to a 'stronger' PE department and enhanced the participating teachers' roles. He described an account of a specific teacher whose professional development as a leader had increased whilst engaged with the program. The principal had witnessed that this teacher's contribution to the program's expansion and infrastructure at the school level had instigated him to reflect on his own practice, and the responsibility he had to become a role model for the students:

'He is self-reflecting on his role as a leader within this college as part middle management. It all goes hand in hand and the kids can see that. All of a sudden, I think the kids look at the teachers in a different way and he looks at things in a different way in terms of his team, because he's got to walk the walk. He's talking the talk to the kids.' (Principal 1)

Further, Principal 1 also reported that the program greatly contributed to the curriculum of a conventional PE:

'That's why we call it Sport's Leadership, because that's the emphasis and that goes way beyond your standard PE course and the value you add there is significantly greater in my opinion than your standard Phys Ed. That's why I would love to see it in all schools.'

Although it was predominantly Principal from School 1 who identified the program as changing schools' climate, other principals believed that, with the potential program's further development, the positive outcomes for the schools would expand: *'I think there's potential, a lot of potential for growth', (Principal 3)*.

New Partnerships

Principals recognised the mutual benefits the program had provided for both primary and secondary schools. They all observed existing positive relationships with their local primary schools. However, only Principal 1 felt that the program had significantly helped to develop these relationships. Principals from School 2 and 3 identified good relationship with primary schools as dependant on the number of enrolments intake the school receives each year. Therefore, principals seemed to presume the program had only had a small effect on their relationships with other schools. On the other hand, principal from School 2 reported that the program had contributed to an already positive existing rapport with their local primary school:

> *'It's had a positive flow and effect with our local main feeder primary school, so the work that our students have done with the students and their staff has been really positive', (Principal 2).*

All principals reported the importance of establishing meaningful relationships with their local primary schools, and Principals 1 and 2 identified the program as a possible vehicle for future partnership development. Although principals reported to have some existing partnerships with certain communities, they appreciated the greater connection they had gained with School Sport Victoria. They also expressed an interest and enthusiasm to expand this collaboration with different communities on a more frequent level:

> *'It's possible we could develop links with other secondary colleges and have a mixed team of students that are working with--on projects in the community. I guess there are a lot of other opportunities' (Principal 2)*

Findings from Teacher Interviews

Each school had utilised the program in a different fashion, which seemed to have had an influence on teachers' attitudes towards the program and their interpretation of the students' outcomes. Teachers had to invest various degree of effort to deliver the program, which was influenced by the program's delivery mode in their school. While some teachers reported the program as having had a little effect on their free time, some reported their workload had been affected significantly. Another contributing factor was the support teachers had received. While some teachers received assistance from pre-service teachers, some remained the sole facilitators of the program. Due to this inconsistent program delivery mode across the schools, one needs to account for these differences when interpreting the results.

Despite these disparities, the information collected from the teacher interviews was consistent with regard to the program's impact on the students' development, schools' partnerships, and the challenges teachers encountered during the program implementation. These similarities underpinned the three following themes: 'Students' Transformation', 'School's Internal and External Relationships' and 'Sustainability Concerns', as available in Table 4.

Table 4: *Summary table for the main themes and sub-themes identified from teachers' interviews.*

Main Themes	Sub-Themes
Students' Transformation	Transferable skill development
	School engagement
	Competency- 'Not just another kid'
	Awards and opportunities
Schools' Internal and External Relationships	Personal practice
	Student-teacher relationships
	New partnerships
Sustainability Concerns	Time and commitment demands
	Call for credibility
	Further development and support

Teachers offered their perspective on the program's impact on their students. They referred to this impact as a general 'change' or 'transformation' in students, and often provided close case-study accounts. They discussed how the program impacted students' personal development, their competencies, along with their school engagement and behaviour.

Transferable Skill Development

When teachers discussed their perception of the program, their immediate point of reference generally included the benefits their students received throughout their participation. Whilst most teachers reported having observed a noticeable 'transformation' amongst their students, one teacher from School 3 disclosed that he could not make objective assumptions about the program's impact on his students: '*That's pretty deep psychological stuff, I'm not sure I could prove or disprove that they have or haven't, (Teacher 6).* He seemed to be describing the program's benefits in generic terms, rather than reporting on his authentic observations: '*Yeah, the program's good. That's it (laughs). Nah, it's good for building leadership skills.*' Nevertheless, the remaining teachers reported having witnessed their students acquire a great number of skills and competencies throughout their participation in the program, particularly referring to them as transferable, important for 'real world', or applicable to other academic domains:

> '*Skills that they can apply to obviously a sporting context, but they can apply to any situation. In any work place, you'll need to have a lot of those skills. It's nice to see them already being able to do that even before they even left secondary school.*' (Teacher 4)

> '*It then connects the kids to the real world and to the real-life skills such as communication, coaching, working collegially as a group, as a team member, as a leader, so I think it works directly with what we cover as education. If not better than what we actually supposed to be teaching.*' (Teacher 1)

Teachers often described their students as building better communication skills, while one teacher signified the positive feedback he had received from some of the parents:

> *'They've actually seen big changes in their son or daughter directly as well. They've seen them maybe being more proactive, more kind of open in their interpersonal communication skills.' (Teacher 1)*

School Engagement

At least one teacher from all the participating schools witnessed students' behaviour becoming more conscientious when it came to planning and organisation, regulating their attention, or taking more initiative with school activities and their responsibilities:

> *'I've found that they're far more organised, because obviously they're going to plan things when they go out and work with others. They're more organized also within school. That's a little spin off that I noticed that the program does.' (Teacher 3)*

> *'Whereas, these kids are focused for the whole time and do the job properly.... It would be refereeing or scoring or maybe doing warm up, just get the kids in groups, get the team, all those little things where the kids take initiative of it and complete it.' (Teacher 2)*

A teacher from School 2 identified students' awareness of the potential use of these skills in their future as the main force behind students' increased engagement and motivation. On the other hand, the same teacher noted that those students who had a low engagement level with their school appeared to lack the drive to apply their new skills in other academic areas:

> *'So, some kids have changed as well. I think they realized the importance of planning and organization those kinds of things, but whether that's always in every case transferred to their academic side of things, not always' (Teacher 4)*

Despite some students having a low ability to utilise their new skills in other academic domains, Teacher 4 explained that the students' pre-existing lack of engagement with the school reignited had changed through their involvement in the program:

'Some kids have really, have been a surprise. And have really wanted to keep progressing in the program and wanting to get extra skills. And like if they're not interested in anything else in school, this is something that they're interested in and they come and see you all the time about it and ask you about it.' (Teacher 4)

The topic of students' school engagement seemed to have a particular value to most of the teachers, especially when they referred to the current nature of their students or discussed the selection criteria during the program recruitment. Teachers from School 1 and 2 defined their current cohort of students as lacking in confidence, specifically when it came to physical activity:

'They're not interested in doing leadership in a sporting context, so it doesn't interest them or they don't believe that they're skilled enough to do it.' (Teacher 4)

The characteristics of the students in the program might have had a firm influence on the teachers' perceptions of students' skills attainment at the school level. While teachers from School 1 and 2 reported having recruited to the program any students who expressed an interest, teachers from School 3 had proceeded through a narrow selection, recruiting only the 'best' students:

'This program would always have to be something extra that the students could nominate to do. And you probably wouldn't want the general population doing it…You want the best.' (Teacher 6)

Their rationale behind this specific selection was due to their concerns over 'disengaged' students creating an unfavourable reputation for their school during the primary school visits:

'Yeah, like any kid could do it, but I'm pretty sure that most schools aren't going to want to send just a kid that really doesn't like doing it. 'Cos they're only doing it because they have to. You send them to a primary school and that's going to reflect pretty bad on your school. So yes, they can do it, but you wouldn't never take them to another school.' (Teacher 6)

Contrastingly, the remaining schools targeted students who had an interest in sport, as well as those who had shown tendencies to be generally disengaged with school. Their intention was to provide these students with an option which could possibly alter their school disaffection:

'We had a few kids that I guess were probably didn't perform well academically in classes or sometimes there were problems with behaviour and that kind of thing. We might have just tried and tap in to maybe their interest to improve those things through the program. So hopefully getting them to connect a bit better to the school.' (Teacher 4)

Similarly, School 1, where the program's delivery was in a co-curricular form, allowed each student to have an equal opportunity to enter the program. Once students demonstrated engagement and enthusiasm during their participation, the school further offered them participation in the upper levels of the program:

'We do a very modified version already in our curriculum, so to give every kid in Year 9 or 10 an opportunity to develop some leadership skills and I guess from there, we identify the ones that we think could further develop, because of course all kids aren't really inclined.' (Teacher 1)

Consequently, teachers from both of these schools noticed that students who had previously displayed school disaffection changed their attitudes towards the school, and they reported positive change in their behaviour: *'Some of them actually made comment that they weren't getting into trouble as much as they have been previously', (Teacher 4).* This evident change in their attitudes and behaviour was observable after the students' first leadership practice, and the teachers were positively surprised by the capabilities students had not demonstrated previously:

'We've had increase in attendance, in effort, and in behaviour, which is a really big one. It helps engage them and keep them focused on something. They got a reason to come to school. In saying that, there have been a few kids or quite a few kids that, once they've been in maybe behavioural issue and their attendance being low at school, but once we put in front of primary school kids, who's going to work with them and lead, they've excelled. To see the principal come here a couple of years ago and watch him saying, 'I can't believe that students are actually controlling those young kids.' When you say that, and you think, that's what the program is about!' (Teacher 1)

Delivering leadership activities in primary schools seemed to have had a positive effect on all of the students, as all teachers noticed that their self-esteem level had increased:

'I think just the confidence in front of other people like the whole sort of, 'I got something to say, I want you to hear it.' They're just more comfortable with public speaking.' (Teacher 5)

The growth in students' self-esteem was particularly valued by the teachers. One teacher believed that self-esteem is one of the most important milestones in children's development and that this program has a great capacity to develop it, particularly in the female students:

'I think like anything just when your self-esteem is up, then everything especially at that age group of body changing, that's a massive thing, but when your self-esteem is up, I think that your opportunity to perform best is there….I've noticed the massive difference in the girls that are involved in it, because they become, they're targeting an age group that their kids are starting to get part-time work so you see just their self-esteem and self-confidence dealing with the adult world is tremendous.'(Teacher 3)

Competency: 'Not just another kid'

Once students completed the first level of the program, they earned a leadership status within their school. Consequently, they were able to demonstrate the skills and abilities they attained and the teachers started to gradually distinguish these students, often referring to them as 'the leaders' and 'role models':

> *'I see the kids that are actually in the program have that change just from an outgoing social point of view, they become what was once sort of a normal secondary kid, now becomes a leader, becomes a spokesperson, becomes more confident…. It's a massive change. Massive change.'* *(Teacher 3)*

Teachers believed these students gained capabilities that they would typically not observe in the same age group, and they would often delegate them with tasks that other students would not necessarily have the competencies to complete (e.g. organising different schools' events or group work). Once students became capable of dealing with these challenging situations and demonstrated their leadership abilities, they received great respect not only from their program tutors; teachers from other academic subjects also started to recognise their qualities:

> *'The kids are not only involved in sport, but other teachers recognise that they're leaders, so they use them as well, which is good…They become like a secondary teacher and it's amazing the kids that then are respected as well. I think in terms of relying on a student now, we can rely on one of the sport leaders to do the job properly.' (Teacher 3)*

Interestingly, one teacher noticed that the program provided an opportunity for recognition to those students who had not received any form of acknowledgment prior to their participation in the program:

> '*There's been kind of a group of kids that might've been forgotten about in the normal physical education class as just been those mediocre kids, who've actually got to see them and now step up a little bit and excel a little bit, so they're actually doing more physical activity but more importantly*

also kind of being leaders of physical activity—so sport captains or house captains at our school.' (Teacher 1)

This new recognition did not seem to only remain on the school level, but had also extended to communities and sport organisations. According to teachers' observations, primary schools seemed to particularly benefit from these young leaders, mainly with regards to the physical activity promotion and participation:

'I think it's a wonderful program where we can develop leaders for the school and also for the community especially with further partnerships that we got with the primary schools now. This is a good way to get our kids to go out and role model especially to these young kids who don't get enough physical activity.' (Teacher 2)

Nevertheless, it was the recognition students received from the sport organisations during their 'Academy day' which had a meaningful value to them. Teachers highlighted that the association with these organisations opened students' opportunities and allowed them to aspire to related career paths. In addition, this recognition enabled some students to gain paid work in their communities:

'I got people calling me or sending me e-mails saying, 'can your sport leadership kids help us out with this?' What we initially started with was obviously coaching them in sports but now it's opened up this other element of it where our kids can now go and help run their carnivals.' (Teacher 1)

Teachers observed that students became highly aware of their newly acquired competencies and the reputation they received from their immediate environment. Particularly, those from School 1 recognised that the students started to perceive themselves in a different way, with an elevated self-worth:

'The kids don't look at them as just another kid. They look at them as maybe the next level up you can say. I just see that their self-esteem is enormous, and you see the primary school kids with them, when I go out as an extra teacher.' (Teacher 3)

'Those kids are strong enough to understand why we're actually doing things and we kind of look at them as tutors themselves…. They're kind of like colleagues in a way in the relation we formed really close.' (Teacher 1)

Awards and Opportunities

The opportunities leading from the program seemed to be inimitable. This was further illustrated by a teacher who described a particular account of a female student who had received great public recognition and job opportunities through her leaderships status, although she did not qualify for the upper levels of the program (i.e. Gold or Platinum Ambassador):

'She did the sport leadership course initially and she said to me she's involved with scouts and she said to me that because of the sport leadership program she did at school, she's now being asked, like I said, the school is transferrable into real life, she's being asked to be a scout leader and work with five or six kids. She actually leads how the kids, who are only about five or six years' difference from her.' (Teacher 1)

In addition, three interviewed teachers highlighted the awards (e.g., certificates, different gift items) as the most significant recognition students accomplished. Specifically, some teachers appreciated the items students received throughout their participation and identified those as the 'main impact on children'. Another teacher believed students felt particularly fulfilled when they received the opportunity to wear branded clothing associated with the local sport club and organisation. Teachers from School 1 believed the public recognition through these organisations was the most valuable incentive for the students, particularly due to the undermined recognition they were receiving from their families:

'Sometimes is the greatest thing that those kids might have happened to them. Cause you got to think, a lot of kids unfortunately from this background, this area, don't get a lot of public recognition from their families.' (Teacher 3)

One of the objectives of the program was to provide students with opportunities for sport and physical activity participation in schools. While the program offered many opportunities for students to be physically active, the teachers explained they did not observe any increase in students' engagement with physical activities or sport. This was due to the fact that the program attracted students who already had a prior interest in sports and were already actively participating in sport or physical activity. Nevertheless, teachers from all schools reported the students had developed a greater understanding of the importance of physical activities and PE:

> *'They're actually forced to actually think about coaching aspects and start their own thought at Year 10. That's really important so, yeah, I think that they actually learned the way to sort of appreciate more the role of PE' (Teacher 5)*

In fact, a teacher from School 3 observed their students' activity levels had decreased, due to increased commitments during their progression in their school:

> *'They can work and they can start to do their learner's permit, so they're driving a car a bit more. So they drop off at sports anyway at that age.' (Teacher 6).*

On the other hand, teachers from School 1 observed that sport popularity had increased since the program's implementation, which consequently motivated the teachers to develop different sport-focused pathways for their students:

> *'I think at our college, sport has boomed over the last three to four years. We've been lucky enough due to this program coming in, get things up and running such as a sports academy, because a lot of the kids are on sport leadership program, or do have big sport interests, or they're moving to that kind of career path, so they're taking on other roles within the school such as active development program, the rugby academy, soccer academy, and obviously the sport leadership program being one of our big ones.'(Teacher 1)*

Schools' Internal and External Relationships

Personal Practice

The majority of the teachers declared that the transformation they witnessed in their students was the most enjoyable component of the program, and some believed it to be the most rewarding experience in their career:

> *'I think it's being fantastic and probably nearly, like one of the most rewarding things I've done in teaching in terms of just seeing the kids progress and develop skills that they're going to be important for them throughout their life.' (Teacher 4)*

Apart from one teacher, all of them reported that their involvement in the program had enabled them to reflect on their own personal practice, which had consequently led them to strengthen their existing skills and teaching practices: *'It's the first time since university where I've really thought about my own delivery,' (Teacher 5).* One teacher reported the program enabled him to enhance his role within the school as 'sport promoter'. The program's agenda was not only to support sport promotion within the school communities; it further offered the teachers the opportunity to establish links with sporting organisations:

> *'Part of my role at the school is to promote sport and sport programs so it made my role actually come together a little bit easier as well, because it was something that I had to do anyways, so having the link with SSV made so much easier because they helped me build networks already, which they had and now. I've been able to kind of build on that.' (Teacher 1)*

The achievement of this teacher represents one of the program's aims of creating further professional development for the teachers. On the other hand, this aim was not met for all the participating teachers. While teachers involved in the program's initial stages received induction training from the program coordinator, some reported they were not provided with such an opportunity. Their prior training included either a discussion with a teacher who had previous experience with this initiative, or the program coordinator. Despite this, most of them believed they had the necessary skills to deliver the program and that additional training was not essential.

Student-Teacher Relationships

All of the teachers reported an enhancement of their existing positive relationships with their students throughout the program. Firstly, they had experienced an increased interaction with their students, which consequently enriched the student-teacher relationships:

'I think because we spend a lot more time with them, obviously, there's going to be a positive, you know, in terms of a better relationship with them.' (Teacher 2).

Secondly, this frequent interaction allowed the teachers to directly observe the students and their development throughout the program. Once they observed the students' transformations, they developed a greater respect towards them, by acknowledging their competency and their roles as leaders:

'Those kids we have a really good relationship with, because those kids are strong enough to understand why we're actually doing things and we kind of look at them as tutors themselves.' (Teacher 1)

New Partnerships

The schools' newly established connections with sporting organisations were welcomed by the teachers from all the schools, and they seemed to perceive these relationships to be particularly beneficial for their students as well as the school:

'Look, I think it's an outstanding program. I think it ticks all the boxes when we talk about community partnerships because it actually directly links us to kind of state organizations to local sporting groups. It also links us to three of the primary schools as well.' (Teacher 1)

SSV acted as a mediator between the schools and the connections with sporting organisations/clubs. However, once these links were established, the teachers reported feeling confident to remain in their relationships with these organisations without support from SSV. They particularly valued the reputation of these organisations and the associations they created with them:

'They're just some of the bigger bodies that we've actually been able to work with and form strong partnerships with their links through the program and through the networks that we actually gathered over the years. Now I've actually got people on e-mail, where I can just easily send them an e-mail without going through the middle man.... I think that's definitely happened but also at the local level.' (Teacher 1)

In addition, teachers from School 1 and 3 reported their interactions and partnerships between the secondary schools increased, which they considered particularly valuable:

'It's been great because I've got to know all the PE teachers from the other secondary schools…we've shared things, like our experiences or actual documentation or whatever.' (Teacher 4)

Other partnerships the schools formed, and the most valued, were those they had established with their local primary schools. All the teachers reported their relationships and interactions with primary schools increased on a range of levels. Although most of the teachers noted the existing relationships with their local primary schools were positive, the program enabled them to establish 'direct links' with them, which consequently improved their relationships:

'With primary schools, I think it has increased nearly 150%. We always had contact with primary schools...but we're now working with three or four or five primary schools within the area where initially, we didn't have any direct links.' (Teacher 1)

Similarly, one teacher from School 3 noticed that the former missing connections with their local primary schools had reignited through the program:

'It certainly has changed our relationships…We've never had a good relationship with the PE teachers at the primary schools. It was there before but it was only there because people really knew each other really well, but with those then that broke down straight away. But through this, it sort of enhanced that again. Because of this program, we've got that again.' (Teacher 5)

On the other hand, his colleague from a different school campus stated that, although working with primary schools was the most valuable component of the program, their school was not able to establish as frequent interactions with primary schools compared to the other secondary schools involved in the program. The students of his school practised their leadership on their own school grounds, interacting with the peers from younger years rather than visiting their local primary schools:

'We didn't do anything with our own school, so the kids weren't expected to run lunch time sessions or coach school sport teams anymore of what they would've, because that was part of the hook, I used to get the kids in, is if they wanted to coach a school sports team.' (Teacher 6)

The same teacher further believed that the positive relationships they had formed with the primary schools were related to the characteristics of the students and their abilities to facilitate the lesson: *'As long as your students are committed, then yeah it helps with the relationship, going there and running clinics,' (Teacher 6).* Teachers from School 1, who did not proceed through any students' selection criteria, reported having received very positive feedback from the primary schools:

'I think they really enjoyed it. I got e-mails coming from the principal and other kind of staff members being involved with the primary schools and the feedback from them is about how our kids have been extraordinary.' (Teacher 1)

This positive feedback was developed as a result of the positive experience primary school children had received, as well as the primary school teachers' appreciation of the older students' abilities to deliver sport lessons which the teachers might not necessarily have the expertise in:

'We found that a lot of the primary schools would have teachers taking sports that weren't really savvy with what the sports entail, so when they got kids who were good at it, they absolutely thrived on it. The primary schools loved it because it helped the teacher who was basically saying, 'this is your sport and are unfamiliar with it.' They would give assistance, but the teachers absolutely loved it.' (Teacher 2)

One teacher from School 1 reported that, due to the reputation they established with their local communities, their school was awarded at a state level:

> '*We're lucky enough to get a School Sport Partnership award for 2012 for schools across the state. It's pretty directed towards our sport leadership program'. (Teacher 1).*

In addition, most of the teachers perceived the partnerships their schools established throughout the program as a 'selling point' or appropriate strategy to increase their enrolments:

> '*We've got another positive thing that is a selling point because schools like to sell themselves because you know, we've always got that, to get kids coming and this is like the whole thing, increase the primary schools and things like that.' (Teacher 5)*

Teachers from School 1 and 2 believed that, through these newly established partnerships, the program offered new prospects for the schools and particularly their students in terms of their integration within the communities and their development:

> '*I think it's a wonderful program where we can develop leaders for the school and also for the community especially with further partnerships that we got with the primary schools now.' (Teacher 2)*

Sustainability Concerns

Although the teachers' opinions about the program were admirable and they valued the outcomes for the schools and their students, they all to a certain degree expressed concerns regarding the program's future sustainability. These apprehensions mainly concerned the provision of adequate support (finances and credibility), the program's further development, and the demands the program required from the teaching staff. Some of these concerns were closely associated with the schools' current issues, which were not directly related, but were highly relevant to the program's sustainability.

Time and Commitment Demands

Some teachers expressed concerns regarding the demands the program required in order to achieve the desired outcomes for their students. They agreed the program's content is simple to deliver; however, they believed that, in order to remain a legacy of the program in their school, considerable effort and enthusiasm would be required:

'Disadvantages, really don't know. At the moment, it's a commitment. Like, in the moment, it really does add on to what they usually do at school.' (Teacher 5)

'I think there's a lot of value in it but you need to put your whole self into it. You need to put effort into it in each stage of it.' (Teacher 4)

Particularly, teachers from School 2 and 3 reported they had to invest a substantial amount of their time to deliver the program; hence their workload had increased, which came at the expense of their own time:

'You have to give up your own time, I still do. So yeah, which is kind of weird.' (Teacher 6)

'It has massively increased (workload). I was always having to use my own time.' (Teacher 4)

The majority of the teachers reported the main drive and motivation behind their commitment to the program was the value they believed the program had, together with witnessing students' development:

'At the start, it required a lot of our own time and good will, but I guess, I saw the value in the program.' (Teacher 4)

'It's good by the end of it, like because they're good kids and we're running around and we're having a bit of fun at the end of it. It's like, oh well, it really feels like we achieved something.' (Teacher 5)

Interestingly, teachers from School 1 reported their workload had remained unaffected and that they had not experienced any additional investment of their personal time. However, the program was implemented within the curriculum at this school; also there were multiple teachers delivering and supporting the program within their own department. Teachers from School 2 and 3 referred to the administration side of the program as to be particularly demanding, requiring a substantial amount of their time:

'It gave me less time, just chasing out all the kids all the time!' (Teacher 6)

'So, this is the first year I've had all stages all happening in one year. So, I guess it's just keeping on top of that and working out who's doing what, that's why I got this documentation here to keep track of who's in which group so that I don't miss out. It's just really keeping on top of all of that and also communicating that to the kids as well.' (Teacher 4)

Teachers from School 2 and 3 explained that, had they not had the pre-service teachers on hand, the likelihood of the program being successful would have been minimal:

'But then we had two 'uni' students, so I was able to use them. If I haven't had them, I doubt I would've been able to run the program, because I just wouldn't have any time.' (Teacher 6)

It seems that students' participations in primary schools and their outings to sport organisations were the key factors affecting the teachers' time. Due to school policies, teachers were required to collect 'permission slips' from students' guardians prior to their trip, which they reported to be time consuming. In addition, the extracurricular delivery mode implied that teachers had to invest additional time to motivate their students to attend the lesson after school hours: *'It's just getting kids involved. Just trying to get all these kids at the same place at one time,' (Teacher 5).* One teacher reported that this was at times discouraging, as he had to display enthusiasm while volunteering his free time:

'But you know, when the bell's just gone, and I had a big day like today and it's like, 'come on kids, get to the gym.' I try to motivate them but first you have to motivate yourself. And it's weird.' (Teacher 5)

Although most of the teachers reported that these program demands had not discouraged them to continue with the program, they had concerns whether the program's future narrators would commit to the same level, in the case of a possible scenario of current teachers resigning their current positions:

'The decision I made personally is that I'm always happy to give out that time and other people may not want to do the same thing. I guess yeah.' (Teacher 4)

'You have to think from a principal's point view, they would be thinking, 'is this program sustainable?' Is this just going to run because (name of the teachers)) are here? And if they aren't here at the end of the program, so should we invest time in this program if it's not sustainable?' (Teacher 3)

Call for Credibility

Several quotes in the previous themes indicated that the teachers had very positive attitudes towards the program and often referred to it as 'wonderful', 'unique', 'outstanding', 'interesting opportunity', 'impressive', and 'fantastic'. However, teachers also believed that these favourable attitudes were not indicators of successful program sustainability. They believed that teaching personnel has a small impact on whether a certain program sustains at schools. Teachers from School 1, in particular, anticipated having a small influence within the education domain, although they were strong advocates for the program. They suggested that it would be necessary to have support from the senior management of the school in order to sustain the program:

'You've got to strike on the top because effectively, they are the people who make the decisions and we can advocate for it, but when it's coming from a mouth of someone right off the top, then might sway.' (Teacher 2)

Teachers further believed that, in order for a program to have an impact on the authorities, it is necessary to have a credible force behind it. They identified that SSV not only represents this desirable authority, but it is also a credible organisation, which can account for the program's progress:

'If you have School Sport Victoria saying they are the backers of the program regardless of (name of the teacher), that program is an ongoing program. That's what I think the principal like to hear that it's a sustainable program regardless of who's running it… The more support you get from School Sport Victoria, then that's the governing body of everything. That gives it a real credibility.' (Teacher 3)

On the other hand, one teacher had a contrasting view, indicating the involvement of SSV is not necessary for the program to be successful: *'So yes I can run this program without School Sport Victoria, without a fee, we can run it in that,' (Teacher 6).*

Further Development and Support

Most of the teachers critically reflected on the program's current structure and offered some suggestions for its improvement, with the possibility of ensuring its sustainability at their schools. Some teachers appeared to have a clear vision of the program's potentials, predominantly in relation to the program's content and structure, as well as further opportunities for their students. Although teachers were generally impressed with the program's development throughout the first two years of its implementation, they indicated they would welcome some modifications to the program. For instance, teachers from all schools were strong supporters for increasing the program's capacity:

'We're really excited to see where it's going to go next year but, at the moment, we've got small amount of really great kids doing it but it's just another one of those things that people might've heard about. We really wanted next year...if we can get close to 40 kids.' (Teacher 5)

It seems that, in order for this program to develop in its capacity, its content needs to be adapted accordingly. Although the teachers were satisfied with the content of the

first leadership level (Sport Leader), they suggested that the delivery mode of the further levels should be developed, so that it provides stimulating advanced topics to maintain students' engagement. In its current form, the 'upper level' students attend the 'Academy Day' (training delivered by the sport organisations) as a one-off occasion, and are further required to deliver more leading sessions. Teachers from School 1 and 3 reported that they would welcome additional lessons and training opportunities for these students (Sport or Gold Ambassadors level) in order to preserve the students' commitment:

> *'They have to do hours of contact to get to the next level, but we need to focus on getting extra training with those kids and obviously having hands-on training is great but maybe some theory-based as well.' (Teacher 1)*

Additional suggestions, predominantly from School 1, included preferences for the Sport Leadership level being delivered throughout the whole academic year, as well as integrating further opportunities and roles for the 'upper level' students within their school:

> *'What we were saying before was that it'd be just great that the kids who do sports leadership here, when they get to a senior school year level, they become like mentors or buddies to the new kids coming into the school so it's just an ongoing.' (Teacher 3)*

In addition, teachers from School 1 indicated they would welcome transferring some of the program's content to an online version. Subsequently, they suggested the existing online space could be developed into a website, with the potential of expediting the program's promotion:

> *'I love to see them maybe growing and maybe develop a little bit more even though the resources, obviously, technology and maybe SSV school community partnership program application. Having a website. (Name) maybe have it on SSV website, have a direct link from there but people go on and actually it helps promote the program.' (Teacher 1)*

It seems that, in order to apply these suggestions for the program's development, as well as to ensure its sustainability, adequate coordination of the program is essential. The way the program was managed differed across the participating schools, due to the selected delivery mode. This consequently influenced the level of support teachers required from SSV and the key program coordinator. In order to illustrate some of these differences, it is important to account for the implementation strategies School 1 adopted. Teachers from this school seemed to achieve a successful program implementation, particularly through the practices of the leading teacher within their PE department. This teacher was a strong advocate for the program and, through his active leadership role, inspired other members of the staff to also pursue an active role in the program. As a result of the teachers' initiative, the school incorporated the program within its curriculum as a part of its existing VCAL (Victorian Certificate of Applied Learning) certificate. Additionally, they also formed strategic pathways for the students, where each level of the program related to the students' year level, thus providing succeeding opportunities:

> *'Initially, it was something we did outside of our hours, so we had to take kids out of classes. We had to do after hours but now it's part of our curriculum…. What we've been able to do is build it into as one recreation, fitness, and rugby kind of certificate. The kids get the sport ambassador certificate or the gold ambassador certificate from SSV, but then they also get a certificate, two or three in sport recreation, which is recognized across the state as well for employments. They can actually get direct employment through this after the completed the certificate 3 in sport rec.' (Teacher 1)*

In addition to the program's successful implementation to their school curriculum, these teachers instigated a rising interest in the program within their school:

> *'Yeah we got heaps of kids that want to get involved with it. I think it's a buzz, it's definitely spread. Initially, it started with sport leadership but now I would like to think that majority of our kids and staff would know what sport leadership is and what the program is whether they're at different levels, there might be different questions. Sport leadership is happening at our school and it's actively happening.' (Teacher1)*

On the other hand, teachers from the two remaining schools, where the co-curricular implementation was not established, relied on the pre-service teachers' provision and support, as previously described. Teachers from these schools identified some financial difficulties associated with the program, particularly when asked to name some limitations to the program: *'Disadvantage at the moment, I guess it's always going to be just money and resources,' (Teacher 4).* Additionally, a teacher from School 3 felt that the program's cost was not adequately justified:

'The school pays 2000 dollars per campus. So that's very expensive... I'm not sure where the money goes. I haven't asked too many questions about that.... I haven't challenged it at all, so if our school pays it, that's good. I'm sure it'll go towards something, but I know that we can run the program here without any support from anyone. (Name of the coordinator) creates booklets and all that but we could do that too. There's nothing that says you have to use their stuff for anything.' (Teacher 6)

It seems that curriculum implementation and effective management of the program within the school are not the sole elements in predicting the program's successful sustainability. The majority of the teachers from the schools stated that external coordination of the program is inevitable:

'There is an increased work load but not to the extent if someone, for example, didn't have the role that I did at the school, having (name of the SSV coordinator), having a sport community officer being the link with them. They set it up and pretty much you just deliver. You don't have to do all the planning because it's there for you.' (Teacher 1)

Findings from Student Interviews

Four main themes were identified from the student interviews and focus groups. The first theme, 'Skills and Personal Development', depicts the skills and competencies students reported having gained during their participation in the program. 'Social Identity' describes how students' new competencies helped them to gain a new social identity as leaders. The theme 'Recognition of a new potential' describes how students' skills and their new identity as leaders became recognised by their environment with a

positive regard. Further, it outlines how this recognition helped students gain further opportunities, as well as raising their future aspirations. The next theme, 'Progression through challenges', shows that students progressed with their psychological development through the challenges they experienced, such as dealing with children's negative behaviours during their leading activities, or the additional workload they experienced due to program's extra-curricular implementation. Students' critique of the program's organisation, as well as their proposed amendments, can be also found within this theme. Students' participation in the program enabled a frequent interaction with the primary schools or local communities, which consequently affected their relationships with their teachers, peers, or their wider community; this is outlined in the theme 'Social Connections'. The proposed model indicating the relations between the identified themes is available in Figure 1. Due to the nature of the data collection, it was not viable to quantify students' testimonies; hence, no number of statements has been identified with the occurred themes. Instead, it was identified that the extent the themes matched on the school level. In some cases, specific case accounts were acknowledged in order to endorse the specific theme.
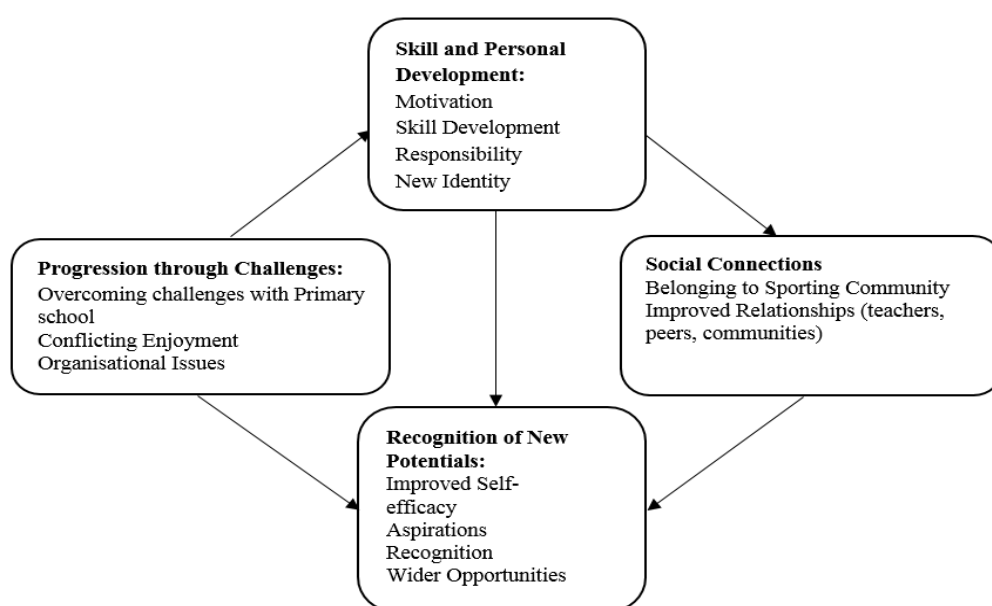
Figure 1. Model summarising students' outcomes after their participation in the SSLP. The main themes are displayed with their categories, outlining the relation between them.

Skill and Personal Development

Motivation

All student participants identified themselves as being highly passionate about sport, which was the key contributing factor for their participation in the program. Most of the students were actively participating in sport prior to joining the program, and they perceived the program as an opportunity to enhance their skills. Another contributing factor for their participation was the potential for enhancing their career path. Students also distinguished the program as an opportunity to gain an additional qualification:

> *'Well, I really liked the sports and that's the area I wanted to go into after school. So, when we got the opportunity to like getting some certificates and get some more knowledge about – what was in the industry, I was very happy to be a part of it.' (Student 11, School 3)*

Some students from School 1 were inspired to proceed with their participation in the program by their teachers, with whom they had established trusting relationships:

> *'And then (name of the teacher) recommended it, and I usually do what he recommends', (Student 20, School 1).*

Most student participants perceived the first level of the program, *Sport Leaders*, as the most valuable phase amongst all the levels, during which they engaged in a more intense experience that included leading younger children. In contrast, students from School 3, who did not have extensive leading experience during the first level, preferred the higher levels of the program. The progression through the subsequent levels in the program also appeared to be another source of students' motivations for continuing with their participation, particularly for students of School 1 and 2:

> *Student 20: 'We go Monday, but anyway, I'm looking forward to going now every time we go out and I'm looking forward to hopefully get my gold ambassador as well.'*
> *Student 18: 'Yeah. That's where I want to get to – that gold!'*
> *(Focus group 2, School2)*

Skill Development

It seems that students leading practices with the primary school children was a key element for students' development. Students applied the knowledge they gained from their training, which enabled them to develop a variety set of skills and competencies. Each student participant reported noticing a change in his/her psychological development, following his or her participation in the program. Students observed improved self-esteem, followed by what they referred to as increased 'maturity' and leadership. Each student reported that their self-confidence had grown, predominantly upon their interactions with the primary school children:

> Student 2: 'Yeah confidence was a big one.'
> Student5: 'Because having to teach someone what you know is sort of a bit
>   of way of learning it.'
> Student 2:'Having that teaching role, like, you feel like in charge to teach
>   younger kids how to play sport that you love, like it's pretty good.'
>   (Focus group 1, School 3)

This elevated confidence was particularly noticeable with regard to their communication skills, and students also reported applying those skills to a wider spectrum of their life:

> 'When they're out with kids, you really have to start repeating yourself and
> you're talking a lot louder and more clearer and all that, so you really got
> to be involved with talking when you're talking with the kids and it carries
> on during school I guess. After a while, it's kind of just naturally. You're a
> bit more confident when you speak.' (Student 18, School 1)

Another source of their enhanced confidence was the sense of responsibility and respect they gained while working with younger children. Students observed that younger children's confidence had also increased due to the skills and achievements they accomplished through the program. This consequently encouraged students' confidence to grow as they observed the impact they were making to these children's lives:

> 'Once you get in the progress of actually teaching your kid, you gain
> confidence that they really listen to you. You're like their role models, I

guess, because they see high school kids playing sports, so they'll be like, 'Oh yeah. So, sport must be a really good thing for the future.' It's really good in myself, because I'm actually teaching kids that sport is good for your actual health and wellbeing. It gains confidence in yourself and gains confidence in kids. (Student 13, School3)'

In addition, their confidence further affected their daily interactions within their social or academic environments. This was mostly evident in the communication skills they were able to apply in their class setting; e.g., participating in class discussion, speaking in front of the class and voicing their opinion:

'At the start, my communication and confidence was pretty damped, because I was pretty nervous talking in front of the kids. But as the weeks went on, I just got pretty confident with them. Now I don't mind talking in front of people.' (Student 10, School 3)

After doing this program it was like I got a voice.' (Student 6, School 2)

Their confidence and communication styles improved during their social interactions, whether it was with their peers or the adults:

'I think to be able to communicate to a teacher and then change it to be able to talk to a grade prep., you know how to do that.' (Student 23, School 1)

'I never used to be able to talk to anybody that well and now I just talk to anyone. Easy.' (Student 24, School 1)

Students also described how they felt more confident in general everyday situations:

'You get the hang of it and then you just start feeling more confident and all that with basically everything you do.' (Student 18, School 1)

Responsibility

By experiencing the challenges associated with working with young pupils, students became more reflective on their own behaviour. Students predominantly from School 1, reported that their self-esteem had grown as well, as they described themselves as becoming more 'mature' or 'grown':

> *'I grew up a bit quicker, I think. You had the responsibility, more so.'*
> *(Student 24, School 1)*

> *'The thing that improved with me, it was maturity I guess because what you*
> *did was teaching the kids. Honestly, they were running around…. You kind*
> *of think about to yourself, we have to put up with them now and what we're*
> *doing is teacher stuff now. It's kind of putting ourselves in their shoes and I*
> *guess that counts as an improvement.' (Student 17, School 1)*

In addition, students declared that their organisational as well as their time-management skills had improved, as they often had to balance their commitment to the program as well as their school:

> *'So it's really good, like we have to manage both sport and also our school*
> *curriculum work, so it's really good as in time management.' (Student 13,*
> *School 3)*

They also felt their leadership skills had developed to a good standard, and they noticed that they were also able to apply these competencies to their everyday life:

> *'And we enhanced our leadership abilities, basically from the course, not*
> *just in sport, in everything I think.... Especially like classroom discussion.'*
> *(Student 6, School 3)*

Students further discussed how the challenging situations in primary schools prepared them to be able to manage other difficult situations, enhancing their problem-solving skills:

'I guess in a way it has influenced me to be more confident in myself as well it kind of preps you in the decisions you make as well as like because in some ways it really prepares you to the task in the future.' (Student 13, School3)'

The topic of having a sense of responsibility was prevalent during the interviews, and many students seemed to acquire a great sense of the importance of their work during the visits in primary schools, which consequently modelled their behaviour in a more positive way:

Student 20: 'When we go out and stuff, usually around a lot of younger kids and you always have to - '
Student 18: '- Be an example.' (Focus group 2, School 1)

'My parents found that I was more disciplined.' (Student 25, School 1)

Students felt very enthusiastic about the leadership role they obtained, and aspired to achieve their best whilst being involved in the program. This was particularly demonstrated by students from School 2:

'I wanna be role model!' (Student 25, School 1)

'I'm hoping to make a difference!' (Student 18, School 1)

New Identity

During the interviews, students would often refer to themselves as being 'leaders' and 'role models', and, by having these characteristics, they felt they had gained a certain role within their school setting. Due to this experience, two participants of one focus group reported a positive change in their behaviour and general school engagement:

'You can't be--being silly because you're the role model for the kids and you're gonna to help direct their life when it's like -- you're gonna make a difference to that, so you wanna be a bit more mature on it, and that kind of carries out with everything else you do.' (Student 20, School 1).

Students from School 1 further reported their grades and school engagement also improved since their participation in the program. Particularly, students from School 1, who achieved the advanced level of Platinum Ambassadors, reported their grades had improved across all subjects:

> *'Yeah like in my reports like it shows that I've become more of a leader. And like leading people to good ways instead of bad ways. So that's pretty good.'(Student 22, School 1)*

> *'Probably the only difference is as made to my grade would be that I'm a bit more organised, like with my exams I was always organised...and stuff like that. And it did help. And my maths. Finally, actually passed my math!' (Student 20, School 1)*

Students from the remaining schools did not notice any improvements with their academic achievements, as they reported they had already been achieving to a high standard prior to their engagement with the program.

Recognition of a New Potential

Improved Self-efficacy

Students' participation in the program resulted in their positive reassessment of their skills and competencies, which enabled them to create a more positive outlook for their future. They appeared to be confident that their own capabilities will help them to thrive in the future. They viewed their achievement very positively: e.g., *'You consider yourself lucky'*, *'I felt proud'*, *'You're the example'*, and they believed they gained abilities and skills they previously did not have. This increased self-efficacy was demonstrated through students often using a term 'now I can' throughout the interviews:

> *'You know what, I can stand up. I can say this now, I can have a voice kind of thing. I've seen how capable I am to complete things and how committed I was to this program. And now it just seems like I can become a PE teacher if I want. I can become a personal trainer, because over everything that I've been through.' (Student 6, School 2)*

'There are a lot of valuable things, but I guess it's just your self-confidence and believing in yourself that you can do it. Like, if you can just step out and just really have the confidence in yourself, you can do more great things and I reckon that's for me, because if you have the confidence in doing leadership in anyway, you can really achieve something so far.2' (Student 13, School 3)

'I've spoken in front of a lot of people. That was sort of like the big turning point for me! I was like you know what, if I wanted to do something in public speaking, I'd be able to!' (Student 7, School 2)

Aspirations

Increased self-efficacy contributed to students' realisations of their potential, that they were previously not aware. As a result of this, their aspirations increased and they started to believe that they had a positive future ahead. Most of them reported that the program intensified their pre-existing passions and aspirations, and that they were beginning to feel even more confident in pursuing their ambitions:

'Before the course, I was like, 'I wanted to be an umpire but I'm not sure if I could do it.' After the course, I'm like, 'I can go out and do this...So I got qualified as an umpire and I'm doing under 9's, under 11s''.... 'Sport is my passion. This is what I want to do. After I finish school, I want to be able to teach people to promote this. Right now, I just feel so much more confident in doing this and following my dreams in doing something in the sporting field no matter what it is.' (Student 7. School 2)

'It makes me more passionate about sports, so it makes me think that this is the direction I want to take in my career.' (Student 13, School 3)

In some cases, students decided to change their career ambitions due to the competencies they discovered within themselves:

'As it involves leadership and before I wanted to be a psychologist and I wanted to do a degree in that at uni. But starting this, it gives me, you know,

it gives me this leadership, it trains you to be a leader and Navy was my dad's passion and kind of passed on to me. I was like, 'okay let's do this' so it kind of motivated me to actually do Navy.' (Student 17, School 1)

It seems that students also became aware of the potential impact they can have on their environment, particularly in terms of sport and health promotion. They believed that they had acquired the capabilities to encourage other people to adapt to healthy behaviours:

'I can make people healthy and fit now, become a role model, not just in schools but across suburbs.' (Student 22, School 1)

'It gives me the knowledge to know what to say or know what to do to help them (family and friends) out in sport or fitness.' (Student 13, School 3)

Recognition

The new potential and identity as leaders within their school appeared to earn students great recognition and respect from their immediate environment. Students reported they had received greater credibility from their school peers due to their leadership position: *'They look up to us'; 'They took us more seriously', (Focus Group 2, School 1).* As a result of this, students reported having more frequent interactions with their peers across all the years, and that they became more assertive during their conversations:

'Because before, the Year 12 were looking down on us saying, 'oh yeah, we can just boss you around.', kind of thing. But then after we did it, then we could stand up and be like, 'well you know what, maybe we should do this and not to do this.' And they would actually start listening to us now because we knew the different devices to use and that we had that leadership behind us.' (Student 6, School 2)

On the other hand, this identity as leaders was not widely recognised amongst students in School 3, as they explained that other students at their school were not aware of the program and their leadership role to a great extent: *'I think they think it's really cool,*

but I don't know if a lot of people know about the program', (Student 13, School 3).
Despite this, students from all participating schools reported recognition and respect from their environment, whether it was from the local sporting club they were part of or their broader communities:

> *'I actually started doing work with my coaches and helping them out and knowing what they have to do and like adapting those skills that I've learned to it. People in the community were starting to see that and go, 'Oh, okay. So, this girl knows how to do it even though she's quite young.' (Student 6, School 2)*

> *'It really surprises me like they (children) actually recognize you in the community and in actually school place. So, it's really amazing experience to see kids really recognizing you as a sport coach or a teacher that they could look up to... That's what I like about how the experience and just the people around you like they really encourage you to do it. It makes it all worthwhile.' (Student 13, School 3)*

In addition, students stated that it was their family members who particularly recognised their accomplishments and displayed a great deal of encouragement for them to continue with the program:

> *'When you're at this age, everyone is like, 'oh yeah, you should just be out partying, getting drunk kind of thing.' And then when you're putting your effort into these kids on Saturday mornings and Sunday mornings, then the parents turn around and go, 'You know what, you're actually doing a good job and everything.' (Student 6, School 2)*

> *'Yeah. I'm with my brother, he wants me to do it because he thinks it makes me more mature.' (Student 16, School 1)*

Wider Opportunities

Students reported that, through the recognition they received, their opportunities had widened, whether it was in the form of part-time employment, further qualification and positions in their local sporting clubs, or offers they received for further education:

'We both got paying jobs out of it like it is so worth it. To go in and teach or to go and umpire, I'd rather be doing that than stacking shelves in Coles.' (Student 7, School 2)

'People in my club, they know that I do this course so that they've hired me to teach their kids and like on the weekends I'll earn money from that as well as after school programs so it's – it's actually really good.' (Student 8, School 3)

Students seemed to see a great meaning and value in the certificates they received through the program, and perceived these certificates as a gateway to opportunities:

'I had the opportunity to go to my soccer club because I play soccer and I could teach the kids to play soccer, now that I have that certificate because you need that to be able to do that, or I could go to schools and do like an after school care.' (Student 11, School 3)

However, it was not solely the certificates that allowed them to develop a positive recognition with their environment. It seems that students mostly became recognised because of their competencies. This was demonstrated by two students who received a coaching position in the 'Active after School Program' and developed a positive rapport with the young children's parents because of their capabilities:

'I'm going to be proud of how these parents are watching me teach their kids because I know how to do it. I've got qualifications to do it now. It sort of changed about how our relationship with people, how we are perceived in public.' (Student 7, School 2)

Another opportunity the program offered to students, was an additional engagement in physical activities and sports. Although students reported their physical activity had not increased significantly, as most of them were already highly engaged in these activities, they claimed the program enhanced their knowledge about different sports and the importance of physical activity and a healthy lifestyle:

'It sort of shows you how important is like – like incorporate physical activity in kids when they're younger. I don't know, I think it makes the influence and that program showed us that.' (Student 12, School 3)

However, one student reported the program helped her to become more engaged with sports or physical actives in general: *'It got me out of the library.' (Student 5, School2).* Additionally, *s*tudents discussed how the program affected their free time in a more positive way and encouraged them to use it more effectively:

'If anything, I think it reflected on our time in front of the T.V. or our time with the dog because instead of those times before, it's now I did the program in the morning, after school now I got to do the work to make up for that class I missed.' (Student 1, School 2)

Progression through Challenges

Overcoming Challenges with Primary school

The previous section discussed how the students developed various skills and competencies, which impacted the recognition they received from their communities and consequently enhanced their further opportunities. It is important to note that the main catalyst for the observed changes in the students' developments appeared to be their experience with leading younger children. Students encountered many difficulties while working in primary schools, which consequently enabled them to develop their competencies. Most of the students perceived the experience of working with younger peers positively, and many of them described it as the most enjoyable and valuable component in the program. They found teaching younger children challenging, but also very rewarding and stimulating:

'You don't really expect to see kids doing that towards you, mocking around and stuff like that. It's kind of stressful while you're on it but once you're out of it, you say, 'gosh, I just did that, and I want to do it again.' It's kind of this mixed up feeling that you get.' (Student 17, School 1)

After students delivered a few sessions to the primary schools, they started observing younger children progress and refine their physical abilities. Students developed a great sense of accomplishment through noticing the impact they were having on the younger children:

'I enjoyed the most was probably seeing the progress of the kids, seeing their achievements and little steps they learned from just even learning how to handball the football like some students didn't even know and they started handballing and they all got excited because they're handballing. It was really good to see that their progress was got their self-esteem up and they can actually do something.' (Student 13, School 3)

This consequently changed their perspective on the importance of their role and fostered a role as teacher or educator:

'Some of the students didn't even know what football was so it was really hard to explain it to them, because maybe they grew up in a different circumstance or something like that.' (Student 13, School 3)

'We did that for six weeks and there was a noticeable change between the six weeks with netball. At the start, we would've not been able to put them to some activities that we did in the end.' (Student 7, School 2)

In addition, students from two focus groups reported cases of working with children with disabilities, and they found that experience to have been particularly enriching, especially when they had started noticing improvements in physical abilities amongst the children. On the other hand, not all students found the experience of working in primary schools enjoyable; particularly those from School 3, who were exposed to this experience less frequently in comparison to students from the remaining schools. These students expressed that dealing with the children's challenging

behaviour was one of the least enjoyable features of the whole program. In particular, some students reported working with younger children as very stressful, and that they found managing younger peers' behaviour particularly challenging:

> *Student 11: 'I thought like primary school teaching would be really fun but-'*
> *Student 12: ' - it was actually quite stressful.' (Focus group 1, School 3)*

One student reported that the difficulties he experienced while working with younger children almost de-motivated him to continue with the program:

> *'I got sick of it between and I fought through and started enjoying it again...pretty much because children are misbehaving. I'm not really like a yelling type. It's hard for me to control the children and sometimes I had to yell.' (Student 10, School 3)*

He further explained that he felt that they did not have the necessary pedagogical skills, and the training they received was not sufficient to deal with young children:

> *'There wasn't much practice about that. Just children behaviour. It was just mainly how to conduct an activity. How to run a session? That was pretty much the main stuff.' (Student 10, School 3)*

Similarly, students from School 1 also reported that they would have welcomed more preparation time in order to help them dealing with children's behaviour. This finding is inconsistent with School 2, as these students reported having had great support in terms of the behaviour management. Students reported the experience to be very enjoyable, once they had advanced their skills through their extensive contact with primary schools:

> *'I think we were really, really nervous, because even when we taught just to our little class of or own friends, we were so nervous. But after we done that, I think it was after the very first time that they came over and we were sort of like, 'Well, this isn't as hard as we thought it would be. It's actually really enjoyable.' (Student 7, School 2)*

Conflicting Enjoyment

Students often referred to the enjoyment and satisfaction they received when leading the young children. As discussed above, this enjoyment varied between the individual students and their level of leadership experience. These differences between the students' initial enjoyment could have been associated with the amount of experience they received, as it appears that more experience allowed them to advance their skills and deal with the challenges more easily. The more leading experience the students were exposed to, the more enjoyable they found working with younger children:

> *Student 9: 'Towards the end it was more enjoyable because we actually knew what we were doing, and we knew how to -'*
> *Student 11: 'Yes, we were at first all nervous, because we didn't like - new things that we didn't know before and that's kind of like intimidating sometimes.' (Focus Group 2, School 3)*

A possible rationale for the accounted differences between the students' levels of enjoyment could be the organisation of the visits to primary schools. For instance, students from School 1 described an event where they had to manage around '400 children' during a certain activity their school organised. They found this particularly stressful and preferred to have more preparation for events of that nature, as well as they indicated a preference for dealing with a smaller number of children. Despite these challenges, all the students reported that they gained valuable skills through this experience, which had consequently helped them in their progress:

> *'Being independent and teaching, not just me, a new environment where like there was no teachers and we just had to do it on our own, that was good, because like, normally, it wouldn't be something that I would do, sort of pushed me to do it.' (Student 8, School 3)*

Whilst many students reported that their least favourable component of the program was dealing with the children's unwanted behaviour, they also reported the experience of working with these children as the most enjoyable one:

'The most was pretty much just teaching the children how to play and seeing them to actually do well...The least, probably would be the behaviour sometimes of the children. That would be a bit annoying sometimes because they start arguing over who's in which group.' (Student 10, School 3)

Organisational Issues

Students also discussed the difficulties associated with the program, specifically those from School 2 and 3, where the program was implemented as an extra-curricular activity. Students explained that the program's lessons were had often taken place during their normal curricular time, when they had to be absent from their curriculum subjects, which were delivered concurrently with the leadership program. Students reported that it was challenging to balance their school commitments, as well as to negotiate with other teachers to excuse their absence from the curriculum subjects:

'That's probably the only thing I'd change. The blocks away you did teach the children because it was a bit hard for us not then but even now like if we want to go out to sport, it's a battle with our teachers for them to let us to go.' (Student 7, School 2)

'We did that during school, so I was a bit, hard to relate, catching up and working, but it wasn't too bad.' (Student 9, School 3)

Some students seemed to have been affected by this demanding aspect of the program more than others, possibly depending on their existing engagement or commitment to the program: *'Some people can't manage their time while I can manage my time. It wasn't too much of a problem for me,' (Student 10, School 3).* The majority of the interviewed students reported to have high pre-existing school engagement; hence they were not discouraged by the additional work associated with the program:

'There was a bit of classes that we like had to miss because we're buried on the program, but it's up to the students to make that back.' (Student 11, School 3)

'We worked hard enough that it was never really an issue to impact on our school work.' (Student 7)

Students also stated they had received good support from most of their teachers, which has helped them managing the additional tasks: *'Yes, and teacher, like I said, teachers understanding – we're just doing it for the sake of it, we're doing it to benefit us, so yeah,' (Student 11, School 3).* By coordinating their time in order to revise the subjects they were absent from, they had to foster good time management and organisational skills, which they perceived to be a positive contributor for their future commitments:

> *'I think it prepared us in a way for senior school...we started the program and we're like, 'Okay. We got to have to adjust.' I think it helped us adjust to the workload we were going to get in the future.' (Student 7, School 2)*

Nevertheless, students indicated a preference for the program being implemented within their curriculum, to allow them a greater commitment to the program. They reported that the current mode required a substantial effort, and it was indeed their commitment that had enabled them to succeed in the program:

> *'And I think it was the people-- not so much the best leaders but probably the most committed. And like I said before, we were always really, really committed to it, because as a junior school kid, in Year 9, we were bracing through it, so you have these other challenges with something we're really interested was you know, even better.' (Student 6, School 2)*

Other students' suggestions for program improvement included incorporating more 'contact hours' or training sessions, as well as guidance, during the training phase in the program. This was particularly expressed by students from School 3:

> *'I reckon it was just some more communication and like extra activities, like that we can do maybe more get together, because we had one get together with the whole group, which made it a bit hard to refresh your mind in everything that's going on and stuff. Maybe more meetings and more conferences with the actual whole group itself with the sports program. It would help us to rebuild what the foundation of this is.' (Student 13, School 3)*

Students from School 3 also reported feeling 'distant' from the program due to the infrequent training or 'contact' hours, which they assigned to lack of organisation in the program:

> *'Personally, I didn't like the programs, well, I did, but I didn't like, it became, I think maybe a bit of lack of management or whatever it was. The first few sessions were a bit like, everyone was all over the place then after that it started to improve.' (Student 8, School3)*

Students from this school believed their skill development was affected by the lack of preparation and inconsistent intervals between their outings to the primary schools: *'It was kind of been really distant, so I feel like in the last two years I haven't really learnt much more than I did at the start,' (Student 11, School 3).*

It seems that students from the two remaining schools also experienced minor organisational issues. Specifically, participants had initially not been aware of the program's complete overview, the different levels it offered, and what their opportunities would be within those levels. Instead, some students perceived the program in relation to the particular sport it offered, and often referred to it in terms such as '*doing football*', rather than referring to it as a leadership program. Participants from higher levels understood the purpose of the program more thoroughly, although many of them were confused about what level they had completed or held at the present:

> *Student 4: 'It was only when we went to the day like the sport ambassador where they really outlined how easy it can be to just go from level to level.'*
> *Student 2: 'Yeah, I didn't know, I think there was like one, but then I was like 'Oh wait, there's more!' (Focus group 1, School 2)*

In addition, students particularly valued their leadership role. They placed a value in their newly established partnership with SSV; therefore they desired to be clearly affiliated with this organisation:

Student 22:   'A t-shirt or something would be good.'

Student 25:   'For the sport academy. We have singlets, I reckon for the coaching or for the platinum level we should get something as well.'

Student 22:   'Like a jumper. Especially in winter, sometimes you're not going to teach when it's cold outside.' (Focus Group 2, School 1)

<div align="center">

Social Connections

</div>

It was previously detailed that students received great recognition throughout the program. It also appears that this recognition influenced some of their relationships with people in their immediate environment or their communities. Specifically, student discussed how this recognition changed their relationships with teachers and the new connections they had gained within their communities.

Belonging to Sporting Community

Students established connections with SSV and other sporting organisation, which they found especially important, and believed that this partnership would help them to further enhance their future prospects:

> 'The connections you can get from this program -(name of the coordinator). He was giving us netball Australia, AFL, tennis, and everything. If we wanted the connection, he would say, 'Okay. You can do this, and you can play sport for this and ring up people.' (Student 6, School 2)

Students also reported the training days organised by SSV to be one of their most enjoyable moments during their participation in the program. They particularly valued their interaction with the staff from sporting organisations: *'We learned like a lot of stuff there and we got to meet some of the people like some of the players or stuff like that, that was fun,' (Student 14, School 3)*. Students were also pleased with the positive rapport they were able to establish with primary schools and their teaching staff: *'The teachers of the kids were very thrilled about it, not to teach but the kids were very energetic to – like out of control,' (Student 9, School 3)*.

Improved Relationships (teachers, peers and communities)

Interestingly, students from School 1 and 2 suggested the relationships with their teachers had changed and strengthened:

'Our relationship is so much stronger now and going through the ambassador course and everything, like you know it's definitely changed our relationship with her.' (Student 7, School 2)

This was not only observed with the teachers associated with the leadership program, students reported that their attitudes towards other teachers had changed, which consequently affected their relationships in a more positive way. They felt teachers perceived them differently, due to the reputation they had established in their school:

'I think, say, that we're capable of more things now that we have done the course because it's so into the sport and being able to teach the teachers, say, that you're more capable of teaching and doing things and running things, which is great.' (Student 1, School 2)

Students felt their communication with teachers improved due to their improved communication skills. Students from School 1 declared that they developed greater understanding and appreciation towards their teachers, because they experienced the teaching through their leadership practice:

'I guess you just understand what it's like to be a teacher and you kind of wanna show them a bit more respect, because of what they have to go through and what we have to go through when we do it.' (Student 20, School 1)

Student 25:   *'You can talk to a better level to the teachers.'*
Student 23:   *'Yeah.*
Student 24:   *'Sort of talk as their friend not as their student.'*
Student 22:   *'Cause you feel like a teacher yourself, you know.'*
(Focus group 1, School 1)

In addition, students from School 1 felt a great respect for their leading teacher and appreciated his encouragement and support, which they had received throughout the program, and which they found particularly inspiring:

> Student 17: *'Our teachers actually motivate us with these things like… pushed us. He's like:'you got to work, work, work. It's going to be worth it. It's worth grabbing for.' And it did, and it worked out well.'*
>
> Student 20: *'(Name of a teacher) makes you want to do it.'*
>
> Student 18: *'Yeah he makes you wanna do it more.'*
>
> Student 16: *'Even if you don't want to do it, he makes you do it. You feel like you want to do it.'*
>
> Student 20: *'He's actually a good teacher.'*
>
> Student 18: *'He's one of the best teacher here.'*
>
> Student 16: *'He is the best teacher!'*
>
> *(Focus group 2, School 2)*

Similarly, students from School 2 felt a greater connection with the teaching staff, and the PE department, or to the school generally:

> *'I consider this my office because, after doing that course, we'd get asked to help umpire netball game. We'd get asked to help with those stuff, so, if they needed help, we'll be here to help them and we kind of became part of their, like, unit.' (Student 3, School 2)*

> *'I think it made our relationship a lot stronger with most of our teachers.' (Student 7, School 2)*

In contrast, students from School 3 did not notice any differences with regard to the relationships with their teachers during their participation in the program: *'Not really. Teachers are teachers and students are students.' (Student 10, School 3)*. In addition, through the cooperation and teamwork students cultivated during the program, their relationships with their peers strengthened:

'Me and (name of a student), we've got a lot closer as mates because we knew each other not very well. When we started going out, we started being in the same group and getting closer and all that.' (Student 20, School 1)

Some students reported that they had formed additional friendships from the events organised within the program, where they had the opportunity to interact with students and teachers from different schools. Students from all schools discussed how the program allowed them a greater interaction with different year levels within their school. It seems that this interaction with their older or younger peers was based on encouragement and support, which contributed to the positive ethos within the program and their school:

'It also brings us as Year 11 and Year 12, it brings us like closer with them. It was good, because they had like done other stuff and then they showed more confidence, which gave us confidence.' (Student 2, School2)

'I guess a few times like at football, a few of the younger people that play in our team…You go out and help them. You do that in training and then it does help to improve relationships, yes.' (Student 20, School 1)

It also appeared that, apart from the program allowing students to establish new friendships, it had also created a sense of belonging for the students, particularly those from School 1:

Student 22: 'Yeah, the best thing I think, everyone's together, everyone's having a good laugh, having good smile and the games are actually—everyone's participating as well. Just a good feeling I guess.'

Student 24: 'Getting to know people from other schools as well. They were doing the same course.'

Student 23: 'Yeah. Making new friends.'

(Focus group 2, School 1)

Findings from Parent Interviews

Parent participants were familiar with the leadership program and their feedback was generally positive and encouraging. Although they were not able to provide a detailed insight about the program, and they would often confuse it with a different activity their children were involved in, they were aware of some of its content and objectives. Parents did not play an important role in the decision making around whether their child should participate in the program. They reported that their children had either been encouraged by a teacher or they had shown their own initiative. Parents were pleased that their children participated in a program, as it promoted physical activity engagement. All three interviewed parents considered PE an important component to the school's curriculum, and two of them expressed that they would welcome increased frequency of this subject in school settings:

> *'I think that's important and I don't think there's enough out there. I think they cut back. I know from primary school level they have. I think as long there's an equal balance with school work and sports, then there's no reason they shouldn't be doing it.' (Parent 1)*

Although the interviews from the parents were of a short nature, they provide some insight into how the program impacted their children. Parents' predominantly discussed the program's impact on their children in terms of witnessing their psychological growth and the satisfaction they had received through the different achievements and opportunities during their participation. Hence, two main themes were identified, *'Students' Growth'* and *'Rewards'*.

Students' Growth

All the parents believed their children were positively impacted by the program through becoming more capable in everyday life. Parents perceived the program as a lesson, which had taught their children to gain an understanding of 'real life':

> *'They've given her much more broad scope of understanding about what the real world's about. So, what she learned to the workshop, the session plans that they did and the online course, a lot of industry now and a lot of government agencies use A learning as a way. So, she's learning already about what it'll be like in the real world.' (Parent 3)*

Each parent noticed that their child developed an increased confidence during their participation in the program: *'It improved her confidence. She became more outgoing, more confident, not timid. So yeah, it has helped her a lot, '(Parent1).* Parents also noticed their child becoming more assertive in their decision-making or during social interactions:

> *'So now, she sort of just learnt to stand up for herself. And it's probably the program's helped her there.' (Parent 1)*

> *'It's taught her anything, it's taught her about being proactive and understanding that you do have to put working prior to doing something.' (Parent2)*

Parents valued that their children had an opportunity to develop leadership skills and that they were able to successfully manage a small group of children. They found it positive that their children were capable of dealing with younger children and believed this experience would help them in their future development or prospective career:

> *'It's given her skills to control the… anything from under six through under 16s. So, it's given her the confidence that she can, ehm, teach it, not teach so to speak, but to control the kids. Well, there are a few uncontrollable, but in general, she's able to, ehm, put her knowledge to it.' (Parent 2)*

Some parents mentioned that this experience had helped their children to become more mature and responsible for their actions. All parents stated that the experience of leading younger peers enabled their children to change their perspectives and broaden their career options. It inspired them to continue with higher education and have a more positive outlook towards their future. One of the parents believed the program might have been responsible for their child's improved engagement with the school:

> *'I don't know if it's because of the program or because my influence or because of the school's influence but she seems very committed to school, to the program.' (Parent 3).*

Moreover, another parent reported their child's academic performance had improved as a result of their engagement with the program:

'When she came here in Year 7 she was behind in a few things, with few subjects and this has helped her like school a lot more, so she'd put in hundred percent. And the teachers in the program are wonderful.' (Parent 2).

Parents were also pleased the program allowed their children to be exposed to their peers at different year levels and schools, as they perceived this to be positive for their development:

'So that interaction is being really good because she's actually been associated with an older student who she didn't know and work together making these session plans and things. That has been very good.' (Parent 3)

Rewards

Apart from parents outlining the accomplishments their children received with regard to their personal development, parents expressed satisfaction with the various outcomes the program provided. For instance, they valued the incentives the program provided for them and they assigned a particular meaning to the items children received during the program:

'The cricket top! She's got a cricket top that says The Victorian Bush Rangers and Southern Stars. It had every cricket team on it for Victoria. And she had that and a cap, but I'm just going more shirts, great! But it was that sort of incentive things. That was just little things, but it was enough to say it meant something to her.' (Parent 2)

'The things that she picked up. And the best thing I like about them as a parent, they are free….' (Parent 1).

The items children received represented their associations with the sporting clubs, which parents seemed to consider as rather prestigious, together with their encounters with familiar sport professionals during their participation:

> *'I drove up to pick my older daughter when she arrived, and I said, 'That's a Diamond arriving.' I think it was supposed to be someone else from another sport or something. I was, 'I know that face.' And she was actually driving in Diamond's car.' (Parent 2)*

Other achievements parents recognised were the opportunities their children gained. They valued the different outings and ceremonies their children had been part of, and one parent reported that the program enabled his/her child to attain meaningful part-time work:

> *'Over this last summer, she tried a part-time job in retail, hated it. She got nothing from it, no personal satisfaction, whereas, you know, you pick her up from the school where she's taught those children or coached these children and she comes in, she goes, that was so good, we did this, and we did that and the kids are responding to this and separated.' (Parent 1).*

Parents often reported that they observed their child enjoying the program and activities associated with it. This was observed either directly, after they witnessed their children being involved in the program, or indirectly, when their children verbally shared their experiences. This was demonstrated by Parent 2, who witnessed their child's excitement after their training day with SSV:

> *'She went to the Whiten Oval to do the cricket thing. She said, 'mum, it was awesome.' When she's talking about this sort of thing, her eyes do light up.' (Parent 2)*

Naturally parents were pleased to see their children's enjoyment, which had a positive impact on the family:

'Because if (child's name) is happy, we're happy. And she talks about it and she's enthusiastic and she doesn't have any negatives about it so, yes, I think.' (Parent 3)

Parents could not name any disadvantages associated with the program, apart from their children missing out on some curricular subjects, which they did not consider excessively disruptive to their school engagement. In fact, parents found it particularly favourable that the program honoured their parental priorities; namely, the program's valuing of their family time and its inclusive ethos:

'And the other thing I like about it is that it's during the week. It doesn't interfere with your weekend because of her sport, she's not committed to anything, it happens during the week which works as a family, works really well for us.' (Parent 3)

'No matter how good or bad you are, you're always included. You are engaged to do just your best every time.' (Parent 2)

Integrated Findings and Discussion

This section of the Chapter brings together the key findings and themes from the principal, teacher, student, and parent participants. The overall purpose of this study was to identify the impact of the School Sport Leadership Program on the participating students, as well as to investigate its broader impact on the school setting. Patton (1999) highlighted that using triangulations of sources in qualitative research method analysis rarely leads to a clear consistent picture of the findings; however, by depicting differences between the individual sources and the reasons for them, the credibility of research escalates. The data in this study revealed a number of similarities and some differences across the participants of different categories. The previously outlined main themes for each participant category were collated according to their commonalities, and integrated key themes have been identified. A summary table of the process of merging the key themes of the four participant categories is available in Table 6. The finalised integrated key themes are available in Table 5.

Table 5*: Integrated key themes: The colour of the specific theme indicates its origin from each participant category, as displayed in the Table 6.*

Integrated Key Themes
Schools' Struggles
Students' Transformation: Psychosocial Development
Program's Effectiveness Requirements
Potential of Systemic Change

Table 6: *Summary table of key themes from each participant category and integrated key themes.*

	Main Themes	*Sub-Themes*
Principals	Schools' Struggles	*Curriculum Opportunities* *Disadvantaged Community*
	Program's Sustainability Demands	*Sustainability Concerns* *School Staff Engagement* *Financial Context*
	Potential of impacting School Climate	*Growing Students* *Contribution to School Climate* *New Partnerships*
Teachers	Students' Transformation	*Transferable Skill Development* *School Engagement* *Competency- 'Not just another kid'* *Awards and Opportunities*
	Schools' Internal and External Relationships	*Personal Practice* *Student-Teacher Relationships* *New Partnerships*
	Sustainability Concerns	*Time and Commitment Demands* *Call for Credibility* *Further Development and Support*
Students	Skills and Personal Development	*Motivation* *Skill Development* *Responsibility* *New Identity*
	Social Connections	*Belonging to Sporting Community* *Improved Relationships (teachers, peers, communities)*
	Recognition of a new potential	*Improved Self- efficacy* *Aspirations* *Recognition* *Wider Opportunities*
	Progression through Challenges:	*Overcoming Challenges with Primary School* *Conflicting Enjoyment* *Organisational Issues*
Parents	Students' Growth	*Opportunities* *Student's Development*
	Rewards	*Rewards*

Schools' Struggles

Throughout the interviews principals detailed some concerns or issues their schools were experiencing. The first identified struggle was in relation to the curriculum's demands and the struggle to accommodate subjects, so that they were equally represented in the curriculum. This consequently impacted on the Health and PE subjects, and both principals and teachers expressed some concerns over students' opportunities to be physically active in school settings. Specifically, the teachers felt these opportunities had decreased within the school curriculum, and they showed a great enthusiasm to adopt strategies which would increase the level of physical activities in their student cohort. These accounts are consistent with the literature, where it was previously identified that the decline in opportunities for school-based sport and physical activities are accounted for conflicting demands on the school, lack of financial resources together with lack of parental support or student's motivation (Danish et al., 2005).

Principal 1 further identified their school as having some disadvantages with the resources and facilities, which had an influence on students' low sport and physical activity engagements. It was previously identified that PE and school sport in low SES schools face a barrier with student disengagement (Ennis et al., 1997; Salmon et al., 2005), and that adequate schools' environment , facilities and adult supervision can increase engagement in physical activites and sports (Sallis et al, 2001). In addition, a number of studies from different countries including Australia, previously identified that school socioeconomic composition is a strong predictor of student outcomes and their academic achievement (McConey & Perry 2010; Rumberger & Palardy 2005; Sirin, 2005). Similarly, the evidence also suggests that students' cultural backgrounds of their home environment influence their academic attainments (Marks, Cresswell & Ainley, 2006). The school personnel believed that students' disengagement was also due to the students and schools being part of disadvantaged communities. Particularly, teachers and the principal of School 1 described their students' home environments as atypical, contributing to students' low self-esteems, aspirations, as well as to their school engagement. The Principal from School 3 supported this suggestion and noted students' priorities were often to obtain a part-time employment, as opposed to being engaged in school or community programs, and students' families often honoured these priorities. Indeed, despite the evidence that underserved youth are most likely to benefits from youth development programs, young people from the low SES areas are least likely to participate in extracurricular sport initiatives (Posner & Vandell, 1999).

103

Principals also felt that their disadvantaged school setting reinforced their concerns over program sustainability. They noted that their schools have limited abilities to resource teachers and allow for their availability to facilitate the program in an extra-curricular form. One principal reported that their schools were having limited access to facilities which could promote sport or physical activity engagement.

Students' Transformation

All the interviewed respondents recognised the program's impact on students' development as its key feature. Students gained various skills and competencies through their leading experiences, which helped them with their on-going personal development. Students' accounts of the personal and skill development that they attained during their participation in the program were strongly endorsed by teachers, parents and principals. The majority of students involved in the program enhanced their self-esteem, leadership, communication and organisational skills. They improved their school engagement, including their behaviour or and in some specific cases, academic achievement.

In particular, students most commonly identified their elevated self-esteem, which they reported to positively impact their communication skills. Similarly, an outcome report of sport volunteering programs with leadership elements also demonstrated that the young people most frequently reported to develop self-esteem and communication skills after their participation (National Youth Agency, 2007). Research examining the impact of the PYD programs with sport and leadership context suggested many positive outcomes for the youth, including improved global self-esteem (Cutforth & Puckett, 1999; Taylor, 2014), organisational skills (Kay & Bradbury, 2000; Taylor, 2014), communication and leadership skills (Sandford et al. 2007), problem solving (Cutforth & Puckett, 1999; Papacharisis et.al, 2005); social competencies (Brunelle et al., 2007; Kay & Bradbury, 2009; Whittaker & Holland-Smith , 2014), school or learning engagement (Cutforth & Puckett, 1999) or even physical skills (Goudas et al., 2006; Papacharisis et.al, 2005).

Participants in the current study also referred to these skills and competencies as being transferable, and highly applicable to a broader learning or social context. PYD researchers identified that behaviours and skills gained through sport-based programs that transfer to non-sport setting as life skills (Danish, 2002b). Similarly, developing social and personal responsibility for the communities and applying their skills outside

of the program's context (home, school, and neighbourhood) is the final stage of the leadership development based on the Martinek and Hellison's (2009) TPSR model. Students of the current study received a great sense of satisfaction and achievement from their engagement with the primary school or local communities. They felt rewarded by the recognition they received and they started to believe that they had the capability to make a positive contribution to their local communities. Evaluation reports exploring outcomes of volunteering programs in a sport leadership context also found that young people started to develop more positive attitudes towards their communities as well as they enhanced their sense of belonging to them (Join In, 2014; Street Games, 2014). Students' in this study became more assertive about making an impact on their communities or close family, which as mentioned above, is the core principle for TPSR model of leadership (Martinek & Hellison, 2009). In addition, previous literature indicated that the level of skill transformation for youth to their communities or school is particularly challenging to accomplish (Escartí et al., 2010a; Van Tulder et al., 1993).

Table 7: *Students' psychosocial development during the program participation.*

Cognitive	Self –efficacy Leadership skills Communication skills Goal setting Problem solving Organisational Skills Ability to work in a team Academic Achievement (School 1)
Behavioural	Motivation Improved Behaviour Social and personal responsibility
Affective (Emotional)	Rewarding experience Enjoyment Success

Although the competencies which are transferable have been referred to as life skills within the PYD research (Danish, 2002b, Danish et al., 2004; Gould & Carson, 2008, Weiss et al., 2016), this study adopted the term psychosocial development, as it considers that other aspects than just skill development were displayed by the students after their participation. As shown in Table 7, this study proposes that students attained

psychosocial development in relation to their cognitions, behaviours and emotions, and that it was their elevated self-efficacy which enabled them to reach this development.

Self-efficacy

Interviews in the current study provided substantial evidence that it was predominantly the increased self-efficacy, which enabled students to gain further skills. This study suggests that what participants frequently identified as students' increased self-confidence, more accurately represents their improved self-efficacy. While self-esteem has been conceptualised as a global psychological construct, referring to an individual's positive or negative evaluation of the self (Rosenberg et al., 1995), self-confidence is a broad term describing the strength of one's beliefs, and it is more of a "catchword rather than a construct embedded in a theoretical system" (Bandura, 1997, p. 382). Despite the fact that the research into self-esteem has a tendency to focus on the dimension of self-worth (Stets & Burke, 2014), the current study proposes that it was predominantly the improved self-efficacy that enabled students to attain their skills, and consequently positively affected their psychosocial development. Bandura (1993) suggested that self-efficacy is necessary for the skill development as well as for their application.

Although the leadership program might have the capacity to impact students' global self-esteem, interviewed students mostly reported that the skills they gained throughout the program, enabled them to pursue their goals, as well as equipped them with assertiveness during their social interactions, rather reporting having a better self-value or self-worth. In addition, *"efficacy-based esteem is about what 'one can do' in a situation compared with worth-based esteem that emphasizes 'who one is'."* (Stets & Burke, 2014, p. 411). Although previous research has attempted to measure 'worth based' self-esteem as an outcome of student leadership programs (Wong et al., 2012; Taylor 2014), the evaluation design of the current study only allowed for research questions addressing broad outcomes for its participants, as opposed to isolating a specific investigation of the global self-esteem in students.

It was previously identified that self-efficacy has an impact on academic achievement, goal setting and it has the capacity to increase motivation or contribute to the development of cognitive skills (Bandura, 1993). Findings of the current study are particularly relevant to this, as the Principal from School 1 identified the student cohort as having a low sense of efficacy, which was influenced by their low socio-economic

background. These low self-efficacy beliefs consequently negatively affected their academic aspirations and goal setting. These principal's beliefs are in line with the research, where it was previously suggested that children's perception of their academic aspirations and capabilities, are shaped by their parents' aspirations and efficacy beliefs (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996). Bandura (1993) also demonstrated that individuals with high self-efficacy are more likely to pursue high goals, as well set challenges for themselves that consequently increase their motivations and commitments towards their aspirations. These contentions highlight that the program has the capacity to positively impact students from the schools with low SES characteristics.

Bandura (1993) further proposed that the process of cultivating self-efficacy is complex, relying on "cognitive processing of diverse sources of efficacy information conveyed enactively, vicariously, socially and physiologically" (p.145). This study also suggests that there were various processes or sources through which students developed their self-efficacy, which consequently formed their psychosocial development. *Figure 2* illustrates a proposed model which details these factors and processes.
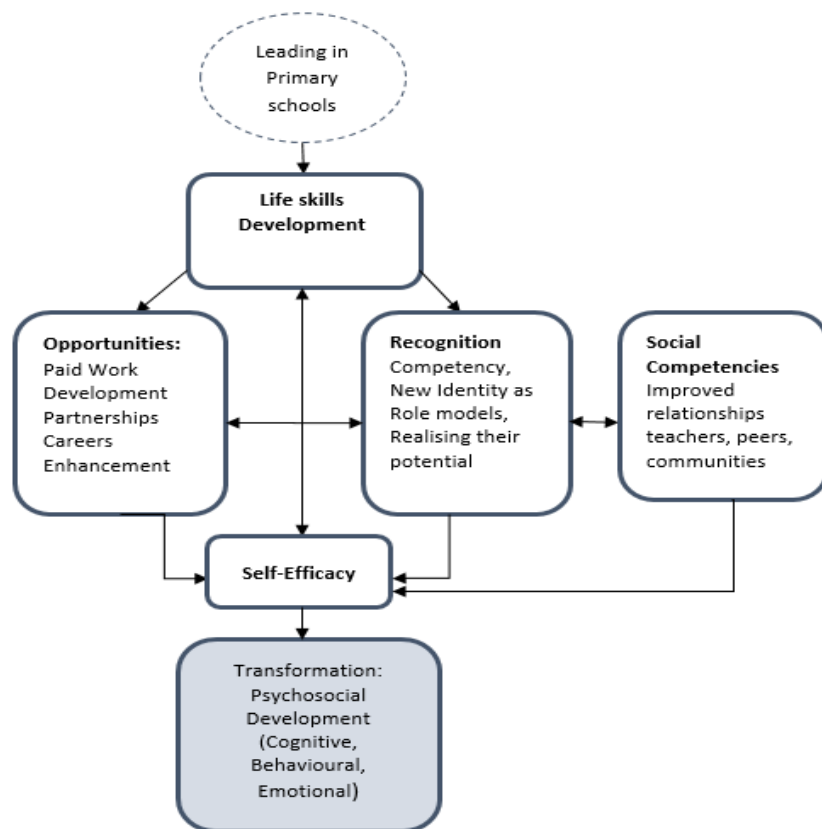
Figure 2: Students' Transformation: A summary model displaying the processes underpinning students' outcomes during their participation in the program.

The Processes Underpinning Students' Outcomes

The leadership experience and the challenges associated with it helped students with their competency development. These findings further indicated that with the students' increased hours of leading experience and involvement in different leisure settings (e.g., 'Active After School') their outcomes became more evident. According to the TPSR stages of leadership development, challenges during the third stage, 'cross-age leadership', are inevitable and they positively contribute to the young leaders development, if guided appropriately by an adult (Martinek & Hellison, 2009). These findings are also in line with Taylor (2014), who suggested that although the engagement in the leadership training showed positive outcomes for its participants, it was their engagement in leadership activities that increased their global self-esteem, where those participants who did not take on leadership roles did not show such changes. Similarly, evaluation report of a sport volunteering program Street Games (2014) also identified the youth's outcomes were intensified with their increasing hours of engagement in their volunteering activities.

Students' newly acquired skills and competencies, or life skills (e.g., Danish et al., 2005) were recognised by the teachers, principals, parents as well as their local communities. As a consequence, students received greater credibility and appreciation, which consequently improved their relationships with their peers, teachers as well as their family members, as well as they reported their social competencies to improve during social interactions. Cultivating positive peer relationships is particularly important in students' lives, as these relationships can positively impact the development of self-efficacy and respectively, a high sense of self-efficacy can lead to positive social interactions and positive peer culture (Bandura, 1994). Students improved their social efficacy, as they felt more confident initiating conversation with peers as well as adults, and they also felt their opinion or thoughts received a greater importance during discussions.

Interestingly, teachers and principals believed that gaining recognition from their parents and peers was the most rewarding experience for the students. It was previously suggested that children and adolescents have a tendency to adopt the view their parents or other care-givers hold about them (Leary & MacDonald, 2003). In addition, these findings are in line with Whittaker & Smith (2014), who identified that young people who engaged in a sport leadership program, also received positive recognition from their environment, which enabled them to feel valued. Taylor (2014) also highlighted

that young sport leaders' self-worth increased through the recognition from their local sports managers as well as from their peers. It has been suggested that once individuals acquire a sense appreciation by others, their self-worth increases (Launen, 2005).

As a result of this recognition, new opportunities were offered to students in a form of part-time work, partnerships with sporting clubs, or pursuing their desired career paths. Through the recognition and opportunities they received from their environment, students considered their roles of leaders to be particularly important. Their leadership activities had given them a new purpose as well as identity, as they started to regard themselves as becoming role models. As mentioned previously, Martinek and Hellison (2009) described that the most challenging and important stage of the TPSR leadership model, is acquiring an identity of a role model, as the adolescents 'transfer' their skills and qualities outside of the program and gain more responsibility. Further, Whittaker and Holland-Smith (2014) also identified that young people volunteering in a sport-based program acknowledged the importance of their engagement in communities, which enabled them to acquire more social responsibility. In addition, by engaging with the primary schools, students in the current study started to observe that they had a potential to impact their communities through health and sport promotion. Having an effect on individual's environments is also associated with high self-efficacy (Gecas, 1989).

Students' self-efficacy elevated through the above described process and factors which consequently contributed to their 'transformation' or to what one of the teachers defined as 'not just another kid'. Students transformed into individuals who had developed stronger self-efficacy beliefs, they became more reflective on their own behaviour, they strongly believed in their capabilities to achieve their goals and overcome challenges, and gained greater social responsibility.

Inconsistent Outcomes

Whilst the program appeared to make a significant difference for the participating students and the schools, these outcomes were not consistent across all the participating schools. Although the outcomes did not appear to be largely dissimilar, they seemed to be intensified at School 1 and 2, in comparison to School 3. Participants from these two schools described the outcomes of the program with a greater importance, and they seemed to name more benefits the students and school received through the program, when compared to School 3. Throughout the interviews, teacher participants from

School 1 demonstrated a great enthusiasm towards the program, whereas teachers from School 3 were mainly concerned about the program's sustainability. Students' outcomes seemed to be equally represented in School 1 and 2, where the interviewed students demonstrated dedication and enthusiasm towards the program. In comparison, students from School 3 did not report to be affected by their engagement in the program to the same extent as participants in School 1 and 2, and they appeared to show less level of enthusiasm, or commitment towards the program. These differences could have been accounted for a number of factors, namely the program's delivery mode, student selection criteria and pedagogical approach each teacher adopted.

Delivery Style: Program's Flexibility versus Inconsistency

The program allowed for a great degree of delivery flexibility during the implementation phase, therefore, the delivery mode varied at each school. Although the program was advertised as offering delivery flexibility, not all the schools had a strategic plan for its successful implementation. While School 1 implemented the program within their curriculum as an addition to their elective subject 'Sport and Recreation', the remaining participating schools opted for extra-curricular delivery.

School 1 already had an existing position for a leading teacher within their PE Department, who described to enhance his leading role of a school sport promoter through the program. It seemed that he received a great level of support from the teachers within his department and this support assisted him to manage the curriculum implementation, and to achieve positive outcomes for the school through the program. This might suggest that the program could be more effective with an assigned coordinator within the school, who further receives a supportive network of other teaching staff, which consequently helps them with their workload as well as enhances their collegiality. Bandura (1993) suggested that the school's collective sense of efficacy (efficacy beliefs of school staff and principal) impacts the school's level of academic achievement and builds positive school development and ethos. In addition, Bandura further proposed that even the schools characterised with low SES have the potential to achieve the highest student attainment, once the teaching staff acquire high sense of efficacy, together with their effort and beliefs in their capabilities to motivate their students regardless of their background.

The extra-curricular delivery seemed to create inconsistencies in School 3 as reported by the students, who had noticed some organisational issues with the program.

They noted that the delivery was not always regular and that there were weeks when they were not able to take part in the program or visit the primary schools. Teachers of this school also acknowledged that they had to put a substantial effort into encouraging students to attend the lessons and their attendance was not always stable. Previously, it was suggested that students need to have a sense of ownership in a program in order for it to work effectively, and that the decision making needs to be equally shared between the teachers and students (Martinek & Hellison, 2009; Sandford et.al. 2007). Therefore, it might be likely that by experiencing infrequent delivery, students felt lack of ownership or power in the program, which possibly affected their enthusiasm. In addition, both teacher and student participants noted that the outings to primary schools were affected by the infrequent delivery mode, and those students did not deliver as many lessons as anticipated by the program outline. Some researchers have previously emphasised the importance of the appropriate length of the training, together with the importance of having adequate opportunities for students to integrate these skills into practice (Brunelle at al., 2007; Taylor, 2014).

Students of School 3 also described dealing with younger children as rather stressful and some of them suggested more support is required in order to tackle these challenges. Similarly, Taylor (2014) indicated that students who completed the leadership course, but lacked in the leadership experience felt they did not have enough confidence, they were not ready to engage with the leading activities, and they felt they needed additional training. Therefore, the findings of this research suggest employing the program within the curriculum to minimise teachers' workloads associated with the program, and ensure the program's sustained uniformity, in order to maximise students' outcomes.

These recommendations were proposed despite the growing evidence that adolescents' engagement in a range of extra-curricular activities enables a variety of benefits to them (Busseri, Rose-Krasnor, Willoughby, & Chalmers , 2006). For instance, youth participation in extra-curricular activities is associated with a number of psychosocial benefits and competency development (e.g., Eccles & Barber, 1999; Fletcher et al., 2003). On the other hand, it has been suggested, that the number of students in extra-curricular programs is relatively low and their participation is based on volunteering motives (Wright & Burton, 2008). Moreover, it was previously highlighted that students from low-income families and minor ethnicities are less likely to participate in structured leisure activities outside of the school (Coalter, 2007; Kay, & Bradbury, 2009, Kress, 2006; Miller, Melnick, Farrell, Barnes, & Sabo 2005; Whittaker

& Holland -Smith, 2014). Wright and Burton (2008) further argued, that by integrating programs of this nature to the curriculum does not only connect to the larger school experience, it also adds more structure into the program delivery. Therefore, in order to foster equal participation opportunities for the students in the leadership program, co-curricular delivery should be considered.

Pedagogical Approach

Another difference in the delivery mode between School 1 and the remaining two schools was the involvement of pre-service teachers. Due to the curriculum implementation, School 1 did not require pre-service teachers, whereas School 2 and 3 relied on their assistance due to the extra-curricular delivery mode. Therefore, School 1 allowed for more consistent delivery approach, where the same teaching staff was available for the students. There could be a possibility that it was the teachers' pedagogical approach which influenced students' experiences in the program and their outcomes.

Previously, it has been proposed that parents and teacher play a critical role in youth sport programs, and it is them who determine the quality of youths' experiences and their outcomes (Fraser-Thomas et al., 2005; Hellison 2003). Adults have a great capacity to influence youth's outcomes in leadership programs, particularly when they provide an environment where the young people can learn through observing their actions in a positive and caring context (Kress, 2006). Martinek & Hellison (2009) also emphasized that the success of the outcomes as well as the effectiveness of a sport leadership program is governed by the facilitator's leadership and pedagogical approach. These authors highlighted that the facilitators need to build trusting and respecting relationships with the young leaders, and adopt five responsibilities which they need to conform in order for the program to be successful. These included: Establishing positive relationships with each student, enabling students to feel an ownership in the program (sharing their authority), enabling self-reflection, and applying responsibility principles into physical activity content and encouraging students to transfer their competencies to other aspects of their life. Similarly, recent literature promoted 'transformational leadership' as an encouraging framework to adopt in school-based PE or sport. Transformational leadership in a pedagogical context refers to a practice that fosters a teaching style that aims to empower, inspire and motivate the students, without prioritising any self-seeking benefits (Beauchamp et al., 2011). It was

also indicated that students' increased self-efficacy beliefs, intrinsic motivation, and engagement were associated with teacher's demonstration of this form of teaching style (Beauchamp et al., 2011). Similarly, in this study, the displayed benefits students received after their participation in the program appeared to be consistent with those outcomes associated with transformational teaching within the health and PE domain. For instance, studies have shown that transformational leadership represents a contributing factor in the learners' intrinsic motivation and increased self-efficacy (Beauchamp et al., 2011; Charbonneau, Barling, & Kelloway, 2001).

A number of accounts appeared during the interviews, suggesting the teachers from School 1 unintentionally fostered principles of the above described approaches. For instance, students acknowledged their teachers as being the prime source of their motivation for joining or continuing with the program. They had an elevated respect towards one particular teacher, referring to him as 'the best', who continuously inspired them. The principal of the same school also noted this teacher became a leading example for the students, and described him as a role model. It has been discussed that teachers from the PE discipline have the capability to become role models for students by displaying respect, competence and credibility (Beauchamp et al., 2011; Spencer, 1998). Further, students from School 1 reported they were strongly encouraged by their teacher to enter the program, as well as they received encouraging mentoring throughout their participation. Previously, it was demonstrated that verbal encouragement for specific goal setting as well as frequent positive feedback inspired students to commit to their goals or tasks, as well as their efficacy beliefs towards their achievements improved (Schunk, 1985).

It also appears that the teachers from the School 1 and School 2 provided a great autonomy for students during their leading activities and both teachers and students reported to have a mutual respect, perceiving each other as colleagues as opposed to teachers fostering a traditional authoritative approach. In contrast, some students from School 3 described to feel 'distant' from the program, mainly because of the organisational matters. As previously described, Martinek's and Hellison's (2009) TPSR approach to leadership outlined that 'sharing power' is one of the essential principles that adult leaders need to integrate to their teaching, in order for students to develop as leaders. Similarly, studies exploring service learning suggested that assigning youth with responsibilities and trust at the same time, positively affects their psychological development, specifically relating to their academic achievements, school attendance and greater social responsibility (Moser & Rogers, 2005). In addition,

113

teachers of School 1 seemed to be more perceptive in terms of the outcomes students received from the program. For instance, only teachers from School 1 tapped into students' reports for identifying themselves as leaders.

However, the current study did not determine that it was only the teachers from School 1, who adopted optimal teaching style, or any other superior approach, which underpinned students' positive outcomes. Since all the teachers had to volunteer part of their personal time to deliver the program, to some extent this required a reduction in their self-interest in order to inspire their students. The program's delivery style differed from the typical curriculum lessons, and it required teachers to transcend their own craft of how to teach younger children and help student participants to become educators themselves, which are the principles of TPSR model and transformational teaching. Therefore, it is possible that program implementation within the curriculum allows teachers to be more engaged with the students and practise the concepts of transformational teaching. In addition, Bandura (1994) also recognised the influence teachers have on the schools' ethos by demonstrating their competencies and positive attitudes, regardless of the students' background:

> Schools in which staff members collectively judge themselves capable of promoting academic success imbue their schools with a positive atmosphere for development that promotes academic attainments regardless of whether they serve predominantly advantaged or disadvantaged students. (p. 79)

Selection Criteria

The approach to student recruitment for the program also appeared to be influential to the contrary findings across the schools. School 3 proceeded through a narrow selection and allowed for only 'the best' students to participate in the program, with the rationale of ensuring their school is positively represented during students' leading activities in the primary school. On the other hand, the remaining schools provided opportunities for all the students to take part in the program, regardless of their previous school engagement. In fact, these two schools reported to target students who displayed previous disaffection with the school or had records of poor behaviour, with the intent of re-engaging their interest in school. Teachers in both schools reported employing various strategies to ensure students' commitment and diligence during their primary school leadership activities.

The outcomes for schools are likely to vary as a consequence for these selection strategies. Hence, it is likely that those students with a poor school record or higher levels of school disengagement have potentially more scope for improvement compared to those who are already highly engaged. For instance, only students from School 1 reported the program affected their academic performance, whereas students of School 2 and 3 reported their grades as well as their school engagement to be satisfactory prior to their participation in the program. Similarly, teachers and principals of School 1 and 2 observed improved behaviour amongst certain students, while teaching staff of School 3 did not observe such outcomes.

This study's findings therefore suggest, the program is suitable for all students, regardless their prior school engagement or behavioural records and that it has the potential to provide equally positive outcomes for all students. For instance, students displaying strong school engagement receive stimulation through achieving the progression levels of the program. The program can potentially serve as a support for those students demonstrating some form of school disaffection and as highlighted by one of the teachers, the *'mediocre'* students can receive the opportunity to gain recognition. Sandford et al. (2008) also suggested that a program is more likely to be successful, when the selection criteria consider students whose needs are matched with the program objectives.

In addition, previous studies proposed that sport-based programs aimed at youth have a tendency of exclusive recruitment, reducing the opportunities for individuals of a wider social background to also benefit from such programs (Whittaker & Smith, 2014). Similarly, Kress (2006) highlighted that "high achieving middle class youth are often overrepresented among youth leaders, even in the leadership of groups intended to focus on at-risk youth." (p.53). In addition, Martinek and Hellison (2009) suggests that isolating troubled students from opportunities to participate in youth leadership programs encourages them to engage in further unhealthy behaviours, as it is a way for them to establish their identity. Adolescents have a great need to belong, gain peer acceptance and develop identity (Petitpas & Champagne, 2000). Therefore, this study suggests that schools should not marginalise students who confront the education system, instead schools should be adopting inclusive approach and avoid any narrow selection criteria during the recruitment.

<center>**Program's Effectiveness Requirements**</center>

The program delivery was still in the initial and early phases of its implementation in each of the participating schools, yet, as described previously, the magnitude of the outcomes for the students and schools varied. Principal and teacher framed their concerns, or in some cases doubted their schools' capacity to maintain the program in the future. One of the perceived key concerns was the program's demands on the teachers, in schools where the program was delivered as an extra-curricular activity. Implementing the program in this form was associated with increased workload for both teachers and students. In addition, some teachers reported students' low adherence was likely to occur as an outcome of this. This concern is supported by the evidence that extra-curricular PYD programs have a high rate of dropouts (Hellison & Wright, 2003). Principals felt that without their highly competent and enthusiastic staff, the program's sustainability would be uncertain. Although the teachers were willing to dedicate their own time, principals were concerned that potential loss of their teaching staff would negatively impact program's sustainability. Further concerns over the program's sustainability included continuous change in the schools' infrastructure, students' lack of interest, and the inability to implement the program within the curriculum. In addition, teacher and principal of School 3 also expressed concern over a lack of funding options.

Due to these concerns, principals articulated that more understanding of the program's infrastructure and implementation strategies would be beneficent, whereas teachers indicated that a continuous support from credible sources is needed. Teachers identified SSV as representing a credible authority, with SSV's support the program not only has a greater potential for its sustainability, it becomes more valued and meaningful for the students as well as the schools. Further, both teacher and principal participants believed that the engagement and support from a principal is important, therefore program promotion should be targeted toward both teachers and school principals. Danish and his colleagues (2005) also emphasised that establishing positive relationships with the relevant stakeholders is an inevitable part of the sport- based program implementation and its coordination. They also suggested the program needs to match the school's mission and clear implementation strategies such as recruitment; training, delivery and evaluation need to be established.

In addition, Hellison and Wright (2003) proposed that programs with a physical activity contexts aimed at youth from underserved communities achieve more successful outcomes, when they "become broadly developmental and empowered-

based, led by caring adults and structures to serve a small number of participants over a long period of time" (p.370). Similarly, Catalano and colleagues (2002) demonstrated that the most effective youth programs had duration for at least nine months with a minimum 10 activity sessions. Teachers of the current study indicated they would welcome the program to expand to a whole academic year, as opposed to just one semester. Students also expressed that having more structure within the program would increase their commitment to the program. Considering these concerns, this study support the proposition that in order to facilitate the program's sustainability and effectiveness, the following foundations are needed:

- Program's co- curricular implementation
- Commitment and enthusiasm from teaching staff
- School Principal's support
- Credibility (SSV's continuous support)
- Suitable Duration and structure

Potential of Systemic Change

Despite the program's limitations or concerns over its sustainability, teacher and principal interviewees believed the program has a great capacity to evoke a change within their school and communities. Teachers and principals identified a broader impact of the program within the school and community context, and provided their perspectives of the program's impact on social relationships within their school.

As illustrated in Figure 3, it seems that the noticeable transformation observed in the student cohort consequently influenced the school environment, whether it was through teachers' rewarding experiences, students' positive interactions with their peers and family members, or schools' positive collaboration with the primary schools. On the other hand, this systemic change was identified as a potential one, as the program's effective delivery and sustainability was yet to be established. While Principal 1 described witnessing a broader impact of the program within the school, other principals talked about foreseeing this as a potential future impact.

Teachers commented that observing students' accomplishments was particularly rewarding, some identifying it as a highlight of their teaching career. Teachers further discussed that their experience with the program encouraged them to reflect on their own practices. In addition, teachers and the Principal from School 1 believed their PE

department had become stronger since the program's implementation. Student and teacher participants acknowledged forming closer relationships with each other, as they developed a mutual respect. Students found it easier to interact and collaborate with their peers, due to their enhanced confidences and communication skills. They also revealed the program allowed them to interact and form friendships with students from different year levels, which they believed was unlikely to occur without their participation in the program. These findings are consistent with previous studies investigating social outcomes of programs aimed at youth sport volunteering and leadership, that identified an improvement in interaction and communication between students and teachers, as well as between the students' peers (Kay & Bradbury, 2009).
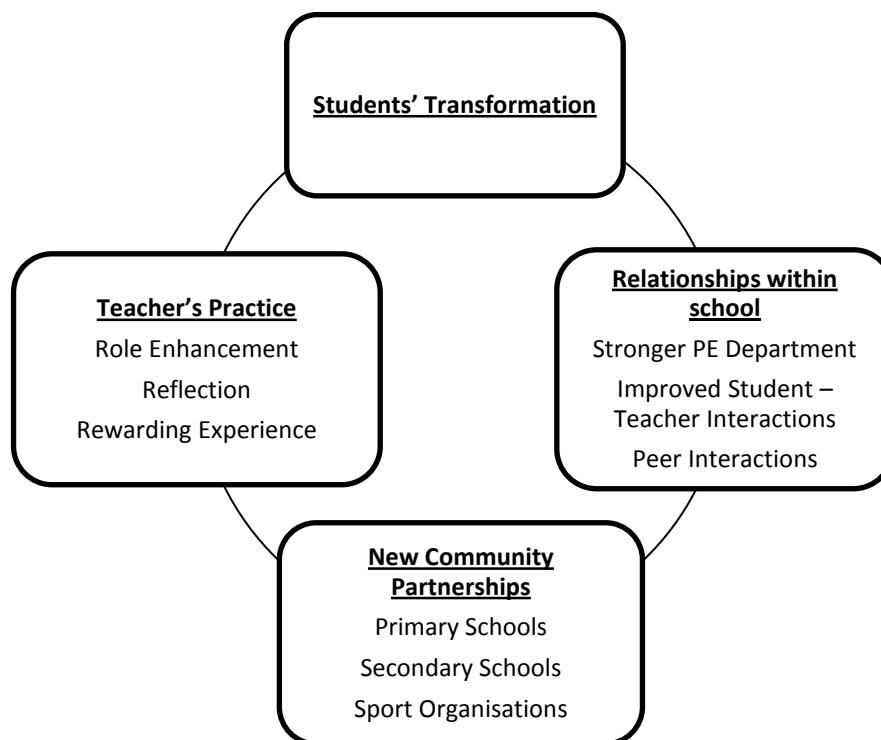
Figure 3: Model outlining program's broader impact on the participating schools.

Teachers and principals perceived the program as a prospective vehicle to increase school and community partnerships. Their exiting positive rapport with primary schools had notably increased through the program, and the teachers particularly valued their increased interactions with other secondary schools. In addition, the program enabled schools to develop partnerships with different sporting organisations, and teachers together with principals believed that there were possibilities to extend these associations more effectively. Jones et al. (2016) also highlighted the importance of

sport programs establishing partnerships and collaborations with local communities, in order to share resources and ensure program's sustainability.

Student also valued their interactions with the sporting organisations, and this was particularly recognised by the interviewed parents. It was previously highlighted that one of the purpose of the youth development programs should be to provide opportunities the youth might otherwise not experience, as this enables them to broaden their horizons Roth & Brooks-Gunn (2003). As a result of the experiences program provided for them, students started to engage with their communities more frequently, particularly within the sporting context and held a belief that through health and sport promotion they could make a positive contribution to other people's lives. Principals also acknowledged that the students' positive outcomes contributed to a broader impact on their school and communities. Kay & Bradbury (2009) revealed that engagement in youth developmental initiatives contributed to young peoples' sense of 'social connectedness', and increased the academic engagement of those students with previous records of poor engagement or behavioural problems. According to Kress (2007), young people might seek to acquire sense of belonging through maladaptive behaviours as an alternative to more positive avenues, as "youth with no productive opportunities for establishing their own competency can give up and avoid risk because it is easier not to try than to try and fail" (p. 48).

It has been previously outlined that youth leadership or volunteer programs have a great capacity to encourage young people to develop more positive feelings and sense of belonging to their communities (Eley & Kirk, 2002; Street Games, 2014). Hence, leadership programs aimed at empowering young people through their engagement with communities have the potential to model their behaviour. Further, Martinek and Hellison (2009) proposed that sport is particularly attractive for the young people who are otherwise disengaged with the communities. By engaging these young people through team-sport games, they strengthen their sense of belonging to the community. The authors also believe that young leaders could be a potential catalyst of a change towards more "caring and compassionate society" (p. 34). To conclude, the findings of this study also support the proposal that the sport-based leadership program does not only provide positive outcomes for students in terms of their skill and psychosocial development, it has the capacity to positively impact the school and their immediate communities, once effectively implemented within the curriculum.

Chapter Summary

This chapter presented the findings of the retrospective evaluation study, aiming to identify the outcomes the students, teachers and schools gained after their participation in the SSLP. Firstly, the results provided an overview for the current challenges schools were experiencing, which indirectly affected the program's delivery, as well its future sustainability. Further, school principals and teachers raised their concerns with regards to the program's organisation and they discussed the necessary factors required for the program's future sustainability. It was highlighted, that the students developed many skills and competencies during their participation, which positively influenced their self-efficacy and consequently their psychosocial development. Further, inconsistent outcomes amongst the schools were observed and for that, possible rationales were identified, namely the implementation and delivery mode, teachers' pedagogical approaches, or the various strategies for the students recruitment criteria. It was concluded that the program can have a potential impact of a systemic change on schools, once the implementation is successful. Some recommendations were provided in order to achieve this.

CHAPTER 5. Study 2: Prospective evaluation of School Sport Leadership Program

Introduction

This chapter aims to further investigate the SSLP's impact on its participants and schools, together with its delivery effectiveness. By utilising both quantitative and qualitative research methods, this study addresses the following research questions:

1. Did the program influence students' competencies and their psychosocial development?
2. How did the program affect relationships at the school level together with teachers' practices?
3. Was the program's content delivered as intended?

Two sets of analyses are presented for the quantitative phase of this study. Firstly, this study examines the initial differences between the participating schools, as well as the differences between students in the two condition groups (intervention and control) prior to program commencement. Study 1 has previously revealed that the teachers/schools proceeded with different strategies during the student recruitment or selection, and that each school implemented the program in a different mode in various curricular forms. Therefore, it is important to examine whether recruitment and curriculum factors influence the characteristics of the students enrolling in the program. Secondly, this research phase explores the differences between the two conditions after the students completed the program. Furthermore, the findings overview the interaction between the individual schools and conditions at the post measurement stage.

The qualitative phase of this study addresses the first two research questions through presenting the results from semi-structured interviews and focus groups with the students and teaching staff. Lastly, the extent to which the program was delivered as intended at the participating schools will be examined through lesson observations. The results are presented in three different sections based on the research questions governing this study.

PHASE 1. (QUANTITATIVE): QUESTIONNAIRES

Methods

Participants

Student participants. Five schools (one school included two campuses) in Melbourne that delivered the program within their curriculum were approached to participate in the study. At baseline, 249 students in total participated in the study, although this sample was reduced to 143 student participants, as some students were not able to commit to the post-measurement, or their responses were not considered to be valid. In addition, one teacher and his 41 students (both intervention and control condition) withdrew from the study, as the students of his class finished the school term earlier than expected, due to their work placement commitments, and the teacher was unable to arrange any alternative times for the post-measurement data collection.

The sample of 143 participants included students from across 6 schools in Melbourne. Of these students 68 were boys and 75 were girls. Further, 92 students had participated in the leadership program and 51 students were assigned to the control condition. There were 44 female and 48 male students who had participated in the leadership program. The average age of students at baseline was 14.9 years (SD = 1.45). Out of the 143 students, 63 identified having English as their second language. Across all the schools, 37 students with English as their second language participated in the program, whereas 26 of these students were in the control condition. Each school varied in the number of student participant assigned to control and intervention condition. A detailed description of the student cohort in each school is available in Table 8.

Table 8*: Number of student participants for each school and condition.*

	Intervention		Control		Total N
	males N	females N	males N	females N	
School A	0	12	0	7	19
School B	10	11	9	6	36
School C	10	8	9	6	26
School D1	8	3	0	0	11
School D2	6	5	8	9	28
School E	13	6	2	2	23

Adult participants. Out of the six participating schools, five teachers in total (a teacher from each school) participated in the study involving questionnaire completion before and after the program, followed by participation in a semi-structured interview. School A assigned their pre-service teachers to deliver the program and they decided not to complete the questionnaire or participate in the interview; instead it was their supervisory teacher who took part in the interview. It was also intended to include students' parents in the study; however, due to the low response rate of the questionnaire pack, these data were not included in the final analysis.

Measures

The following instruments were selected to generate evidence in response to the main three research questions of this study:

Instruments for students:

A complete questionnaire package for student participants is available in Appendix E. Below is a list of the instruments used in this study.

1. *Demographic Information*

    An information sheet was administered that asked for details regarding gender, school, age and second language. The form also included a participant code number and the date of the test session. The post-test form also asked participants what level/award they achived during the course (e.g., Sport Ambassador, Sport Leader), as well as to indicate the number of lessons delivered to primary schools.

2. *Engagement versus Disaffection (Skinner, Kindermann, & Furrer, 2009)*

    This instrument measures emotional and behavioural indicators of students' engagement and disaffection. Behavioural engagement (5 items) measures students' effort, attention, and persistence when participating in learning activities; behavioural disaffection (5 items) measures students' lack of effort and withdrawal from learning activities while in the classroom; emotional engagement (5 items) measures their emotions which indicate motivated involvement; and emotional disaffection (5 items) measures students' emotions indicating motivated withdrawal during learning activities. Respectable levels of internal reliability were reported for each of the subscales, with Cronbach's alpha values being above

.60 for each of the subscales (Skinner, Kindermann, & Furrer, 2009). In addition, the authors reported acceptable convergent and concurrent validity, demonstrating the scale taps into children's participation in academic activities in classroom settings. Negatively worded items in the disaffection scales were reverse-coded, and items in each scale were averaged. Responses for this measure were anchored on a 4-point Likert-type scale, ranging from 1 (not at all true) to 4 (very true).

3. *Self-Efficacy Questionnaire for Children (SEQ-C, Muris, 2001)*

The current study incorporated only the social and academic self-efficacy (14 items) subscales of this measure, where social self-efficacy (7 items) measures children's capability to deal with social challenges and academic self-efficacy (7 items) measures children's perceived capability to master academic affairs. Muris (2001) reported adequate levels of convergent validity and internal reliability of the original scale, where the Cronbach's alpha values were .85 for social self-efficacy and .88 for academic self-efficacy. Further, three items from the original scale were removed as recommended by Muris (2001), due to their low internal consistency. Responses for this measure were anchored on a 5-point Likert-type scale, ranging from 1 (not at all) to 5 (very well).

4. *Students Perceptions of Control Questionnaire (SPCQ): Control Beliefs subscale, (Wellborn et al., 1991)*

This instrument measures students' perceptions of competence in school and PE and the extent to which they are able to produce positive and prevent negative outcomes in PE. The reliability for this particular subscale showed satisfactory internal consistency with Cronbach alpha = .79 (Skinner & Wellborn & Connell, 1990). Responses for this measure were anchored on a 5-point Likert-type scale ranging from 1 (not at all true) to 7 (very true).

5. *Sport Climate Questionnaire (SCQ, Lim & Wang, 2009)*

This short version scale (5 items) was adapted from Deci (2001) to suit the PE context. It measures students' perceived autonomy support provided by their PE teachers. The internal consistency coefficients indicated satisfactory internal reliability with Cronbach's alpha values being .86, together with satisfactory factorial validity (Lim & Wang 2009). Responses to the items were recorded on a seven-point Likert scale, ranging from 1 (strongly disagree) to 7 (strongly agree).

6. *Teacher as Social Context Questionnaire (TASCQ- short form): Teacher's Provision of Structure subscale (Belmont, Skinner, Wellborn & Connell, 1988)*

   This scale measures student experience of teachers' provision of structure. This scale includes eight items measuring teacher clarity of expectations, contingency (consistency and predictability of response), instrumental help and support, and adjustment/ monitoring of teaching strategies. Internal consistency (Cronbach's alpha) for this subscale was .79, indicating adequate levels of reliability, together with satisfactory concurrent validity, by corresponding students' responses to those of their teachers (Skinner & Belmont, 1993). Responses to the items were recorded on a seven-point Likert scale, ranging from 1 (not at all true) to 7 (very true).

7. *Physical Self-Description Questionnaire (PSDQ); (Marsh, Martin, & Jackson, 2010)*

   This scale measures 11 dimensions of physical self-concept. For the purpose of this study, only five dimensions of the physical self-concept were included in the analysis: physical activity (4 items), global self-esteem (5 items), sport competence (3 items), general physical esteem (3), endurance and fitness (3items). Adequate levels of discriminant and convergent validity have been reported for this instrument through CFA, together with a satisfactory internal reliability (Cronbach's alpha values were > .80 for each of the subscales) in a study using adolescent participants (Marsh et al., 2010). Participants rated items on this scale. ranging from 1 (false) to 6 (true).

8. *Self-reported communication and leadership skills*

   This one item scale was developed by the PhD candidate, in order to measure students' perceptions of their own communication and leadership skills. Students were asked to indicate their evaluation of their own communication and leadership competencies. Students self-reported these skills on a scale ranging from 1 (very poor) to 5 (very good).

Instruments for teachers:

A complete questionnaire package for teacher participants is available in Appendix F. Below is a list of instruments used in this study.

1. *Learning Climate Questionnaire (LCQ- short version, Williams & Deci, 1996)*
This measure was adapted by Williams and Deci (1996) from the Health-Care Climate Questionnaire (Williams, Grow, Freedman, Ryan, & Deci, 1996) and it measures the teachers' provision of autonomy support for their students (6 items). The internal validity, together with the reliability of this instrument, was reported to be high, with Cronbach alpha > .90 (Williams & Deci, 1996). Participants were instructed to indicate to what extent they agreed with each statement and respond on a scale of 1 (Strongly Disagree) to 7 (Strongly Agree).

2. *The Basic Need Satisfaction in General Scale: Competence subscale (Gagné, 2003)* This subscale measures the perceived efficacy of teachers in their roles. Gagné (2003) reported Cronbach alpha level of $\alpha = .71$ for this subscale; however, only three items were used from the original five-item scale, as it was demonstrated that the remaining two negatively worded items had a low reliability (Johnston & Finney, 2010). Further, Johnston and Finney (2010) reported adequate levels of external validity. Responses for this measure were anchored on a 7-point Likert-type scale, ranging from 1 (not at all true) to 7 (very true).

Procedures

Parental consent forms were distributed and collected prior to questionnaire administration. Consent forms provided a brief description of the study (see Appendix D) and emphasised the confidentiality of students' responses. Throughout the initial data collection students were required to return the consent form prior to their participation. However, in later stages of data collection, an opt-out procedure was employed, following a permission being granted from the Victoria University Ethics Committee. This necessitated a number of discussions, where a detailed rationale for this procedure was provided. Teachers from the leadership program identified a control group for the purpose of this research, which usually consisted of students of the same year level, where students undertook an alternative subject. There were no control students at School D, campus 2. Across all of the classrooms from which recruitment

took place in all the schools, 80-90% of the students agreed to participate (their parents did not withdraw them from the study through an opt-out form). Students and teacher participants completed the questionnaires at the first lesson of the leadership program and they were asked to complete it again at the last session of the program. Participants completed the questionnaires using a written self-report format.

Table 9: *Program delivery mode: Length of the program in each school together with a median for students practice hours delivered in a primary school.*

	Program delivery length	Mdn of practice hours
School A	18 weeks	2
School B	7 weeks	10
School C	30 weeks	6
School D1	22 weeks	3
School D2	17 weeks	5
School E	38 weeks	5

The post-test data collection took place within a minimum of seven weeks from the baseline, and ranged up to 10 months for some schools, depending on the form in which each school implemented the program within their curriculum (see Table 9). Students were required to provide their name on the questionnaires; however, codes were employed to anonymise each participant.

Data Analysis

Initial school differences (Pre-Program contrasts). Two-way factorial ANOVA (school (n = 5) x condition (control vs. intervention)) was conducted in order to identify the effect of the school and the intervention (program) on students' scores for the individual scales prior to the program commencement. The analysis was carried out for each individual subscale, where main effect for the condition factor, school factor, and their interaction are reported. Further, Post hoc analysis using Sidak correction was conducted for the cases where the differences between the schools were significant. The number of participants varied for each measure, as the reliability of students' responses was evaluated for each questionnaire. Students had a tendency to provide systematic response bias in certain instruments, whilst some of their remaining responses were deemed as not valid. For instance, a number of students did not complete the second half of the questionnaire or rated their responses with the same option, regardless of the questions, particularly when the instruments consisted of a large number of items. As a

result, one of the instruments measuring students' self-regulation in a learning context (Self-Regulation of Learning Self-Report Scale (SRL-SRS), Toering, Elferink, Jonker, van Heuvelen, & Vissdher, 2012) was removed from the analysis. In addition, students at School E did not complete the self-efficacy questionnaire, as this instrument was introduced to the questionnaire pack at a later stage. Therefore, the number of participants in each measure ranged from 123 to 143 student participants.

Differences between the conditions after the program's completion (Post-Program Differences). Change scores analysis was adopted in order to identify differences in change in scores from pre- to post-test between the groups and schools. The means of students' change scores were compared in 2-way ANOVA for each scale, with the condition (intervention vs. control) and school as the independent variables. Further, linear regression was performed to explore whether the number of teaching hours students delivered to primary schools influenced their change scores. In addition, descriptive statistics were used in the analysis of the teachers' responses, due to a small sample size.

Research Question 1: Did the program influence students' competencies and their psychosocial development?

The descriptive statistics for each measurement are available further in this section, and this information is presented individually corresponding to each measurement. The inferential statistics are presented prior to the descriptive statistics, in order to provide an overview of each variable/measurement being observed. Table 10 and Table 11 provides a summary of the results for all the measurements which were used and analysed in order to answer the above research question.

Table 10: *Summary of ANOVA for each scale (factor) and its' significant values at the pre-program stage.*

Measurements	Condition x School interaction			Condition main effect			School main effect		
	F	p	ηp^2	F	p	ηp^2	F4	p	ηp^2
Academic Self-efficacy	4.86	.001**	**.11**	0.88	.35	.01	1.84	.13	**.06**
Social Self-efficacy	0.24	.87	.01	8.36	.01**	**.07**	0.92	.45	.03
Behavioural Engagement	0.76	.55	.02	0.88	.35	.01	1.18	.32	.04
Behavioural Disaffection	1.65	.17	.05	0.07	.80	.00	2.71	.02*	**.10**
Emotional Engagement	1.09	.37	.03	5.09	.03*	.04	1.88	.10	**.07**
Emotional Disaffection	1.27	.29	.04	0.46	.50	.00	1.12	.35	.04
Perception of Control	0.63	.64	.02	2.81	.10	.02	0.94	.45	.04
Physical Activity Level	0.24	.91	.01	21.03	.001**	**.11**	6.66	.001**	**.16**
General Physical	0.92	.46	.03	2.29	.13	.02	0.70	.63	.03
Sport Competence	0.42	.79	.01	13.9	.001**	**.10**	0.78	.57	.03
Endurance and Fitness	1.04	.39	.03	13.1	.001**	**.09**	1.07	.38	.04
Global Esteem	0.90	.47	.03	7.00	.009**	.05	0.19	.97	.01

Note1: *p < .05, **p < .01

Note 2: ηp2 effect size (ES): ηp2=.01 (small ES), ηp2=.06 (medium ES), ηp2=.14 (large ES). ηp2 with medium and large effect size is in bold.

Whilst Table 10 summarises the results for the pre-program differences between students' scores at the individual schools and conditions, Table 11 provides results of the change between students' scores at the pre-program and post-program. Each section is organised in accordance with the measurements used in this study, where firstly initial differences between the schools at the pre-test are examined, following by the results at the post-test.

Table 11: *Summary of ANOVA of change scores for each scale (factor) and its significant values.*

Measurements	Condition x School interaction			Condition main effect			School main effect		
	F	p	ηp^2	F	p	ηp^2	F4	p	ηp^2
Academic Self-efficacy	5.29	.001**	**.12**	0.35	.55	.00	4.39	.001**	**.13**
Social Self-efficacy	0.53	.66	.01	0.20	.65	.00	1.06	.38	.04
Behavioural Engagement	0.49	.74	.02	2.53	.11	.02	1.86	.11	**.07**
Behavioural Disaffection	0.44	.78	.01	0.02	.88	.00	1.20	.31	.04
Emotional Engagement	0.92	.45	.03	0.02	.88	.00	1.17	.33	.04
Emotional Disaffection	0.21	.93	.01	0.48	.49	.00	1.67	.15	**.06**
Perception of Control	0.63	.64	.02	2.81	.10	.02	0.94	.45	.04
Physical Activity Level	1.02	.40	.03	4.07	.05*	.03	4.33	. 001**	**.14**
General Physical	0.12	.98	.00	0.09	.77	.00	0.94	.46	.04
Sport Competence	1.96	.10	**.06**	0.76	.38	.01	2.31	.05*	**.08**
Endurance and Fitness	2.03	.09	**.06**	1.91	.17	.01	0.94	.46	.04
Global Esteem	3.16	.02*	**.09**	0.88	.35	.01	2.34	.05*	**.08**

Note 1: *p < .05, **p < .01

Note 2: ηp2 effect size (ES): ηp2=.01 (small ES), ηp2=.06 (medium ES), ηp2=.14 (large ES). ηp2 with medium and large effect size is in bold.

Students' Academic Self-efficacy

Pre-Program Contrasts. The means and standard deviation for students' academic self-efficacy scores in each school and condition are presented in Table 12, whereas Table 10 provides the results of the ANOVA. There was a significant school by condition interaction with a large effect size for academic self-efficacy scores. Follow-up one-way ANOVA for the intervention groups did not show a difference between the schools ($F_{(4,70)} = 2.24$, $p > .05$; $\eta p^2 = .13$), although there was a medium effect size. However, follow-up one-way ANOVA showed a significant effect for the control condition ($F_{(3,44)} = 3.95$, $p = .014$; $\eta p^2 = .27$). Post-hoc comparisons using Sidak correction showed that students in the control condition at School D2 scored significantly lower on academic self-efficacy than students in the control condition at School C ($p = .01$).

Independent t-test showed that students in the intervention group at School C scored significantly lower in academic self-efficacy than the students in the control group ($t_{(27)} = -2.22$, $p = .008$; Cohen's $d = 0.85$), whereas students in the intervention group at School A and School D2 had a significantly higher academic self-efficacy than the students in the control condition ($t_{(17)} = 2.13$, $p = .04$; Cohen's $d = 1.10$, and $t_{(27)} = 2.22$, $p = .05$; Cohen's $d = 0.80$, respectively). The effect sizes for these differences were moderate.

Table 12: *Mean and Standard Deviation of students' academic self-efficacy pre-scores and change-scores in each condition and school.*

	Intervention				Control			
	Pre-scores		Change-scores		Pre-scores		Change-scores	
	M	SD	M	SD	M	SD	M	SD
School A	27.8	2.7	-1.3	3.4	24.0	4.6	0.6	1.9
School B	25.4	3.8	0.8	3.8	25.4	4.4	-1.4	3.5
School C	24.2	3.5	-0.3	4.1	28.1	3.2	-2.2	2.2
School D1	25.5	3.0	3.6	3.5	NA	NA	NA	NA
School D2	24.0	4.7	-2.4	2.1	22.2	4.7	1.6	3.3
Total	25.2	3.7	0.1	3.9	24.5	4.7	-0.2	3.3

These results imply that, overall, there was no significant difference between the students' academic self-efficacy in the two conditions. However, there were significant differences between the conditions at the school level. Students enrolled to the program at Schools A and D2 had a significantly higher academic self-efficacy than those in the control condition, whilst the opposite effect was observed at School C.

Post-Program Differences. The means and standard deviations of students' academic self-efficacy change scores for each school and condition are presented in Table 12, whereas Table 11 provides the results of the ANOVA. There was a significant school by condition interaction, as well as main effect for school with a medium effect size for students' academic self-efficacy change scores. Follow-up one-way ANOVA for the intervention groups showed a significant difference between the students' academic self-efficacy (F $(4,70) = 4.61$, $p = .002$, $\eta p^2 = .31$), as well as a significant difference between the students' academic self-efficacy in the control condition (F $(3,44) = 4.29$, $p = .01$, $\eta p^2 = .29$).
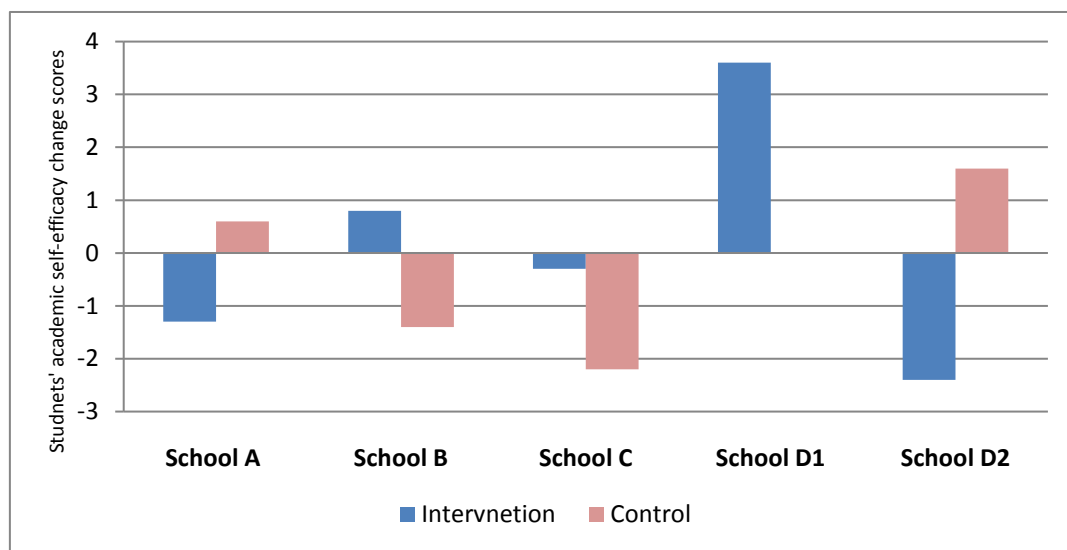
Figure 4: Students' academic self-efficacy change scores upon program's completion for each school and condition.

As illustrated in Figure 4, students at School D1 increased their academic self-efficacy scores, and their change scores were significantly higher than the other schools and conditions. Further, students in the intervention condition at School D2 had the lowest change scores amongst all the schools, whereas students of the same school in the control condition achieved significant increase in their change scores compared to control students at School C ($p = .02$) and School B ($p = .048$). Further, follow-up Independent t-test showed that students in the intervention group at School D2 achieved significantly lower change scores for their academic self-efficacy than their peers in the control group (t $(27) = 2.87$, $p = .001$; Cohen's $d = 1.42$).

Students' Social Self-efficacy

Pre-Program Contrasts. The means and standard deviations for students' social self-efficacy scores are presented in Table 13. There was a significant main effect for condition on student's social self-efficacy, but no significant interaction or school main effect (see Table 10). Students at all schools that were assigned to the intervention group scored significantly higher on the social self-efficacy scale than students in the control groups.

Table 13: *Mean and Standard Deviation of students' social self-efficacy pre-scores and change-scores in each condition and school.*

	Intervention				Control			
	Pre-scores		Change-scores		Pre-scores		Change-scores	
	M	SD	M	SD	M	SD	M	SD
School A	26.5	3.9	0.8	3.5	22.4	6.2	1.1	3.2
School B	27.0	4.1	1.0	3.4	24.2	4.3	-0.5	4.2
School C	26.3	3.8	-0.4	3.9	24.2	5.2	0.7	6.5
School D1	24.0	3.8	0.8	6.8	NA	NA	NA	NA
School D2	26.4	4.6	-0.8	2.9	24.5	5.8	-2.2	5.1
Total	26.2	4.0	0.3	4.1	24.0	5.2	-0.7	5.0

.

Post-Program Differences. The means and standard deviations for students' social self-efficacy change scores are presented in Table 13. The results showed no significant interaction or condition/school main effect (see Table 11 for ANOVA results). Although students in the intervention condition displayed higher social self-efficacy at the pre-test, their change scores did not significantly differ from the students' in the control group at the post-test.

Students' Behavioural Engagement

Pre-Program Contrasts. The means and standard deviations for behavioural engagement pre-program scores are presented in Table 14. There was no significant interaction or condition/school main effect of students' behavioural engagement scores (see Table 10 for ANOVA results).

Table 14: Mean and Standard Deviation of students' behavioural engagement pre-scores and change-scores in each condition and school.

	Intervention				Control			
	Pre-scores		Change-scores		Pre-scores		Change-scores	
	M	SD	M	SD	M	SD	M	SD
School A	17.2	1.6	.08	1.9	16.1	3.0	-.55	1.2
School B	16.1	1.5	.00	1.9	16.2	2.2	-1.2	2.1
School C	16.8	2.3	-.58	1.7	14.9	2.5	-1.8	1.6
School D1	16.4	2.9	.43	1.4	NA	NA	NA	NA
School D2	15.6	2.3	.00	1.6	16.3	1.5	-.16	1.9
School E	16.4	2.1	.58	2.2	15.9	2.3	.67	1.5
Total	17.2	1.6	.06	1.8	16.1	3.0	-.75	1.9

Post-Program Differences. The means and standard deviations for change scores for behavioural engagement are presented in Table 14. There was no significant interaction or condition/school main effect of students' behavioural engagement change scores (see Table 11). Although there was no school effect, there was a moderate effect size indicating some differences between the students' behavioural engagement at the individual schools. Post-hoc comparisons indicated that students at School E had significantly improved their scores compared to School C, whose scores decreased from pre- to post-test.

Students' Behavioural Disaffection

Pre-Program Contrasts. Table 15 shows the means and standard deviations for behavioural dissatisfaction. There was a significant main effect for schools of students' behavioural disaffection scores (see Table 10 for ANOVA results). Post-hoc comparisons for the school main effect showed that students at School D2 had significantly higher behavioural disaffection scores compared to School A ($p = .007$). There was no significant interaction or condition main effect of students' behavioural disaffection scores.

Post-Program Differences. The means and standard deviations for students' behavioural disaffection change scores are presented in Table 15. There was no significant interaction or condition/school main effect of students' behavioural disaffection change scores (see Table 11).

Table 15: *Mean and Standard Deviation of students' behavioural disaffection pre-scores and change-scores in each condition and school.*

	Intervention				Control			
	Pre-scores		Change-scores		Pre-scores		Change-scores	
	M	SD	M	SD	M	SD	M	SD
School A	14.8	2.1	-.83	2.5	15.7	2.4	-.16	1.7
School B	13.9	2.9	.00	2.8	13.7	2.8	-.43	2.1
School C	12.5	2.5	-.47	3.2	14.6	3.4	-1.9	4.8
School D1	14.6	2.9	.45	3.3	NA	NA	NA	NA
School D2	13.1	3.6	.55	2.0	11.0	2.9	.8	2.3
School E	13.2	3.3	-.11	3.6	13.3	4.0	.33	1.5
Total	13.6	2.9	-.11	2.9	13.2	3.3	-.21	2.7

Note: Reverse scores were applied, therefore higher means indicate lower behavioural disaffection.

Students' Emotional Engagement

Pre-Program Contrasts. Table 16 shows the means and standard deviations for students' emotional engagement scores. There was a significant main effect for condition on students' emotional engagement (see Table 10) but no interaction or school main effect. Students in the intervention group had a significantly higher emotional engagement scores at the pre-test than students in the control group.

Table 16: *Mean and Standard Deviation of students' emotional engagement pre-scores and change-scores in each condition and school.*

	Intervention				Control			
	Pre-scores		Change-scores		Pre-scores		Change-scores	
	M	SD	M	SD	M	SD	M	SD
School A	15.8	2.7	1.50	2.58	15.7	2.7	-.17	1.7
School B	16.3	1.5	-.48	2.09	14.5	2.8	-.21	1.9
School C	14.7	1.9	.54	2.13	12.9	3.3	.11	1.8
School D1	15.4	2.3	1.0	3.26	NA	NA	NA	NA
School D2	15.7	2.2	-.82	1.54	13.4	2.5	.21	2.5
School E	15.2	2.6	.89	2.85	15.7	1.2	1.3	2.3
Total	15.5	2.2	.42	2.50	14.0	2.8	.09	2.1

Post-Program Differences. The means and standard deviations for emotional disaffection are presented in Table 16. There was no significant interaction or condition/school main effect of students' emotional engagement change scores (see Table 11).

Students' Emotional Disaffection

Pre-Program Contrasts. The means and standard deviations of the students' emotional disaffection scores at each school and condition are available in Table 17. There was no significant interaction between the schools and conditions, as well as no significant school/condition main effect of students' emotional disaffection scores (see Table 10).

Table 17: *Mean and Standard Deviation of students' emotional disaffection pre-scores and change-scores in each condition and school.*

	Intervention				Control			
	Pre-scores		Change-scores		Pre-scores		Change-scores	
	M	SD	M	SD	M	SD	M	SD
School A	14.3	2.3	1.4	2.5	15.2	2.4	.33	1.6
School B	16.3	2.0	-1.0	3.2	14.6	2.7	-.93	2.1
School C	14.8	2.7	-.11	3.2	13.9	3.8	-.56	2.5
School D1	15.0	2.7	1.4	3.5	NA	NA	NA	NA
School D2	15.0	3.2	.45	1.4	13.1	3.2	-.38	3.1
School E	15.1	3.1	.68	2.5	16.7	2.3	1.00	1.7
Total	15.1	2.7	.32	2.9	14.2	3.1	-.40	2.5

Note: Reverse scores were applied, therefore higher means indicate lower emotional disaffection.

Post-Program Differences. The means and standard deviations for emotional disaffection are presented in Table 17. There was no significant interaction or condition/school main effect of students' emotional disaffection change scores (see Table 11).

Students' Perception of Control

Pre-Program Contrasts. The main and standard deviation of the students' perception of control scores at each school and condition is available in Table 18. There was no significant interaction or main effect of students' perceptions of control (see Table 10).

Post-Program Differences. The means and standard deviations for students' perception of control change scores are presented in Table 18. There was no significant interaction or condition/school main effect (see Table 11).

Table 18: Mean and Standard Deviation of students' perception of control pre-scores and change-scores in each condition and school.

| | Intervention | | | | Control | | | |
| | Pre-scores | | Change-scores | | Pre-scores | | Change-scores | |
	M	SD	M	SD	M	SD	M	SD
School A	25.3	4.5	-.01	7.8	23.9	3.3	.57	4.2
School B	24.5	2.5	1.7	5.8	23.9	4.1	-.29	4.5
School C	28.4	5.6	.71	6.2	24.3	1.8	1.25	7.9
School D1	24.1	3.4	.09	3.3	NA	NA	NA	NA
School D2	25.7	5.6	-.27	7.3	24.7	7.4	1.4	5.1
School E	24.2	3.7	1.4	4.5	24.0	2.0	5.2	5.7
Total	25.4	4.4	.77	5.8	24.2	4.7	1.1	5.4

Students' Perceptions of their Physical/Sport Competencies (Results from Physical Self-Description Questionnaire, PSDQ)

Physical Activity

Pre-Program Contrasts. The means and standard deviations of students' perception of their physical activity level for each school and condition are presented in Table 19, whereas Table 10 provides the results of the ANOVA. There was a significant main effect for condition as well as a main effect for the school on students' perception of their physical activity scores, but there was no interaction effect. Students in the intervention condition perceived their physical activity level to be significantly higher than those in the control group, and this pattern of results occurred at each school. Further, post-hoc comparisons revealed that students at School A and School D2 scored significantly lower on their perception of physical activity than students at School C ($p = .001$).

Table 19: *Mean and Standard Deviation of students' physical activity level pre-scores and change-scores in each condition and school.*

| | Intervention | | | | Control | | | |
| | Pre-scores | | Change-scores | | Pre-scores | | Change-scores | |
	M	SD	M	SD	M	SD	M	SD
School A	15.8	4.5	-.50	2.6	10.4	5.3	3.6	5.1
School B	18.5	5.8	-1.8	2.8	15.0	6.2	.07	4.5
School C	21.7	2.8	-2.5	4.3	19.0	5.9	-3.4	5.0
School D1	16.1	6.6	-1.5	4.2	NA	NA	NA	NA
School D2	16.7	7.0	.82	4.1	13.2	5.0	2.8	4.7
School E	18.7	3.7	-.39	4.3	13.3	3.8	.75	.96
Total	18.3	5.3	-1.2	3.8	14.4	5.9	.77	5.1

Post-Program Differences. The means and standard deviation for each school and condition is presented in Table 19. There was a significant main effect for school on students' perception of their physical activity, but no interaction effect (see Table 11). Although the results indicated significant main effect for condition ($p = .05$), the effect size was small; therefore, the results should be interpreted with caution. Students at School C (both control and intervention group) had the most negative change scores amongst all the schools, indicating their perception of their physical activity level had decreased. Post-hoc comparisons using Sidak revealed that their change scores were significantly lower compared to students at School A ($p = .002$).

Global Physical Self-Perception

Pre-Program Contrasts. The means and standard deviations of students' global physical self-perception for each school and condition are presented in Table 20. There was no significant interaction or main effect on the students' perception of their global physical self-perception (see Table 10).

Table 20: *Mean and Standard Deviation of students' global physical perception pre-scores and change-scores in each condition and school.*

| | Intervention | | | | Control | | | |
| | Pre-scores | | Change-scores | | Pre-scores | | Change-scores | |
	M	SD	M	SD	M	SD	M	SD
School A	12.2	4.7	.70	3.3	13.0	4.1	1.2	3.2
School B	13.3	3.6	-.05	1.4	12.5	3.3	-1.1	2.6
School C	14.2	2.9	-.83	2.4	14.0	3.0	-1.5	4.2
School D1	15.0	1.9	.27	1.7	NA	NA	NA	NA
School D2	14.6	2.9	.09	1.8	11.6	4.6	.82	3.4
School E	14.2	3.4	3.4	14.9	12.0	5.3	2.3	2.6
Total	13.9	3.4	.65	6.9	12.6	3.9	-.01	3.4

Post-Program Differences. The means and standard deviations for student's change scores of their global physical competencies perceptions at each school and condition are presented in Table 20. There was no significant interaction or condition/school main effect for the post-test analysis (see Table 11).

Sport Competence

Pre-Program Contrasts. The means and standard deviation for student's perception of their sport competence scores in each school and condition are presented in Table 21. There was a significant main effect for condition on the students'

perception of their sport competence; however, there was no significant interaction or school main effect (see Table 10). Students in the intervention condition scored higher on their sport-competency belief than the students in the control condition.

Table 21: *Mean and Standard Deviation of students' sport competence pre-scores and change-scores in each condition and school.*

| | Intervention | | | | Control | | | |
| | Pre-scores | | Change-scores | | Pre-scores | | Change-scores | |
	M	SD	M	SD	M	SD	M	SD
School A	13.6	2.7	.83	2.4	11.4	4.6	1.0	3.7
School B	14.4	4.3	-.40	2.2	12.6	2.9	-.79	3.1
School C	15.5	2.5	.11	1.8	13.2	3.8	-1.3	1.4
School D1	13.6	3.8	-.64	2.3	NA	NA	NA	NA
School D2	14.4	4.2	-.36	1.9	12.3	4.4	.86	3.0
School E	15.7	2.2	.06	2.1	11.0	3.7	2.5	1.0
Total	14.7	3.4	-.07	2.1	12.3	3.8	.13	2.8

Post-Program Differences. The means and standard deviations for students' sport competence change scores for each school and condition are presented in Table 21. There was a significant main effect for school on students' sport competence, but no significant interaction or condition main effect (see Table 11). On the other hand, Post-hoc comparisons did not indicate any significant differences between the schools.

Endurance and Fitness

Pre-Program Contrasts. The means and standard deviations for student's perception of their endurance and fitness at each school and condition are presented in Table 22. There was a significant main effect for condition, but no significant interaction or school main effect (see Table 10). Prior to the program, students' endurance and fitness scores in the intervention condition were significantly higher than the scores of students in the control condition.

Post-Program Differences. The means and standard deviations for student's change scores of their perception of endurance and fitness at each school and condition are presented in Table 22. There was no significant interaction or condition/school main effect (see Table 11).

Table 22: *Mean and Standard Deviation of students' endurance and fitness pre-scores and change-scores in each condition and school.*

| | Intervention | | | | Control | | | |
| | Pre-scores | | Change-scores | | Pre-scores | | Change-scores | |
	M	SD	M	SD	M	SD	M	SD
School A	11.5	2.8	-.08	2.7	9.5	2.9	.31	2.1
School B	11.8	4.1	.20	2.2	11.1	2.7	-.29	1.9
School C	13.4	3.3	.56	2.0	11.8	3.9	-.33	3.1
School D1	11.7	4.1	.27	1.5	NA	NA	NA	NA
School D2	13.5	3.6	-1.2	1.5	10.3	3.0	1.1	3.6
School E	14.2	3.2	.56	2.5	9.5	3.1	2.5	1.0
Total	12.8	3.6	.14	2.2	10.6	3.1	.44	2.7

Global Self-esteem

Pre-Program Contrasts. The means and standard deviations for student's perception of their global self-esteem at each school and condition are presented in Table 23. There was a significant main effect for condition, but no significant interaction or school main effect (see Table 10). Students in the intervention condition scored significantly higher on their global self-esteem than students in the control condition, before the program.

Table 23: *Mean and Standard Deviation of students' global self-esteem pre-scores and change-scores in each condition and school.*

| | Intervention | | | | Control | | | |
| | Pre-scores | | Change-scores | | Pre-scores | | Change-scores | |
	M	SD	M	SD	M	SD	M	SD
School A	22.5	4.9	1.70	3.5	22.2	4.7	-.63	4.7
School B	23.0	4.8	-.48	3.2	20.9	4.1	-.49	3.2
School C	22.8	4.4	.02	2.7	22.0	4.2	-1.7	3.4
School D1	23.4	3.3	.64	2.2	NA	NA	NA	NA
School D2	23.7	4.5	-1.2	2.7	19.2	6.1	1.2	5.1
School E	23.4	3.8	.44	3.6	19.2	3.4	5.2	.96
Total	23.1	4.2	.15	3.1	20.7	4.8	.25	4.2

Post-Program Differences. The means and standard deviations of students' global self-esteem change scores for each school and condition are presented in Table 23. There was a significant main effect for school as well as school by condition interaction with a large effect size (see Table 11). Figure 5 shows that students in the control condition at School E improved their global self-esteem, whilst, in comparison, students in the intervention condition achieved low change scores. The Sidak comparison did not

reveal any significant differences between the individual schools and the global self-esteem change scores.

In addition, there was a pattern of results where students in the intervention condition at School A achieved positive change scores, indicating their global self-esteem improved, whereas students in the control condition achieved negative change scores; however, the differences between these two conditions were not statistically significant.
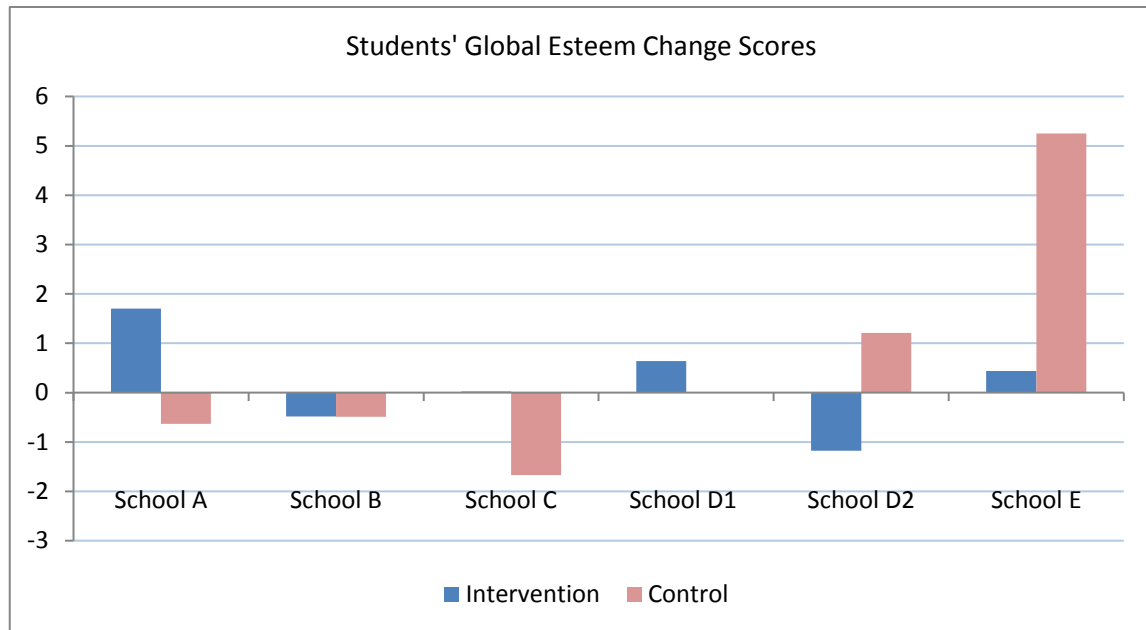
*Figure 5:*Interaction effect between the control and intervention group as well as the different schools for students' global self-esteem change scores.

Students' Self-Reported Communication Skills

Pre-Program Contrasts. The means and standard deviations of students' self-reported communication skills in each school and condition are presented in Table 24. There was a significant condition main effect for the students' communication skills self-report. There was no significant school and condition interaction effect ($F_{(4,103)}$ = .35, p = .85, ηp^2 = .01) and no main effect for school; however, a medium effect size was observed ($F_{(5,103)}$ = 1.37, p = .15, ηp^2 = .07). Students in the intervention condition reported having significantly higher communication skills than those in the control condition, and these differences were significant ($F_{(1,103)}$ = 4.79, p = .03, ηp^2 = .04).

Table 24: *Mean and Standard Deviation of students' communication skills pre-scores and change-scores in each condition and school.*

	Intervention				Control			
	Pre-scores		Change-scores		Pre-scores		Change-scores	
	M	SD	M	SD	M	SD	M	SD
School A	4.0	.91	.09	.54	3.3	1.0	.00	.82
School B	3.8	1.0	.54	.66	3.4	.93	.42	.79
School C	4.1	.81	.20	.56	4.0	.72	-.22	.67
School D1	3.3	1.0	.43	.53	NA	NA	NA	NA
School D2	3.9	.62	.38	.92	3.5	.84	-.14	1.1
School E	4.1	.83	.11	.96	3.7	.65	.67	.58
Total	3.9	.94	.26	.73	3.6	.87	.07	.89

Post-Program Differences. The means and standard deviations of students' self-reported communication change scores in each school and condition are presented in Table 24. There was no significant school and condition interaction ($F (5,103) = .93$, $p = .45$, $\eta p^2 = .04$) or condition effect ($F (1,103) = .44$, $p = .51$, $\eta p^2 = .01$) on the students' perception of their communication skills. There was also no significant main effect for schools, although a medium effect size was observed ($F (4,103) = 1 .22$, $p = .30$, $\eta p^2 = .06$).

Students' Self-Reported Leadership Skills

Pre-Program Contrasts. The means and standard deviation of students' self-reported leadership skills for each school and condition are presented in Table 25. There was a significant condition main effect for the students' self-report of their leadership skills. Students in the intervention scored higher in the leadership self-report than those in the control condition, and these differences were significant, with a large effect size ($F (1,118) = 17.99$, $p = .001$, $\eta p^2 = .13$). There was no school main effect ($F (5,118) = 2.04$, $p = .78$, $\eta p^2 = .03$), and no significant school and condition interaction ($F (4,118) = 1.29$, $p = .13$, $\eta p^2 = .06$), although there was a medium effect size. The post-hoc Sidak correction revealed significant differences between School D2 and School E ($p = .03$) and School C ($p = .04$), where students in the intervention group at School D2 scored lower than those students in the control group at Schools E and C.

Table 25: *Mean and Standard Deviation of students' leadership skills pre-scores and change-scores in each condition and school.*

	Intervention				Control			
	Pre-scores		Change-scores		Pre-scores		Change-scores	
	M	SD	M	SD	M	SD	M	SD
School A	4.4	0.7	.00	.89	2.8	1.2	.17	1.5
School B	4.2	.83	.37	.83	3.4	1.1	.46	.88
School C	4.2	.75	-.12	1.1	3.7	.87	-.33	.71
School D1	3.6	.74	.38	.74	NA	NA	NA	NA
School D2	3.3	.71	-.11	.60	3.3	.99	.21	.58
School E	4.2	.79	-.37	.68	3.5	.58	.50	.58
Total	4.1	.81	.00	.87	3.4	.95	.20	.86

Post-Program Differences. The means and standard deviation of students' self-reported leadership skills change scores in each school and condition are presented in Table 25. There was no significant interaction (F (4,118) = .96, p = .45, ηp^2 = .03) and no significant main effect for condition (F (1,118) = 2.04, p = .15, ηp^2 = .02) on the students' perception of their leadership skills. There was also no main effect for the school on the students' perception of their leadership skills; however, there was a large effect size (F (5,118) = 1.9, p = .09, ηp^2 = .08), indicating there were some differences between students' scores at the school level, although Sidak post-hoc correction did not reveal any significant differences.

The Influence of Students' Practice Hours on the Outcome Variables

Linear regression was conducted where the number of students' teaching hours was used as an independent variable to explore whether this factor could predict students' change scores of the outcome variables (individual subscales). The results of the linear regression conducted for each variable are presented in Table 26. The regression for emotional disaffection and number of hours of participation in the intervention was statistically significant. The number of hours students delivered to primary schools accounted for only 6% of the variation in their emotional disaffection change scores. However, the p value for this variable was significant, indicating that the relationship between the number of hours students delivered to primary schools and emotional disaffection change scores was statistically significant. The regression for the remaining variables and number of students' teaching practice hours was not significant.

Table 26: *Summary table of the results for linear regression analysis conducted on each variable separately.*

	F	*p*	R^2
Research Question 1			
Academic Self-efficacy	1.1	.31	.02
Social Self-efficacy	.04	.85	.02
Behavioural Engagement	.03	.85	.00
Behavioural Disaffection	.43	.51	.01
Emotional Engagement	.64	.42	.01
Emotional Disaffection	5.0	.03[*]	**.06**
Perception of Control	1.3	.26	.02
Physical Activity	.50	.48	.01
General Physical	.00	.95	.00
Sport competence	.03	.86	.00
Endurance and fitness	.00	.99	.00
Global Esteem	1.3	.25	.02
Research Question 2			
Sport Learning Climate	.02	.89	.00
Teacher as a Social Context	.49	.48	.01

Note 1: $*p < .05.$, $**p < .01$.

Note 2: R2= Explained Variance, R2 with medium explained variance is in bold.

This section explores whether the program had any impact on students' perception of their teachers' provision of structure and their autonomy support. Table 27 provides a summary of the ANOVA results for these scores at both pre-test and post-test.

Table 27: *Summary of ANOVA analysis for students' perceptions of their teachers and its' significant values at the pre- and post-program stage.*

	Condition x School interaction			Condition main effect			School main effect		
	F	*p*	ηp^2	F	*p*	ηp^2	F	*p*	ηp^2
Provision of structure									
Pre-scores	1.21	.31	.04	1.69	.19	.01	3.08	.01**	**.11**
Change-scores	3.15	.02*	**.09**	.52	.47	.01	2.78	.02*	**.10**
Autonomy support									
Pre-scores	.47	.76	.01	2.65	.11	.02	6.26	.00**	**.19**
Change-scores	1.73	.15	.05	.36	.55	.00	2.60	.03*	**.09**

Note 1. *p < .05, **p < .01

Note 2. ηp2 effect size (ES): ηp2 = .01 (small ES), ηp2 = .06 (medium ES), ηp2=.14 (large ES). ηp2 with medium and large effect size is in bold.

Students' Perception of their Teachers' Provision of Structure (expectations, support, monitoring, and contingency)

Pre-Program Contrasts. The means and standard deviations of students' perception of their teachers' provision scores in each school and condition are presented in Table 28. The results demonstrated a significant school main effect with a medium effect size on students' perception of their teacher's provision of structure (see Table 27). The interaction and condition main effect were not significant. Post-hoc comparisons revealed significant differences between students' perception of their teachers' provision between School A and School C ($p = .007$). Students in School C gained significantly higher scores for their teacher's provision amongst all the students of the different schools, whereas scores of the students at School A were the lowest.

Table 28: *Mean and Standard Deviation of students' students' perception of their teachers' provision pre-scores and change-scores in each condition and school.*

	Intervention				Control			
	Pre-scores		Change-scores		Pre-scores		Change-scores	
	M	SD	M	SD	M	SD	M	SD
School A	37.1	7.6	.00	12.6	34.9	7.7	7.7	8.1
School B	41.6	7.0	2.0	6.2	40.9	7.0	-3.2	9.1
School C	43.8	6.1	.89	5.7	46.0	5.6	-3.6	9.1
School D1	39.8	9.9	7.6	7.5	NA	NA	NA	NA
School D2	43.5	9.5	-2.4	5.6	36.5	9.3	3.0	8.3
School E	43.0	6.1	1.5	8.7	41.0	4.8	3.7	4.6
Total	41.7	7.6	1.5	8.1	39.4	8.2	.84	9.1

Post-Program Differences. The means and standard deviations of students' perception of their teachers' provision change scores for each school and condition are presented in Table 28. The results showed a significant interaction effect with a large effect size on students' perception of their teacher's provision. There was also a significant main effect for school (see Table 27).
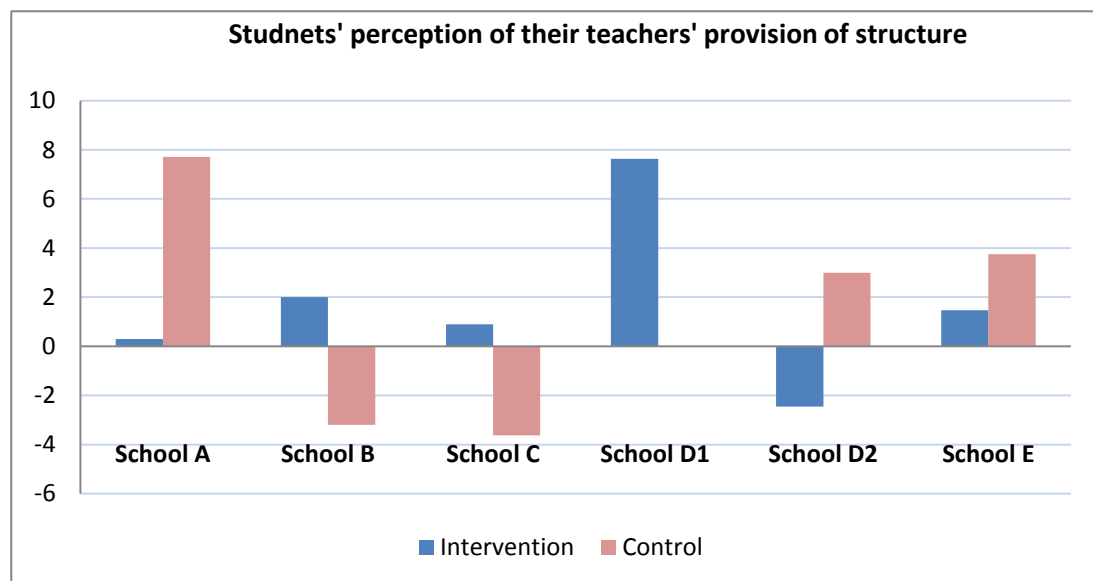
Figure 6: Interaction effect between the schools and condition students participated in on their perception of teachers' provision change scores.

Independent t-test showed that students' perception of their teachers' provision increased positively in the intervention group at School B, whereas students of the same school in the control group decreased this positive perception ($t(33) = 2.03$, $p = .05$, Cohen's $d = 0.71$). Although the Sidak correction did not reveal any significant

differences between the schools, the pattern of results indicated that students at School D1 achieved the highest positive change scores amongst all the schools and condition (see Figure 6). Students in the intervention group at School D2 were the only participants, whose scores decreased after the program.

Students' Perceived Autonomy Support Provided by the Teachers

Pre-Program Contrasts. The means and standard deviations of students' perceived autonomy support scores for each school and condition are presented in Table 29, whereas Table 27 provides the results of the ANOVA. The results showed a significant school main effect with a medium effect size for students' perceived teachers' autonomy provision scores. There was no interaction for school or condition main effect for the students' scores of the perceived autonomy support provided by the teachers.

Post-hoc comparisons revealed that students' perceived autonomy support scores significantly differed between some of the schools. Students at School A reported to perceive their teacher's autonomy support to be the lowest across all the participating schools, and their scores were significantly lower on average from the students at School B's (p = .007), School C (p = .001), and School E (p = .003). Students at School D2 also scored significantly lower on their perception of the PE teacher's autonomy support from those students at School B's (p = .03), School C (p = .001), and School E (p = .01).

Table 29: *Mean and Standard Deviation of students' pre-scores and change-scores of their perception of the teachers' support in each condition and school.*

	Intervention				Control			
	Pre-scores		Change-scores		Pre-scores		Change-scores	
	M	SD	M	SD	M	SD	M	SD
School A	28.6	9.0	-.58	10.3	24.1	5.2	4.1	9.1
School B	35.3	5.3	.85	4.7	31.9	6.6	-2.1	5.7
School C	36.1	4.8	.06	4.1	35.0	3.6	-6.4	11.7
School D1	31.3	8.4	4.2	8.1	NA	NA	NA	NA
School D2	30.4	10.1	3.4	3.7	27.1	7.3	2.7	6.5
School E	34.7	5.8	1.2	8.3	36.0	4.1	2.2	5.3
Total	32.7	7.2	1.3	6.8	30.8	5.4	-.15	8.2

Post-Program Differences. The means and standard deviations of students' perceived autonomy support change scores in each school and condition are presented in Table 29, whereas Table 27 provides the results of the ANOVA. The results showed a significant school main effect with a large effect size on students' sport learning climate change scores. There was no significant school and condition interaction or main effect for the condition. Post-hoc comparisons using Sidak correction revealed that students' change scores for their perception of teachers' autonomy support significantly differed between some of the schools. Further, control group students at School C decreased their positive attitudes towards their PE teachers' autonomy support, and their change scores were significantly lower compared to School D1 ($p = .02$) and School D2 ($p = .01$), whereas students from both of these schools improved their attitudes towards their teachers' autonomy support.

Teachers' Perceived Competence

The mean scores of the teachers' self-reported teaching competence in each school before and after program is available in Figure 7. All teachers reported to have above average teaching competency skills. Teacher from School E perceived his teaching competence to be the lowest amongst all the teachers.

	Teacher 1 (School B)	Teacher 3 (School C)	Teacher 4 (School D1)	Teacher 5 (School D2)	Teacher 2 (School E)
Pre-Test	18	18	17	18	11
Post-Test	19	18	16	18	13
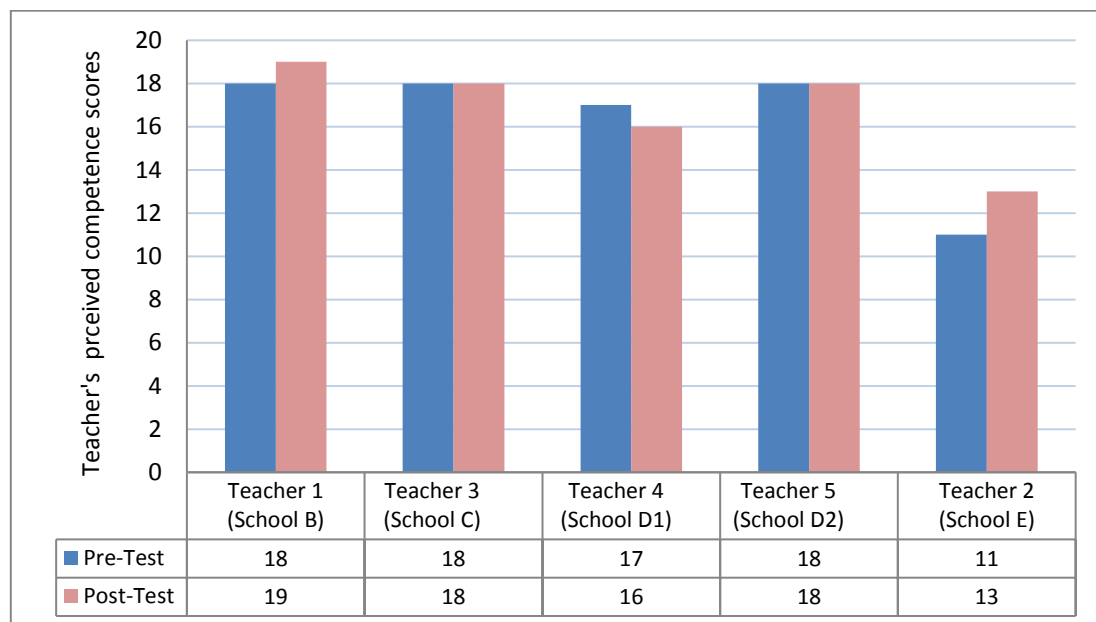
Figure 7: The mean values of teacher's perception of their competence scores at the pre- and post-test.

Teachers' Perceived Provision of Autonomy Support for their Students

       The mean scores of the teachers' self-reported provision of autonomy support in each school before and after the program are available in Figure 8. All teachers scored above average on the learning climate questionnaire, indicating high perception of their provision of autonomy support for the students at both the pre- and post-measurement stage.

	Teacher 1 (School B)	Teacher 3 (School C)	Teacher 4 (School D1)	Teacher 5 (School D2)	Teacher 2 (School E)
Pre-test	39	37	31	39	34
Post Test	41	39	36	35	38
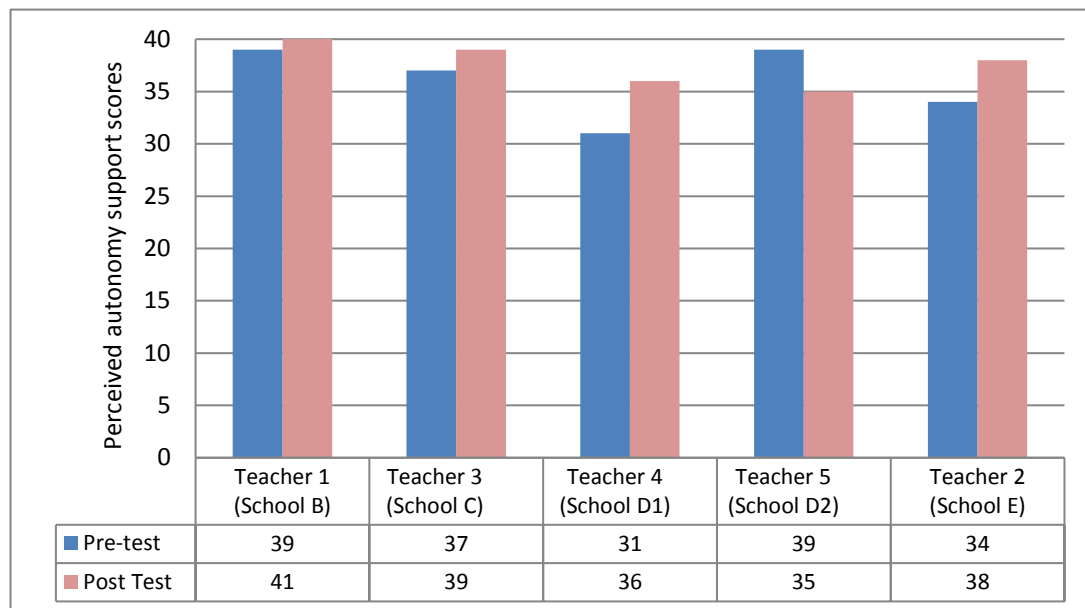
Figure 8: The mean values of teacher's perceived autonomy support provision at the pre- and post-test.

Summary of the Findings from the Phase 1

Q1. Did the program influence students' competencies and their psychosocial development?

Students' academic self-efficacy differed between the schools at the pre-measurement stage, which was influenced by the condition to which they were assigned. Students in the leadership program at School A and D1 had higher academic self-efficacy scores than their peers in the control condition, whereas young leaders at School C had lower academic self-efficacy than the control group at the beginning of the program. Students' academic self-efficacy change scores differed after the program, which was determined by what school and condition they attended. Students at School D1 (with no control group) had a significantly higher academic self-efficacy change scores compared to all of the other schools. Students in the control condition at School D2 improved their academic self-efficacy, whereas students in the intervention group decreased their scores, and the differences between these two conditions were significant. Whilst students in the intervention group at all schools had significantly higher social self-efficacy scores than the control group prior to the program, there were no differences between the two conditions in the change of social self-efficacy after the program.

Students' scores for behavioural engagement or emotional disaffection did not significantly differ in the individual conditions or schools before or after the program. On the other hand, students' emotional engagement seemed to differ between the two conditions, with students in the intervention condition having significantly higher emotional engagement than the students in the control condition before the program, across all the schools. In addition, behavioural disaffection at School D2 was significantly higher than those at School A, whilst students at School A appeared to have the lowest behavioural disaffection across all the schools. There were no differences between the students' change scores for their behavioural and emotional engagement, behavioural and emotional disaffection. Finally, there were no differences between students' scores of their perception of control before the program or any differences between their change scores after the program.

There were some significant differences between the students in the control and intervention condition on several of the PSDQ subscales at the pre-program

measurement. Students in the leadership condition had a higher perception of their physical competencies before the program than the control condition, as they scored significantly higher on the following variables: endurance and fitness, sport competence, physical activity level, and global self-esteem. On the other hand, their general physical self-perception did not differ between the two conditions prior to the program.

The post-program results indicated that students in the control condition at School D2 and School A had the lowest change scores for their perceived physical activity amongst all the schools, whilst students at School C achieved the highest score for perceived physical activity. Contrastingly, students at School C perceived their physical activity level more negatively following the completion of the leadership program, and their change scores were significantly lower from School A. Some students appeared to change the perception of their global self-esteem, depending on what school they attended and/or condition to which they were assigned. Whilst students in the control group at School D2 seemed to improve their global self-esteem, the scores of their peers in the leadership group remained relatively unchanged after the program. On the other hand, students at School A, who were in the intervention group, seemed to improve their global self-esteem, whilst their peers' scores in the control group declined. Further, there were no significant differences between the students in the different conditions or schools and their general physical self-perception or endurance and fitness scores after the program.

Finally, the number of practice hours students delivered to primary schools did not predict their change scores on the individual measurements, apart from their emotional disaffection, indicating that the more hours students delivered to the primary schools, the less emotional disaffection they displayed after the leadership course.

Q2. 2. How did the program affect relationships at the school level together with teachers' practices?

Students at School A perceived their teacher's provision to be the least favourable amongst all the schools at the pre-test, although these differences were only significant in relation to the students at School C, where students perceived their teacher to have the most positive provision. There were some differences between the schools and type of condition in terms of students' perception of their teachers' support at the post-test. Students at School D1 improved their perception of their teacher's provision

significantly more than students in the intervention condition at School E, School D2, School B, and School C. There was a significant difference between the two conditions at School B, where students in the intervention condition significantly improved their perception of their teacher's provision compared to those students in the control condition.

Control group students' perceptions of their teacher's autonomy support at School C were less favourable after the program, and their change scores were significantly lower compared to School D1 and School D2, whereas students from both of these schools improved their perceptions towards their teachers' autonomy support. Teachers from all schools perceived their competence, together with the autonomy support they provided for their students, to be positive and above average at both pre-test and post-test.

PHASE 2: (QUALITATIVE) INTERVIEWS AND FOCUS GROUPS WITH TEACHERS AND STUDENTS

Methods

Participants

The PhD candidate conducted six focus groups with 30 students in total (n = 4 at School A, n = 5 at School B, n = 6 at School C, n = 5 at School E, n = 6 at School D1, n = 4 at School D2). In addition, a teacher from each school (n = 6) also took part in the interview once the program was completed. Teaching staffs from all schools were directly involved in the program delivery; however, a teacher from School A represented a supervisor for two pre-service teachers who were the prime facilitators of the program. These pre-service teachers did not wish to participate in the interviews.

Materials

The interview guide developed for Study 1 was also used for this research phase. Some minor modifications with regards to some words and phrases were adopted (available in Appendix C).

Procedures

Students were asked to indicate their willingness to participate in an interview, which took place right after the post measurement. The research design allowed for six students to take part in the focus group. Students were randomly selected by the teacher or PhD candidate and, given their availability, they took part in the focus group in a separate room provided by the teacher. Student focus group sessions ranged from 15 to 30 minutes, with an average length of approximately 20 minutes. Similarly, each teacher participated in the interview after the program was completed. Teacher interviews ranged from 24 to 41 minutes with an average length of approximately 30 minutes.

Data analysis

Verbatim transcriptions of audio recordings were made using Microsoft Word. Data for both of the qualitative studies was managed by NVivo 10 software program, through which initial coding process was facilitated. Similarly, as in Study 1, thematic analysis approach (Braun & Clarke, 2006) was used to analyse the data. The analysis

involved initial examination and coding of the interview data in relation to the broad domains which formed the basis for the study's interview questions. These domains were: program's impact on students (skill and competency development), impact on the teachers and their practice, and impact on the school. This was followed by a process of coding and recoding the data to arrive at a final set of themes and subthemes. It was also allowed for the analysis to produce themes beyond the model expectations. Additionally, continuous inspection of the original data occurred to determine if coding and thematic analysis stayed true to original data collected during the interviews.

Results

Research Question 1: Did the program influence students' competencies and their psychosocial development?

Unique Program

Valuable Experience

While some students admitted the only reason for them joining the program was to avoid participation in a less desirable subject, which was provided as an alternative (e.g., cooking, knitting), most students were aware the program provided them some unique opportunities for their future personal development as well as their qualifications. Most of them reported this awareness as one of the main reasons why they joined the program, together with their passion for sport:

> *'It's a good introduction into the sports industry and the coaching industry and it gives you some good guidelines in ideas and steps to go off if you want to excel in that career path. It bonds your pathway to be able to do more things. It's a stepping-stone so you have more experience than somebody else who's going to try for that coaching role.' (Student 4, School B)*

Some students reported more altruistic motives for signing up to the program, specifically those from School D1, who mentioned they liked the idea of helping others and their communities.

'I like doing sport. In Sport Leadership, you help others succeed so I might as well help others, give them the opportunity and make them happy.' (Student 4, School, D1)

Teachers recognised the program as being unique in relation to the traditional curriculum or other programs available at theirs school, and they referred to the program as being a different opportunity. The program's perceived uniqueness mostly consisted in being a 'hands-on' experience, where students' learning was facilitated directly through their own practice:

'No other program in the school gives them this opportunity to do hands-on, write up a plan, think about it and then execute it. I don't see many programs that do this…. I see it as an opportunity for students to do something other than just being a student like getting into activities outside the school and also get paid for it. It goes beyond and above just the normal grind of school life. (Teacher 4, School D1)

'They're doing something that's real. It's authentic. It's not just taking notes off the board or whatever. They're actually doing something that's worthwhile, that what they're learning has a purpose and what they end up doing has a result, a consequence.' (Teacher 1, School A)

New Opportunities for Students

Teachers of all schools reported targeting specific students during the program recruitment. Whilst Teachers at School B encouraged students who had an interest in sport and wanted to study PE subject as their vocational training in their Year 12, teachers from the remaining schools did not have a strong preference for the student cohort in the program. Teachers at School D2 expressed some concerns in relation to their students' engagement. They explained that some students attended the program because they had no other option in their curriculum, and the delivery was particularly challenging, as some of the students had strong negative attitudes towards sports. Teacher of School A also mentioned that students were discharged from the program due to behavioural issues, where they did not show 'adequate responsibility'.

On the other hand, some teachers believed the program helped the students to re-engage with the school. Teachers from School D1 and School E particularly recognised

that the practical nature of the program benefited students who otherwise did not excel in other academic subjects, and they believed the program gave them a unique opportunity to excel:

'Because those students were hands-on and not totally academic. This probably gave them the opportunity to do something that they liked. I utilized the course to my advantage to give them that opportunity.' (Teacher 4, School D1)

Further, students from School D1 and School E also identified that the program provided opportunities to develop skills they would not have achieved otherwise during their regular school curriculum. They believed these skills to be particularly valuable for their future:

'In other classes, they don't teach you skills like that. It's good to learn them so that when you finish high school or whatever, you're prepared for real-life situations.' (Student 1, School E)

The teacher from School C reported that parents also had a very positive attitude towards the program as they believed their children gained many valuable experiences throughout their participation:

'They've seen what we deliver. They know that their kids get a lot out of it. But speaking to parents at interviews, for sure. They've said that their sons or daughters really enjoys it and gets a lot out of it.' (Teacher 3, School C)

Growing children (Students' Personal Growth)

Continuous Development

Teachers reported that they had begun to recognise some changes or development in their students, and they perceived students' learned skills and abilities as a continuing process of their development, rather than students having to fully develop these skills. They referred to these improvements in terms of their students having become more confident and responsible, together with developing better organisational and communication skills and learning how to work within a team. All

teachers agreed that students had gained these skills through their practice in primary schools and this experience had left a great impact on them. The following quotes were selected to further illustrate teachers' positive attitudes towards the program:

> *'I love the fact that it's all about Sport Leadership, turning kids into role models, working with young kids. It gives them a lot of really good skills; communication skills, teamwork skills, managerial skills, stuff that's just amazing.' (Teacher 6, School E)*

> *'Their confidence is a big thing, especially when you go out to the primary schools as well. They get that realisation that kids don't listen to you straightaway.' (Teacher 5, School D2)*

> *'I mean public speaking, communication, having a plan and evaluating. These are things that can be transferred to any part of life. So, it was nice to have that difference of sitting in the classroom doing a lot of theory and then going out going, 'Look, this is some theory but let's get out and practice it, come back and review it, then go out & practice it.' That was a good part. (Teacher 2, School B)*

Students also confirmed teachers' observations and reported developing the above-mentioned skills. On the other hand, the interviewed students from School A did not notice any significant changes in their development or attitudes, and only commented on their increased confidence and ability to deal with younger students. The teacher from the same school, however, noticed a great change in the students, predominantly in their attitudes and behaviours:

> *'The benefits that they get out of it in terms of the responsibility of having to go down and take the primary school students does wonders for them. It's excellent.... It's an eye opener for them, going to the primary school is just brilliant. But even before that, having to work together as a team, having to think up strategies like what to do if one of them doesn't want to play or one's playing too rough.' (Teacher 1, School A)*

Transferable Skills

While students at School A felt the program had not provided them with any significant change or improvements, students at the remaining schools reported noticing that they had developed certain skills and attributes throughout their participation in the program. They predominantly noticed their self-esteem had grown, which they believed could apply in different areas of their life:

> *'It teaches you skills that you can use everywhere else every day.' (Student 3, School C)*

> *'I think it just gave our confidence all up. Now, we have better communication skills to talk to even older and younger people and communicate in different ways to both of them.' (Student 4, School E)*

> *'Yeah. In group projects in class. Yeah, generally when talking to people, it boosts our confidence.' (Student 1, School B)*

In addition, teachers also believed the program equipped their students with a number of transferable skills and abilities, which were relevant across other areas of their life, together with their potential future career:

> *'It's a nurturing program that really sees kids grow over time. It builds people, gives them life skills that they need to handle not only running a session for kids in sport, but those skills are there to manage people if they work out in the workforce as well.' (Teacher 6, School E)*

Students also reported a refinement of their organisational skills:

> *'There were lots of activities and things that had to be done. We had to be really organized. Make sure that you get everything done otherwise you'll fall behind.' (Student 1, School E)*

Further, teachers also noticed improvements in students' organisational skills, and they also believed the program equipped them with some interpersonal skills, such as working within a team, improved problem-solving as well as decision making:

'It promotes their self-organisation skills and teamwork, having to work out things and research a game on the internet and then do trial and error, seeing whether or not it works within their own group. So, it's decision-making and teamwork.' (Teacher 1, School A)

'The advantages of the program are the skills that you learn. I can't emphasise this enough, just the people skills, the management skills, the communication skills, the teamwork, the organisation, the planning, problem solving, dealing with problems that relate to organisation.' (Teacher 6, School E)

In addition, teachers believed the more teaching experience students received, the more they had the opportunity to develop their skills: *'But I think the more time they spend delivering a program, that's where they really do the most learning,'(Teacher 2, School B).* Indeed, students enjoyed their working experience in primary schools and they expressed a desire to have more practice hours in the future. Particularly those students from School A felt they had not had enough opportunities to visit primary schools, and they highlighted they would welcome more in the future.

Empowerment

Being a Role Model

Students accepted the responsibility they faced when visiting primary schools and working with young children, which made them feel particularly positive about themselves: *'Younger kids see you as a role model. They look up to us. We make sure we don't do stupid things that they see.' (Student 3, School D2).* Students as well as their teachers reported that students started to perceive themselves more positively, by accomplishing their practice in primary schools:

'It makes us feel good. Privileged. Powerful. Proud.' (Student 1, School B)

'I think they really enjoyed the fact that the primary kids were flocking around them, wanting to be part of what they were doing which was, again, a bit of a morale booster for them.' (Teacher 1, School A)

Sense of Purpose

Students often made a reference to how much enjoyment they had received throughout the program, particularly during their interaction with the primary school children. Students from School D1 particularly highlighted how they achieved a sense of purpose by being engaged with the primary schools, as they felt they were having a great impact on their lives:

> *'I feel good because we're giving a chance for the primary school kids to do sport and stuff. Maybe their normal sport teachers wouldn't have done this and just told them to just play a game. We actually did the FMS testing and stuff.' (Student 2, School D1)*

Achieving Motivation

Teachers from School A and School C reported the program impacted students who had previously been identified as having behavioural problems. They noticed some improvements in students' behaviour, which was acknowledged by other teaching members at their schools. They described these students as starting to 'shine' through the program, where they had shown a motivation and dedication which they did not necessarily display in other classes:

> *'There was a general discussion about some of the students who were absolute horrors everywhere else. They really shone in this particular (program). It gave some students a real opportunity to do something good for a change. (Teacher 1, School A)*

> *'It's given the students, some of them who weren't really good in class in a practical setting, were able to shine. So, their leadership skills were quite refined when they were out in the primary schools. In general, it's been positive overall.' (Teacher 3, School C)*

For some students, the program acted as a catalyst for their newly developed passion for sports and motivated them to engage in other sporting activities or subjects: *'But doing Sport Leadership has made me want to do all the sport classes for Year 10. Sport Science and all that.' (Student 4, School D1).*

Community Involvement

By achieving a sense of purpose during their teaching experience in primary schools, students, particularly those from School D1, also developed an understanding that the program provides benefits for the greater community and that they have the ability to have an impact on it: '*It's good and it gives you a chance to help out in the community so it's a benefit.' (Student 3, School D1).* Students developed leadership that enabled them to engage in further school activities, where they have become involved in leading sport related clubs with the younger peers:

> '*Some of the ambassadors now are running activities here with younger year levels to get them involved. There are already I think a few that are working with their clubs which is really good to see. (Teacher 2, School B)*

Research Question 2: How did the program affect relationships at the school level together with teachers' practices?

Schools benefiting through Students' Experiences

Valuing Students' Potential

Due to the skills and abilities students acquired and demonstrated during their primary school visits, teachers started to regard their students more positively. As previously outlined, they reported the program provided an opportunity for students to showcase abilities they were not able to demonstrate during the regular curriculum. Teachers reported distinguishing students as being more resilient or more capable, particularly after they witnessed their engagement with the younger students during the primary school visits, where they successfully managed a small group of children:

> '*I've had certain students who excelled in this program who otherwise wouldn't have the opportunity to show their potential…Just taking control of the group, clearly explaining what the lesson was about. I thought it was impressive when I saw them execute these cues when coaching' (Teacher 4, School D1)*

'It's really good to see them doing something they really enjoy, seeing them in a different light and looking at some of the strengths that some of them have, that aren't apparent in an ordinary classroom.' (Teacher1, School A)

Mutual Appreciation (Improved Teacher-Student Relationships)

Apart from teachers noticing students' value and their undiscovered potential, students also described changing their perception of their teachers. In particular, they started to develop more respect towards them, as well as they were able to relate to their role, having experienced the teaching position themselves:

'You kind of understand what position they're in because we're the younger people in the group and they're older. They have to come down to our level sometimes.' (Student 1, School C)

Further, students reported their relationship with their teachers as having strengthened due to the frequent contact they had with them and perceived their interaction to have become 'more personal'. Teachers also felt they developed stronger relationship with their students and they believed this was due to the pedagogical approach they adopted during the program delivery, which they described as being different from the approach they applied in everyday classes. Teachers described their approach as being friendlier, where they did not act as an authoritative figure; rather, they had provided students with lots of options and autonomy, as well as they were more likely to share their experiences with them:

'I think the relationship with the kids has gotten better because you're giving them that freedom. You're not a friend but you're not seen as the teacher that just goes on and on… I try to teach these kids more as adults than children. I think that's probably been the biggest change'. (Teacher 5, School D2)

'It's given them the opportunity to share their experiences with me, so I think it has improved the relationship that we have. There's a bit more of a connection between myself and them. They also have a good understanding of what it's like to be a teacher, to put yourself out there with 25 kids who may not listen.' (Teacher 3, School C)

162

Positive Peer Influence

As previously mentioned, students' participation in the program helped them to develop a greater ability to work within a team, which subsequently allowed for stronger friendship development with their peers:

> *'Think some people here aren't normally that close but when you put them all together to do something; they talk to each other more and make friendships by going together because you have to be in teams. (Student 1, School E)*

Some of them felt their social skills improved due to the communication skills and the confidence they had attained in the program, which consequently led to a more positive peer culture at their school:

> *'I think it just gave our confidence all up. Now, we have better communication skills to talk to even older & younger people and communicate in different ways to both of them.' (Student 5, School E)*

Change in School through Students' Experience

Most of the teachers perceived the program's benefits to be noticeable beyond the classroom and they believed that through positive students' experience and opportunities the program provided, the schools also received some benefits:

> *'There are benefits to our school. There are benefits to the primary school. And then, at the end of it, the students have this link to get some employment to further their skills, to further their qualifications. (Teacher 2, School B)*

Particularly, as previously mentioned, some teachers believed that the change in students could positively impact the school overall through their better engagement in classes or in social interactions:

> *'There must be an impact in other classes where they can stand up with confidence and do things that they probably wouldn't have done, maybe being part of more social groups in the school. See a change in a student and they can make a change in the school. (Teacher 2, School B)*

163

Teachers' Professional Development

All teachers reported their practice was affected in some way after their engagement with the program. They mostly felt the program helped them to strengthen their previous teaching knowledge and reflect on their own pedagogy styles:

'So, the things that you learn back in uni that you use in everyday teaching, some of the practices that you get. It has been good to revisit 'back-to-basics' and refresh it.' (Teacher 3, School C)

'It made me question without saying, maybe became a bit more reflective, a more approach, and probably a bit better organized'. (Teacher 4, School D1)

One teacher perceived the program as a challenge to improve his pedagogical skills, where he reviewed his teaching style and lesson delivery for his personal development through this program every year:

'I'm sure that you, having witnessed two of my lessons from one year to the next, would have noticed a bit of a change. So yeah, it's definitely affected my practice. I hope maybe become a better teacher or a better coach.' (Teacher 2, School B)

All teachers expressed that teaching the program was very rewarding, and they all felt a great enjoyment by being engaged in it:

'I'll have to say that this was probably one of the best subjects I've had so far as a teacher, to really get into the actual coaching and teaching side of things.' (Teacher 4, School D1)

'It was really getting into something that I liked and if I could do it full time and have 4 of these classes, I'd be happy' (Teacher 6, School E)

Although teachers felt like they had the capabilities to deliver the program, three teachers expressed that they would benefit from a detailed training on how to deliver the program:

'Training would be a very fantastic thing because I haven't had much time myself to do much coaching because of my other roles at the school.' (Teacher 2, School B).

Some teachers admitted the delivery of the program and the pedagogical style varied for each teacher, due to them not having any formal training or instructions:

It was just, 'here's the program and then, see how it goes'. We talked about it the other day. I teach it differently than someone else. You just find your way that works best. I've added stuff to the documents sent across. I've skipped over a few things that you can do really quickly and not spend a whole lesson on. (Teacher 5, School D2)

One teacher in particular felt that additional training would help him to reduce the workload he was experiencing due to the delivery of the program:

'I have a background in coaching, so I didn't worry too much. It was just the content. I had to get my head around the whole content, the hours that I had to give them coaching, hook up with a primary school, implement that program and so on, so a lot of organizing as well.' (Teacher 4, School D1)

On the other hand, most of the teachers had not noticed any increase in their workload, and they were aware that this was due to the program's inter-curricular implementation. However, they mentioned there were some additional requirements they had to follow, particularly those associated with organising the outings to primary schools:

'I had to communicate with the primary schools. When were they available? When was I available? Find something that was close and convenient for us. It was a bit of a challenge but luckily, we did have a primary school very close to us and they worked with us quite well. It was a successful couple of days.' (Teacher 4, School D1)

Connections with Communities

Teachers reported that another aspect of program's uniqueness was associated with the connections it had enabled to develop with the local primary schools, and they often highlighted that these established connections was one of the most beneficial features of the program:

> *'We've made connections with the local community. With this school, I think that's one of the big things going for us in that we like to make connections with the primary schools,' (Teacher 4, School D1).*

Some teachers believed the interaction through this program enabled both primary and secondary schools to establish closer relationship, with the teaching staff as well as with the potential students, specifically referring to students' transition to secondary schools:

> *'I, previously, have never been across to the primary school even though it's only a hundred meters away. Now, I know the staff there. I've gotten to know some of the students. They come through in the coming years, they would feel more comfortable coming across here.' (Teacher 2, School B)*

All teachers expressed that the frequent visits to the primary schools were particularly appreciated by the PE teachers, whose time or capacity to deliver different sports to the primary schools was limited:

> *'I know being a PE teacher that a lot of primary schools don't have a PE trained teacher on staff. Therefore, it's a big gap in the education for primary school students. I mean, this is not a PE teacher coming up but it's a group of older peers.' (Teacher 2, School B)*

Other teachers, together with some students, acknowledged the program also provided opportunity to benefit the greater community through the students' experience:

> *'The students who do it will build their own momentum and word will get out about what a valuable experience it is and how much it can benefit not just the students who do it but also the school and the broader community.' (Teacher 2, School B)*

PHASE 3 (QUALITATIVE): VIDEO OBSERVATIONS

Research Question 3: Was the program's content delivered as intended?

Methods

Participants

Out of the six schools, five agreed to participate in the video observation, where the main focus was on the teacher and his/her facilitation of the lesson. A signed parental consent form was sought for all the students participating in the lesson. If the form was not obtained, they participated in the lesson as a small group which was not captured on the camera.

Measures

The observation checklist (available in Appendix G) was developed from the 'Tutor Pack'. Its function was to assess the intra-rated reliability by two independent researchers assessing the particular video observation using the tool. This tool was to ascertain the degree to which the teachers delivered the particular lesson as proposed in the tutor pack's outline. The observation checklist contained information on whether each section/activity of the lesson was delivered. Researchers (PhD candidate and a research assistant) responded according to whether the part of the lesson was 'Delivered as Expected' (DE), 'Partially Delivered' (PD), 'Marginally Delivered' (MD), or 'Not at all delivered' (ND). In addition, the time (minutes) teachers dedicated to the different parts (sections) of the lessons were also recorded and compared between the researchers. Other measurements included video camera (Panasonic HC-V770), microphone (Sony ECMAW3) and tripod, all of which were properties of Victoria University.

Procedures

The aim of this study was to observe one lesson delivery at each school. The lesson being observed was 'Communication', which was aimed at developing students' understanding of the importance of communication when delivering activity to a group, together with improving their communication styles. Detailed descriptions of the lesson outline and aims are available in Appendix G. Each teacher delivered this lesson in an order suitable for them; for instance, some teachers facilitated this lesson in their week

3, whilst others did so in week 8. The PhD candidate arranged a time and date suitable for the teachers. Teachers were informed that the purpose of the observation was not to assess their pedagogical skills or capabilities. Each video lesson was recorded on the video camera and each teacher received their recording, which some of them chose to use for their professional development and assessment in their school.

Data analysis

The coding procedure involved the assessors observing the lesson and noting down any observations related to the coding sheet. Two independent researchers – the PhD candidate and a research assistant – coded the videotaped lessons. The research assistant was an independent researcher with previous data analysis experience and no knowledge about the program. Prior to the coding, the second coder was requested to study the 'tutor pack', as well as become familiar with the observation sheet in a greater depth. Consequently, the research assistant was trained by the PhD candidate on how to assess the videos as well as on the usage of the observation sheet. To ensure the reliability of the coding, once all sessions had been analysed, the two researchers calculated their percentage of inter-rater agreement for all the categories in the observation sheet.

Results

Table 30 provides the summary of the analysis using the observation checklist. The inter-rater agreement between the researchers was satisfactory for all the sections' categories, indicating a high degree of reliability. There were no apparent differences within the various lesson parts observed, which indicates that the observers consistently applied the same criteria during the coding process.

The length of the lesson varied in each school, ranging from 40 to 90 minutes. All of the teachers dedicated the majority of the lesson to Activity 1a, 1b and Activity 2. Most schools met the expectation of the lesson delivery for Activity 1a, in which students engaged in activities which highlighted the importance of the verbal communication. Most teachers dedicated approximately the same amount of time to this activity (15 minutes), apart from a teacher from School D2, where this activity was completed in less than 5 minutes. Similarly, Activity 1b, during which students exercised the importance of giving precise instruction whilst leading a group, was satisfactorily delivered in most of the schools, apart from the School E, where this activity was only partially delivered. The time dedicated to this activity varied in each

school, where students in School B participated in this activity for more than 20 minutes, whilst students in School D2 engaged in this activity for less than 5 minutes. Activity 2, which involved non-verbal communication, was also satisfactorily delivered in most schools, apart from School E, where this activity was not delivered at all. The time dedicated to this activity varied between each individual school, and the teacher at School C referred to the non-verbal communication throughout the whole lesson.

Similarly, most teachers explained to the students how to use the whistle (Activity 3) in a short amount of time, apart from the teacher at school School E, who did not deliver this activity. Only teachers at School B and D2 covered the topic of starting the lesson (Activity 4a) as expected; the teacher from School C delivered this topic only marginally. Similarly, only teachers from School B and D2 explained to students how to communicate with individuals (Activity 4b); the remaining teachers did not deliver this activity, or the delivery was only marginal. Activity 5, where the teachers had to demonstrate how to stop a group, was partially or satisfactorily delivered in all the schools, apart from the School E. Only teachers from School B and D2 delivered the topic on frequency of communications (Activity 6), whilst other teachers did not dedicate any time to this activity. Activity 7, which covered the topic of positioning, was delivered at School B and C, and partially delivered at School D2, whereas the teachers at the remaining schools did not deliver this activity.

Teachers at School D2 and C instructed students to watch teacher-lead delivery (Activity 8 a); the teacher at School B partially delivered this activity, whilst School D1 and School E did not deliver this activity at all. None of the teachers asked the students to work in pairs and plan a session as instructed (Activity 8b), and only the teacher at School C asked students to deliver a session (Activity 8c), and this was delivered only partially. Apart from the teacher at School D1, none of the teachers instructed the students to complete their worksheets (Activity 9).

To conclude, the teacher from School B delivered the lesson with the most accuracy amongst all the schools, where seven activities were delivered as expected, with one activity being partially delivered. Teachers at School D1, D2 and C also delivered as expected a majority of the activities (more than five out of nine activities), whilst the remaining activities were partially, marginally, or not delivered at all. The teacher at School E delivered only one activity as expected, and one activity as partially delivered, whilst the remaining seven activities were not delivered at all.

Table 30: *Summary of an observational checklist displaying the agreement between the researchers about the program's delivery at each individual school.*

School			School B	School C	School D1	School D2	School E
Lesson Length			60mins	60mins	90mins	60mins	40mins
Activity 1 a (Verbal Communication)	R1	Delivery	DE	DE	DE	DE	DE
		Time (minutes)	>15	>15	>15	>5	>15
	R2	Delivery	DE	PD	DE	PD	DE
		Time (minutes)	>15	>15	>15	>5	>15
	Agreement		**100%**	**66% D 100% T**	**100%**	**66% D 100% T**	**100%**
Activity 1b (Give precise Instruction)	R1	Delivery	DE	DE	DE	MD	PD
		Time (minutes)	20<	>15	>15	>5	>10
	R2	Delivery	DE	DE	DE	MD	PD
		Time (minutes)	20<	>15	>15	>5	>10
	Agreement		**100%**	**100%**	**100%**	**100%**	**100%**
Activity 2 (Nonverbal Communication)	R1	Delivery	DE	DE	DE	PD	ND
		Time (minutes)	>15	Amb.	20<	>5	
	R2	Delivery	DE	DE	DE	MD	ND
		Time (minutes)	>15	Amb.	20<	>5	
	Agreement		**100%**	**100%**	**100%**	**66% D 100% T**	**100%**
Activity 3 (Use of whistle)	R1	Delivery	DE	DE	MD	DE	ND
		Time (minutes)	>5	>5	>5	>5	
	R2	Delivery	DE	DE	MD	DE	ND
		Time (minutes)	>5	>10	>5	>5	
	Agreement		**100%**	**100% D 75% T**	**100%**	**100%**	**100%**
Activity 4 a (Starting the Session)	R1	Delivery	DE	MD	ND	DE	ND
		Time (minutes)	>5	>5		>5	
	R2	Delivery	DE	ND	ND	DE	ND
		Time (minutes)	>5			>10	
	Agreement		**100%**	**66% D**	**100%**	**100%D 75% T**	**100%**
Activity4b (Communicating with individuals)	R1	Delivery	DE	PD	ND	DE	ND
		Time (minutes)	>5	>5		>5	
	R2	Delivery	DE	ND	ND	DE	ND
		Time (minutes)	>5			>5	
	Agreement		**100%**	**100%**	**100%**	**100%**	**100%**

Activity 5 (Stopping the Whole group)	R1	Delivery	DE	PD	MD	DE	MD
		Time (minutes)	>5	>5	>5	>5	>5
	R2	Delivery	DE	PD	PD	DE	ND
		Time (minutes)	>5	>5	>5	>5	
	Agreement		**100%**	**100%**	**66%**	**100%**	**66%**
Activity 6 (Frequency of communication)	R1	Delivery	DE	ND	ND	PD	ND
		Time (minutes)	>5			>5	
	R2	Delivery	DE	ND	ND	MD	ND
		Time (minutes)	>5			>5	
	Agreement		**100%**	**100%**	**100%**	**66% D 100%T**	**100%**
Activity 7 (Positioning)	R1	Delivery	DE	DE	MD	PD	ND
		Time (minutes)	>5	>5	>5	>5	
	R2	Delivery	DE	DE	MD	PD	ND
		Time (minutes)	>5	>5	>5	>5	
	Agreement		**100%**	**100%**	**100%**	**100%**	**100%**
Activity 8a (Students to watch a teacher-led session and complete Worksheet 7)	R1	Delivery	PD	DE	ND	DE	ND
		Time (minutes)	>10			>20	
	R2	Delivery	PD	DE	ND	DE	ND
		Time (minutes)	>10			>20	
	Agreement		**100%**	**100%**	**100%**	**100%**	**100%**
Activity 8b (Students to work in pairs, plan a session Worksheet 5)	R1	Delivery	ND	ND	ND	ND	ND
		Time (minutes)					
	R2	Delivery	ND	ND	ND	ND	ND
		Time (minutes)					
	Agreement		**100%**		**100%**	**100%**	**100%**
Activity 8C (Students in pairs, to deliver session to half the group.)	R1	Delivery	ND	PD	ND	ND	ND
		Time (minutes)		>15			
	R2	Delivery	ND	PD	ND	ND	ND
		Time (minutes)		>15			
	Agreement		**100%**	**100%**	**100%**	**100%**	**100%**
Activity 9 (Instructing students to complete worksheets)	R1		NO	NO	YES	NO	NO
	R2		NO	NO	YES	NO	NO
	Agreement		**100%**	**100%**	**100%**	**100%**	**100%**

Legend: Researcher 1-**R1**, Researcher 2- **R2**, Ambiguous-**Amb**

Delivered as Expected- **DE**, Partially Delivered-**PD**, Marginally Delivered-**MD**, Not Delivered -**ND**.

Integrated Discussion

The purpose of the Study 2 was to systematically explore the program's fidelity and its short-term developmental outcomes for the students and school. This section of the chapter provides integrated findings and discussion from the qualitative and quantitative phases of Study 2. Similar to the results section, the discussion is framed according to the three research questions, where an overview of the findings in relation to each of the research questions is provided.

1. Did the program influence students' competencies and their psychosocial development?
2. How did the program affect relationships at the school level together with teachers' practice?
3. Was the program's content delivered as intended?

Research Question 1: Did the program influence students' competencies and their psychosocial development?

Larson (2002) identified that adolescents' development is a process of growth and gaining more competence. Therefore, the first phase of the study presented an analysis of data collected through a set of validated questionnaires tapping into various factors of students' attitudes and perceptions of their competencies. The results examined whether the leadership students' scores of their competencies differed from the control group students, once the students completed the program. In addition, pre-program differences were compared between the schools and the two different conditions, in order to examine how the students' competencies in individual conditions and schools differed before the program commenced. The second qualitative phase of the study explored how the program impacted the students on a personal level and it also investigated teachers' perceptions of the program. Since a large number of variables and factors was observed in quantitative Phase 1, only the implications of significant differences between the schools, conditions, or their interactions will be discussed in the following sections.

Pre-Program Differences

The pre-program differences indicated that students who enrolled into the leadership program scored significantly higher on a number of variables than their peers in the control group. They had higher scores in social self-efficacy, global self-esteem, emotional engagement, perception of their physical activity level, sport competence, together with their perceived endurance and fitness. Further, students in the intervention condition evaluated their communication together with leadership skills significantly higher than the control students. The interaction effect for academic efficacy also indicated that students in the intervention condition had a higher academic efficacy at some schools (School A, D2). This indicates that students who had higher self-esteem, social competencies, school emotional engagement, and perception of their sport and physical abilities were more likely to volunteer themselves or express interest in being part of the SSLP.

Previous literature demonstrated that engagement in physical activities and sport has a positive impact on self-esteem (e.g., DeBate et al., 2009; Strong et al., 2005; Tremblay et al., 2000) and social competencies (Gould & Volker, 2010). Since the students in the intervention condition perceived their physical activity levels, together with sport and fitness capabilities, to be higher than those in the control group, it is possible that their self-esteem was therefore also positively affected. In addition, youth who have higher physical competency beliefs are more likely to participate in physical activity and sport-based programs (Ferrer-Caja & Weiss, 2000). The qualitative phase of this study confirmed that the majority of the students joined the program because of their pre-existing passion for sport, and most students declared that they were already engaged in physical activity or sport on a regular basis.

Students in the leadership group at School A and D2 scored higher in academic self-efficacy, whilst there were no differences between the students at School B, and leadership students at the School C had significantly lower academic self-efficacy than their peers in the control group. These differences could be due to the fact that the teacher of this school reported that some of these students were identified as having previous behavioural problems and school disengagement, which could have reflected on their perception of their academic capabilities. Previous studies demonstrated that students displaying behavioural problems or school disengagement have a tendency to have lower academic self-beliefs (Steer, 2000). Teachers, together with some students of School A and D2, specifically reported that some students opted to be in the leadership program in order to avoid alternative subjects such as 'Cooking' and

'Knitting', which were offered at their school correspondingly to the leadership program. As the program was advertised as an avenue for skill development and career perspectives, students who had a higher academic self-efficacy at these two schools would be more likely to select a subject which could further develop their academic skills.

Students in the leadership condition across all the schools also displayed higher emotional engagement with their school. Emotional engagement depicts the level of enthusiasm, enjoyment, interest, or satisfaction students associate with the classroom or schools (Skinner et al., 2008). This might suggest that students who had more positive feelings towards their school felt more enthusiastic about participating in the program. This was also supported by the qualitative results of this study, where students confirmed that the key reason behind their participation was the drive to gain more sport-related qualifications. Previous research also suggested that youth who were interested in sport or wanted to enhance their resume or career options were more likely to participate in a sport leadership/volunteering program (Eley & Kirk, 2002).

Further, the ratio of girls and boys participating in the leadership program was approximately the same, despite the fact that previous findings suggested that males are more likely to volunteer in sport programs than females (Taylor et al., 2003). On the other hand, this interpretation should be treated with caution, as one of the schools was a school for girls only.

Program's Outcomes (Post-Program Changes)

The results from the Phase 1 indicated no significant main effect for the differences of students' change scores between the two conditions for any of the observed variables. However, there were some significant interaction effects, indicating differences between the two conditions across the schools. These interaction effects were evident in students' academic self-efficacy and their global self-esteem. Further, there was a school main effect for students' perception of their physical activity levels and sport competencies, suggesting that students' change scores of these two variables differed significantly between the individual schools after the program finished. There were no significant differences between the change scores of the two conditions in students' social self-efficacy, behavioural or emotional engagement, together with behavioural or emotional disaffection, or perception of control. Further, there were no differences in students' change scores for their global physical perception, sport competence, or endurance and fitness. Their leadership and communication skills also

appeared to have been unaffected, as there were no differences between the individual conditions and their change scores; although students in the intervention condition at each school achieved positive increase for these two skills on average. On the other hand, the qualitative study phase indicated that students perceived their communication and leadership skill to enhance, and similar findings were revealed in the previous research examining the impact of leadership programs in a sport context (Hellison & Walsh, 2002; Sandford et al., 2007). Therefore, the one items measurement used in this study to assess students' leadership and communication skills might have not have been sensitive enough to a change, or has limitations in terms of ceiling and/or floor effects.

Students at School D1 had improved their academic self-efficacy; and, whilst this school did not have a control group, their change scores were significantly higher from the control or intervention groups amongst all the schools. The teacher from School D1 specifically reported that the student cohort in the leadership group was *'hands-on and not totally academic',* and that the program enabled them to excel through the practical application of the skills they gained through their leadership. Therefore, the program enabled students to increase their perception of their academic competencies. Evaluation reports of a similar UK program, SSP, also revealed that young people improved their academic competencies after their participation (Ofsted, 2011).

On the other hand, students in the leadership program at School D2 decreased their scores in academic self-efficacy, and their scores were significantly lower than their peers' in the control condition. Whilst the leadership students at this school had significantly higher academic self-efficacy scores in comparison to the control students prior to the program, their scores had significantly dropped once they completed it. As previously mentioned, the teacher and some students of School D2 indicated during the interviews that their level of engagement with the program was impacted by the fact they participated in the leadership program, since there were no other desirable programs/subjects on offer. The teacher reported that the students of his group struggled with engagement, and this was reflected in their behavioural and emotional disaffection scores, which were the lowest amongst all the schools on average (although not statistically significant). Behavioural disaffection refers to physical passivity and withdrawal of effort, whilst emotional disaffection comprises boredom, disinterest, or apathy (Skinner et.al, 2008). Therefore, the argument could be that, if students did not have an interest in the program, they were negatively impacted by their participation, displaying elements of disaffection which reflected on their perception of their academic competencies.

Global Self-esteem and Self-efficacy

Despite the results from the quantitative phase not indicating any significant changes between the control and intervention group in relation to students' self-efficacy or global self-esteem, overall, results from the interviews indicated students had started to develop their self-esteem. It has previously been noted that constructs such as global self-esteem are relatively stable, and there is a small chance for this to positively change in a short period of time (Fox, 2000). Therefore, interventions for youth in a sport context show little impact on the youth's global self-esteem. Studies investigating the impact of other sport leadership programs also failed to demonstrate statistically significant change in the participants' scores at the post-program stage (Taylor, 2014; Wong et.al, 2012). Additionally, the students in the leadership group achieved above average and significantly higher global self-esteem and social self-efficacy scores than the control group before the program. Therefore, this ceiling effect, where high scores did not allow for a great improvement, was most likely one of the reasons why students' change scores remained the same. It has also been previously demonstrated that youth which displayed the most changes after their participation in the PYD program were those who appeared to be the least competent prior to the program (Anderson et al., 2007). Sandford and colleagues (2007) also emphasised that a program is more likely to be successful when its participants' needs are matched with the program objectives.

Students' Competencies and Skill Transference

Teachers of all schools started to notice their students developing a sense of responsibility and more self-esteem in their competencies, particularly with their communication, organisational, and leadership skills. Students themselves reported noticing these changes too; however, students in the focus group from School A did not feel like the program had impacted them in any way. Further skills which teachers reported to observe amongst the students were improved decision making, having more motivation towards the school, and, in some cases, improvement in behaviour. As previously discussed, programs in a sport context which incorporated peer leadership, have been associated with similar benefits. For instance, it was found that students engaged in a sport leadership program improved their decision making and goal setting (Papacharisis et.al, 2005), classroom behaviour (Wright & Burton, 2008), or communication, organisational and leadership skills (Mawson & Parker, 2013). Danish (2002b) recognised the skills and competencies youth obtain through sport engagement

as life skills, because of their applications to non-sporting settings. Both students and teachers also referred to these skills as transferable to other domains of their lives. However, only a few students, predominantly those from School D1, reported actually applying these skills outside of the program.

Students from School D1 recognised the skills they had developed during their participation in the program, and valued them due to their transferability into their everyday lives. They further reported having achieved a sense of purpose when they observed they were having an impact on the younger students' lives. In addition, they displayed an awareness of the importance of their roles as leaders in their communities, whilst students of the remaining schools did not discuss these achievements in any form. Martinek and Hellison's (2009) TPSR leadership model details that the highest and most advanced stage of leadership ('self-actualised leadership') occurs when the young leaders develop an awareness of their role and begin to apply their skills to other areas of their lives. From the testimonials provided in the interviews, students at School D1 appeared to have achieved this level, as they described having intrinsic motives to be leaders for the primary school aged children, as well as feeling empowered through their leadership experience. The last stage of the TPSR model of leadership also highlights that young people transfer their responsibilities outside of the 'gym'. Therefore, there is a possibility that, as students of this school developed more responsibility, this had a positive effect on their academic self-efficacy, since they felt more responsible for their own school achievements. Interestingly, students at the remaining schools did not seem to reach this level of leadership. Although both the teachers and students reported noticing some developmental changes, they referred to these changes as a continuous process rather than as having fully acquired the particular skills or competencies.

This last stage of the TPSR leadership model is challenging to achieve, and many programs of similar nature have failed to demonstrate that the youth have applied their learned competencies to other domains of their lives (Escartí et al., 2010; Goudas et al. 2008; Van Tulder, 1993). Martinek and Hellison (2009) emphasised that there are a number of principles that the program facilitators need to promote in order for young people to become effective leaders. These are power sharing, self-reflection, relationships, transfer of skills, and integration. The integration principle refers to the strategies facilitators provide for the youth to practise their leadership skills. Although students at each of the school had the opportunity to participate in crossed-aged peer leadership, the teacher at School D1 appeared to also promote the integration

throughout the leadership training. The video observation revealed that this teacher's approach to the program delivery appeared to be very practical, when compared to the other teachers. He encouraged students to take on their leadership roles during the lesson, as opposed to some teachers, who held the lesson in a classroom in a more traditional 'lecture form'. This teacher also analysed the context of the programs to a great extent during the interviews, and indicated that he would welcome more training sessions to improve his practice.

Opportunities to Integrate Skills into a Practice

Taylor (2014) proposed that leading and helping others has the potential to impact the young people's self-esteem more greatly than just engaging in the leadership training. Similarly, the findings of the Study 1, together with the previous literature, demonstrates that students' development intensified with their greater engagement in leadership practice (Brunelle at al., 2007; Taylor, 2014). On the other hand, the current study found no significant associations between the numbers of hours students delivered to primary schools and their change scores. In fact, students from School D 1 delivered only three lessons to the primary schools; however, as findings from both qualitative and quantitative phases indicated, these students appeared to be the most positively affected. In contrast, students of School B, where most of the students delivered more than 10 lessons, did not show any significant differences in their change scores from the control group. On the other hand, the program lasted for only seven weeks at this school, and it has previously been suggested that a few weeks training is a limited time to observe any change in adolescents (Fox, 2000). The only variable which seemed to have been influenced by the number of leadership practice hours the students accomplished was emotional disaffection. The results indicated that the more leadership activities students delivered, the more their emotional disaffection scores improved, suggesting that the more practice they received, the less likely they were to be emotionally disaffected with school.

Perception of Physical Competencies

As previously described, the change scores at both of the conditions remained the same in relation to students' perceived physical competencies, such as endurance and fitness, general physical perception, sport competence, or physical activity level. However, there were some significant differences between the two conditions at the

school level. Students at School C (both intervention and control groups) decreased their scores in the perception of their physical activity when the program finished, and their change scores were significantly lower from School A. As previously mentioned, School C was a sports academy college; therefore, students' perception of their physical activity level could have been impaired at the end of the school year, due to the demands of the academic subjects, or unrealistic expectations/comparisons. Previously, studies have revealed that sport participation could have a negative effect on youth, particularly when the main objectives are sporting outcomes or competition, which leads to a higher stress (Larson et al., 2006). Perhaps students in this school cultivated more pressure to succeed in sport or physical fitness; therefore, their scores were affected negatively after they completed the program.

Research Question 2: **How did the program affect relationships at the school level together with teachers' practices?**

Student- Teacher Relationships

The way students perceived their teacher's provision of structure (support, clarity of expectations, and delivery consistency) differed prior to the program between the schools. Whilst students in School A perceived their teacher who facilitated the program as providing the lowest provision amongst all the schools, students in School C indicated their teacher's provision as the most favourable one across all the schools. After the completion of the program, leadership students at School D 1 increased their change scores the most across all the schools and conditions, whilst leadership students at School D2 had the lowest scores amongst all the schools; although these differences were not statistically significant, possibly due to the small sample.

This pattern of results could be explained by the previously described differences in teachers' delivery style. Students of School D1 appeared to improve their outcomes the most across all the schools, and it was proposed that the teacher's pedagogical style could have been one of the reasons for this improvement. Whilst the data showed a pattern where the leadership students in four of the schools increased their scores for the perception of their teachers' provision, students at the School D1 increased these scores the most. Interestingly, there were no differences in student's change scores at School A, where the main teacher did not actually deliver the program at all; it was pre-serviced teachers who facilitated the entire program. This further supports the suggestion that the

179

program had an impact on how students perceive their teachers, and that it can contribute to the positive student-teacher relationship. The results also revealed that students' perception of their teachers' autonomy support differed amongst the schools before the program began. Students at School A and School D2 (both control and condition groups) showed the lowest autonomy support provided by their teachers. After the program, the pattern of results indicated that leadership students at Schools D1 and D2 had improved their scores, indicating that the program might have allowed the students to feel they received more autonomy. Previous researchers have highlighted that the success of any sport developmental program relies on its ability to provide autonomy for its participants, by allowing the young people to be involved in the decision-making processes and feel a sense of ownership of the program, as these are the contributing factors for their competency development (e.g. DesMarais et al., 2000; Martinek & Hellison, 2009; Sandford et al., 2007). The current study also supports this conception, as students from School D1 appeared to have received the most positive outcomes, and they also improved their perception of their teacher's provision of support and autonomy.

The qualitative phase also confirmed that students from most of the schools developed more respect towards their teacher, as the students could relate their experience of managing a group of children to them. This development of respect was mutual between the students and teachers, and some of the students believed they had formed closer relationships, mainly because of the frequent contact and collaboration they experienced. Most of the interviewed students perceived the teachers as partners as opposed to an authority figure, and they felt the teachers had provided them with more autonomy. Similarly, teachers reported they applied a different, 'friendlier' teaching style, which enabled them to form closer relationships with their students. Sport or PA programs aimed at disaffected youth in particular have also demonstrated that their activities provided an opportunity for participants to develop strong mentor relationships with programs' facilitators (Nichols, 2004).

Other researchers have also stressed the crucial role of the staff involved in these programs, and the impact that their mentorship has on the program's success and the quality of young people's experiences and developmental outcomes (e.g., Astbury et al., 2005; Fraser-Thomas et al. 2005; Sandford et al., 2008). Some have suggested that these positive social interactions were the essential factor for youths' positive outcomes, rather than the program's activities themselves (Danish, 2002b; Sandford et.al, 2004). These strong relationships could further act as catalyst for young people to stay

motivated to commit and continue with the program (Astbury et al., 2005). Therefore, a number of authors have highlighted the importance of selecting appropriate individuals to facilitate youth sport programs (e.g., Astbury et al., 2005; Martinek & Hellison, 1997; Sanford et al., 2006). Further, Fraser-Thomas and colleagues (2005) proposed in their 'sport-programming model' that young people who do not receive adequate support from facilitators, parents, or policy-makers receive less successful outcomes in relation to their competencies, and are more likely to lose their motivation or drop out from the program. Similarly, an evaluation report of the modelled program SSP indicated a strong link between high-quality program facilitators and program's success (Ofsted, 2004).

Improving School Culture

Data from the qualitative phase indicated that the program had enabled the students to form closer friendships with their peers, as they had to practise collaboration and working in a team. In addition, their increased self-esteem and communication skills had allowed for better social interactions, whether with their peers or teachers. A previous evaluation report examining the UK's SSP also indicated that students involved in the program improved their interaction and relationships with their peers (Loughborough partnership, 2008; 2009).

Teachers noted that the school benefited from the program in relation to the student outcomes it provided, the positive peer culture it cultivated, increased connections with primary schools, and students' increased interest in engaging with communities. Similar benefits were observed with the UK's SSP program, where the collaboration between secondary and primary schools increased, together with their engagement with community and sport clubs (Ofsted, 2011).

Teachers' Professional Development

One of the SSLP's objectives was to provide professional development for the teachers. The results from the quantitative phase of this study did not indicate notable differences between the teachers' self-reported competence scores before or after the program. The teacher at School E evaluated to have the lowest competency level amongst all the teachers. The self-report of their provision of autonomy also did not differ before and after the program, although teachers received high scores at both pre-

and post-measurement. These non-significant differences could have occurred due to the lack of sensitivity of the instruments used or possible ceiling/floor effects.

However, the qualitative phase revealed that each teacher believed that the program had somehow affected their professional teaching practice. Most of the teachers reported that they started to reflect more on their teaching style, as well as that the program helped them to increase their knowledge with regard to pedagogical practices, as they had to 'teach the students how to teach'. All of the teachers felt that their engagement with the program had been rewarding, and they had greatly enjoyed their involvement. Previous research evaluating the impact of sport PYD programs has indicated that teachers facilitating the program also experienced greater motivation towards their teaching (Escarti et al., 2012).

Although teachers reported that they felt to be competent to deliver the program's content, three of the interviewed teachers expressed that they would have welcomed induction training prior to the program. Some of them acknowledged there had been a great variance in terms of the program delivery that each teacher adopted, which was due to the lack of training provided. Rather than receiving the tutor packs as '*here's the program and then, see how it goes',* teachers reported they would have preferred formal training prior to the program, and they believed it would have reduced their workload. On the other hand, their workload had not been affected to a great level due to the program being implemented as an inter-curricular subject. Similarly, the study investigating the impact of TPSR approach at schools detailed that insufficient training of the facilitators had impacted the program's fidelity and its outcomes (Escarti et al., 2012). Danish et al. (2005) also emphasised the significance of providing appropriate training for the individuals facilitating sport-based programs, incorporating life-skills development. He further highlighted that the training needs to focus on the program's content as well as the pedagogical styles, particularly in relation to skill development, as the facilitators need to be educated that "teaching skills is different from teaching facts and information" (p. 55).

Research Question 3: Was the program's content delivered as intended?

The results from the video observations indicated that the efficacy of the content delivery of the program's 'Communication' session varied at each school. The time each teacher dedicated to a particular activity and the total session time also varied in

each school. The Activity 1a, 'Verbal Communication' was the only activity that was delivered as expected by all the teachers. The remaining activities were delivered as expected, partially delivered, or not delivered at all, and the occurrence of delivery varied across the different schools. Most teachers did not demonstrate delivery of practical activities, in which students were directed to work in pairs, conduct lesson plans, and subsequently deliver the lesson to the rest of the class. For example, none of the teachers instructed students to work in pairs and plan a session; only the teacher from School C partially accommodated the activity, where students were supposed to deliver a session to their peers, and only Teacher from School D1 reminded the students to complete their worksheets. A number of authors have highlighted the importance of opportunities for students to apply practical skills (Kay & Bradbury, 2009; Martinek & Helison, 2009; Taylor, 2014). Therefore, it is essential that the facilitators of the program are familiar with the importance of the program's practical activities.

Amongst all the teachers, teacher from School B delivered the majority of the lesson activities with accuracy and as planned. Teachers from Schools C, D1 and D2 delivered most of the activities as expected or with some divergence. The teacher from School E delivered the least of the content from amongst all the schools, with only one activity delivered as expected. Interestingly, this teacher was also found to have the lowest competency beliefs in the self-reported measure amongst all the participating teachers. This might infer that the teacher was unsure about the correct delivery, which signifies the need for prior training, as suggested in the previous sections. In addition, the lesson in this school only lasted for 40 minutes; therefore, some of the activities could have not been delivered due to the time restrictions. Previous literature has emphasised the importance of the provision of appropriate training for the individuals facilitating sport-based programs aiming to improve psychosocial outcomes or life skills (Danish et al., 2005; Fraser-Thomas et al., 2005; Martinek & Hellison, 2009). Danish and colleagues (2005) further proposed that, apart from the program content, the facilitators need to be educated on how to establish a positive learning environment, provide effective feedback, how to teach skills effectively, and the influence they have on young people. In addition, the qualitative findings of this study revealed that a majority of the teachers reported that an additional training session prior to the program would have been beneficial and would have increased consistency amongst the schools.

The delivery style also varied amongst the teachers, where some teachers delivered all or parts of the lessons in a teaching classroom, where the students engaged a considerable time in sedentary activities (School B, D2, E), while other teachers

facilitated the lesson in a gymnasium, emphasising the importance of PA (School D1, C). Similarly, research investigating sport practices in youth sports has identified that young people spent more than a half of their session in sedentary or light level of activities (Leek et al., 2010). Therefore, the findings of the current study further highlight the need for unified training of the facilitators of sport-based programs, where the program's objectives and aims, together with strategies for the best possible outcomes for students, are addressed.

Each school delivered the program in a different form; therefore, the total duration of the program differed in each of the participating schools. Whist some schools delivered the program throughout the whole academic year (Schools C, E), some facilitated it in one academic term (Schools A, D1, D2), or in 7 weeks (School B). Previous research has indicated (Escarti et al., 2012), that short program duration (one academic term) proves to be insufficient to deliver the intended learning outcomes, particularly those related to social responsibility (e.g., helping others and collaboration). Long-term participation within a number of years, as opposed to a few weeks' program duration, has also been highlighted by a number of researchers (Catalano et al., 2002; Martinek & Hellison, 1997; Steer, 2000).

To conclude, despite the fact that some degree of flexibility should be encouraged for program delivery, the objectives of the program and strategies for successful student outcomes should be thoroughly explained to all facilitators, to ensure the consistency of the program and its outcomes. Continuous development of the program and its adaptation according to students' needs, together with extensive staff training is recommended.

Chapter Summary

In conclusion, the results of both qualitative and quantitative phases indicated that the outcomes students received from the program were contingent on an interaction of factors. Whilst students at certain schools received positive outcomes in relation to their academic self- efficacy, behavioural engagement, and their practical application of the skills developed to other aspects of their lives, students of other schools did not receive the same magnitude of successful outcomes. Schools where students received high autonomy and perceived their teachers' provision as high displayed the most significant change, and appeared to reach the higher stages of the TPSR leadership model, whereby the students started to apply their skills and competencies, together with developing

responsibilities, in other areas of their lives. The number of practical hours students delivered to their younger peers only impacted their emotional disaffection, indicating that the more practical experience they received, the less emotional school disaffection they displayed. Moreover, students in certain schools, where their main reasons for opting to participate in the program were to avoid other undesirable subjects, increased their behavioural disaffection and decreased their academic self-efficacy scores, suggesting that young individuals who have a lack of intrinsic motives for their participation in similar programs might be negatively impacted by their participation.

This study also demonstrated that the program has the capacity to contribute to the positive student-teacher relationship, and supported the findings of previous research indicating that the adults facilitating the program have a significant impact on young people's outcomes. The need for formal training for all facilitators was highlighted, where the adults have clear objectives of the program and the correct teaching strategies. This procedural development would maximise students' positive outcomes and further ensure effectiveness of the program delivery.

CHAPTER 6. Final Discussion

Introduction

The overarching aim of this thesis was to evaluate the effectiveness of the SSLP. More specific aims of this thesis were to: (a) to identify SSLP's impact on the participating students' psychosocial development and gain a greater insight into the underlying processes of how young peoples' psychosocial outcomes and/or competencies are developed; (b) to identify SSLP's influence on teachers' practices and the school community ; and (c) evaluate the effectiveness of the program's delivery and translate the research findings into practical applications for the program facilitators.

In order to address these aims, two evaluation frameworks were adopted: outcome and process evaluation, over a series of studies and research phases. The first study of this thesis (Chapter 4) consisted of an initial qualitative investigation exploring the programs' impact on its participants and school. This qualitative research enabled for in-depth exploration of the processes as well as the outcomes of the program (Patton, 2012; Rossi et al., 2004), and subsequently guided Study 2 (Chapter 5). Study 2 comprised of three phases. The first quantitative phase examined the program's impact on participants' development, utilising a number of previously validated instruments, in order to determine specific students' perceived competency development and change in teachers' practice. The second qualitative phase further explored students' and teachers' experiences in the program through semi-structured interviews and focus groups. The third phase of Study 2 evaluated the fidelity of the SSLP and investigated whether the program's content had been delivered as intended in each individual school (Patton, 2012; Weiss; 2013).

This chapter includes a critical synthesis of findings from the two studies and their individual phases. The findings are framed through outcome (contribution to participants' outcomes) together with process (aspects of program delivery) evaluation perspectives, and provide practical implications for the program facilitators/stakeholders. Further, this chapter also offers theoretical implications together with addressing the research limitations and providing direction for future research.

Main Findings

Findings Relating to Outcome Evaluation

This section will provide a synthesis of findings from both Study 1 and Study 2, addressing the research questions of both studies concerning the outcome evaluation. The following research questions in the highlighted font address the outcome evaluation findings:

Study 1 Research Questions:

1.1. What impact did the program have on the participating students and their lives, and what were the processes behind these outcomes?

1.2. Did the program have a broader impact on the participating schools and school personnel?

1.3. What factors determine the program's future sustainability?

Study 2 Research Questions:

2.1. Did the program influence students' competencies and their psychosocial development?

2.2. How did the program affect relationships at the school level together with teachers' practices?

2.3. Was the program's content delivered as intended?

Outcomes for the Students

Study 1 revealed that students gained a number of skills and competencies during their participation in the program and that they were able to apply these skills to other domains of their lives. They enhanced their self-efficacy, leadership, communication and organisational skills, improved their behaviour or school engagement and, in some cases, their academic improvement. The set of developed competencies was similar to those identified in previous evaluation research of sport-based PYD programs (e.g., Kay & Bradbury, 2000; National Youth Agency, 2007, Ofsted, 2004, 2011; Papacharisis et al., 2005; Sandford et al., 2007; Taylor, 2014; Whittaker & Holland-Smith, 2014), particularly those related to self-esteem (Taylor, 2014), social competencies (Brunelle et al., 2007; Kay & Bradbury, 2009; Whittaker & Holland-Smith, 2014), school engagement (Cutforth & Puckett, 1999), problem solving, communication and leadership skills (Mawson & Parker, 2013; Sandford et al., 2007).

Moreover, students who engaged in the program also gained a greater responsibility and were striving to make an impact on their communities or become role models for their younger peers. Martinek and Hellison (2009) identifies that reaching these ambitions are the core principles of their TPSR model of sport leadership. Further, having a sense of responsibility for the youths' own community is the highest stage of the TPSR leadership model, and this stage is particularly difficult to accomplish in sport-based interventions (Escartí et al., 2010; Van Tulder et al., 1993).

Despite the previous literature referring to the competencies that are transferable outside of the sport context as life skills (Danish, 2002b), Study 1 identified that it was an overarching psychosocial development that students gained from the program, relating to their cognitive, behavioural and emotional development. A model was proposed which illustrated the processes underpinning this psychosocial development, and it was suggested that self-efficacy is a key construct accountable for what the participants referred to as the 'students' transformation'. The findings indicated that the involvement in the leadership activities in primary schools represented a challenge for the students; however, the more engaged they became with these activities, the more their competencies were refined. Previous literature also proposed that youth's skills and competencies were advanced with their increasing hours of engagement in their leadership activities (Martinek & Hellison, 2009; Street Games, 2014; Taylor, 2014).

Further, the recognition and appreciation of these competencies by students' immediate environment (teachers, school principals, parents, peers, local communities) increased their credibility in their communities, which influenced their identities in a positive way. Due to their recognition and new identity, students started to receive offers for new opportunities, whether it was paid part-time work, partnerships with sporting clubs, or pursuing their desired career paths. This recognition was important for students who were identified as 'at-risk' (e.g., having behavioural or school engagement problems, belonging to disadvantaged communities), and adult participants reported these students have particularly benefited from their engagement in the SSLP. Parents also appreciated that students increased their engagement with the sports clubs and that they received incentives associated with the sporting organisations. Consequently, students felt more confident in social interactions, and developed better relationships with their teachers. Students also generated greater connections with their communities and started to regard themselves as role models. Martinek and Hellisons' (2009) TPSR leadership model specifies that having an identity of a role model is an indication that young people are transferring their skills outside of the program to the

real world. Further, having an impact on a community greatly increases young people's self-efficacy (Gecas, 1989), and these elevated beliefs in their capabilities enable students' psychosocial development and their 'transformation'.

Findings from Study 2 demonstrated that students in the leadership group already had higher perceived competencies than students in the control group, prior to the program's commencement. The results from the self-report measures revealed that leadership students had significantly higher social self-efficacy, global self-esteem, emotional school engagement, physical activity level, sport competence, endurance and fitness, together with communication and leadership skills, and at two of the participating schools – higher academic self-efficacy. Students of all schools reported having taken part in the program in order to enhance their skills and career options. Therefore, it was concluded that students who had existing higher competencies and school engagement were naturally attracted to the program. This suggestion is in line with the work by Taylor (2014), who proposed that young people interested in leadership programs have already higher competencies and/or self-esteem.

Overall, the results from post-program measurement revealed no significant changes in the leadership students' competencies in comparison to the control group students. However, there were some differences between the control and leadership group at the individual schools, indicating positive changes in some of the students' competencies. For instance, students at School D1 achieved a positive increase in their academic self-efficacy, and although there was no corresponding control group at this school, their scores were significantly higher from any other leadership students in other schools, demonstrating that the program had a positive impact on the perception of their academic capabilities. Similar outcomes were found in previous evaluation reports of other sport-based leadership initiatives assessing young peoples' academic achievements (Ofsted, 2004). These findings were also supported by the qualitative study, where both teachers and students of School D1 noted that their beliefs in their academic competencies had increased. Interestingly, some students decreased their academic self-efficacy in comparison to the control students of their schools, and the qualitative findings revealed that students at this school had some problems with their engagement due to their lack of interest in the program. Therefore, it was concluded that the program could have a negative impact on young people whose participation had not been based on intrinsic motives. In line with Study 1 and supported by previous studies (Astbury et al., 2005; Fraser-Thomas et al., 2005; Sandford et al., 2008), it was proposed that the pedagogical approach the teachers adopted could have affected

students' outcomes. For instance, the results indicated that the students at School D1 had the most improved perception of their teacher's provision of structure and autonomy of all the leadership students after the program. Previous literature indicated that students are more likely to develop competencies when the teacher/adult provides sufficient autonomy for the young people, as well as when they are involved in the decision-making process (DesMarais et al., 2000; Martinek & Hellison, 2009; Sandford et al., 2007). Indeed, the findings from the Study 2 concluded that students in School D1 received the most positive outcomes from the program.

Despite the findings from Study 1, emphasising that students' increased self-efficacy was one of the key outcomes from the program, Study 2 failed to support these results through assessing self-efficacy with a quantitative measure. Whilst interview testimonies revealed that students in Study 2 started to notice some improvement in their self-esteem, the findings were not to the same magnitude as in Study1. A possible explanation of these results is that the retrospective nature of Study 1 included student participants who had completed more advanced levels of the program, whereas Study 2 examined only the outcomes of the first two levels of the program. This further supports the argument that sustained engagement in practical leadership increases students' possibilities to develop competencies and enhance their psychosocial development (Brunelle at al., 2007; Taylor, 2014). On the other hand, the quantitative findings of Study 2 only found a relationship between the numbers of practical activities and students' developmental outcomes in relation to students' emotional disengagement.

In addition, whilst student participants in Study 1 reported transference of their learned skills and competencies outside of the program context, findings from Study 2 revealed that only students from School D1 appeared to have achieved this stage of leadership development (Martinek & Hellison, 2009). Further, it is important to note that both Study 1 and 2 identified that certain schools (School 1 and 2-Study 1; School D1- Study 2) reported greater benefit from the program than was reported by the remaining schools. It was concluded that these outcome differences between the schools could be accounted for by the varying program delivery modes, student selection criteria, and pedagogical approach.

Outcomes for the Teaching Staff

Whilst the results from the quantitative phase of Study 2 did not reveal any notable differences between the teachers' self-reported competence before or after the

program, qualitative findings of both Study 1 and 2 indicated that teachers' professional practice had been influenced by the program. This was namely in relation to their increased knowledge of pedagogical practices through their reflections on their teaching style, and through the rewarding experience of witnessing students' progress. Bandura (1993) suggested that increasing teachers' efficacy beliefs and their professional development has the potential to have a direct impact on the students' motivational level and their developmental outcomes. Findings in Study 1 further showed that teachers had to invest additional effort to deliver the program, due to the program's extracurricular delivery mode, which consequently affected their workload. Teacher participants in Study 2 did not experience these obstacles, as the program was delivered within the curriculum; however, some of them noted that an induction training would have made the program more effortless.

Further, findings from both Study 1 and Study 2 revealed that the program had a positive impact on student-teacher relationships. Students in each study reported having developed greater respect and appreciation for their teacher, and increased their interaction through the program, which had positive consequences on the student-teacher relationship. Students were able to relate to the teachers after they had delivered some lessons to the primary schools, and this was particular evident in the students of the more advanced levels in Study 1, where they perceived their teachers as partners as opposed to authority figures. This respect was mutual with their teachers, as they started to observe students' capabilities; they developed more trust with their students and started to assign them more responsibilities. These positive student-teacher relationships are a crucial component of any PYD programs, as they determine the program's success. Researchers have suggested that these positive social interactions might play a more important role for youths' positive outcomes than the program's activities (Danish, 2002b; Sanford et al., 2004). Therefore establishing positive relationships between adults and young people should be one of the critical objectives of any sport-based PYD program.

Outcomes for the Schools

When addressing the program's outcomes for its participants, it is important to identify its impact on the school communities, as the 'schools' efficacies' (efficacy beliefs of school staff and principal) have a direct impact on the students' outcomes and the positive school ethos (Bandura, 1993). Findings from Study 1 identified that schools

also benefited from the program, which was mainly due to the students' positive outcomes, teachers' rewarding experiences, positive peer interactions, and the schools' increased collaboration with the primary schools. Similar benefits were observed in the UK's SSP program, where an increased collaboration between the schools, their wider communities and sport clubs was observed (Loughborough Partnership, 2009; Ofsted, 2011). Teaching staff from both studies particularly believed the program had a potential to impact on the school ethos, where the implementation, together with the strategies for the program's sustainability, were carefully planted. The following section will identify the processes associated with the program delivery that influenced the program's outcomes, and provide some strategies on how to implement the program effectively.

Findings relating to Process Evaluation

This section presents the findings relating to the process evaluation and examines the program's implementation and delivery processes that make the program successful. The following highlighted research questions from both studies are examined:

Study 1 Research Questions:

1.1. What impact did the program have on the participating students and their lives, and what were the processes behind these outcomes?

1.2. Did the program have a broader impact on the participating schools and school personnel?

1.3. What factors determine the program's future sustainability?

Study 2 Research Questions:

2.1. Did the program influence students' competencies and their psychosocial development?

2.2. How did the program affect relationships at the school level together with teachers' practices?

2.3. Was the program's content delivered as intended?

Steer (2000) highlighted that evaluation of any intervention processes is a largely complicated procedure, as the initiatives tend to change and evolve over the course of time. Indeed, this was the case of the current evaluation research, where not only did the

SSLP change its structure and course of delivery over the time in each school, lack of funding resulted in the program's inevitable end. The findings from the retrospective study indicated that each of the schools experienced challenges, which were unrelated to the program, but which closely affected its delivery and implementation. These challenges were represented in the lack of finances, conflicting demands on the curriculum, lack of students' engagement, and schools belonging to disadvantaged communities.

Furthermore, there was a number of inconsistencies with the program implementation and its delivery, student recruitment, and teachers' pedagogical approach. Each school delivered the program in the mode most suitable to them, with some schools employing the program as an extra-curricular activity and some opting for the co-curricular implementation. Teachers reported the extra-curricular mode caused their workload to increase, and they relied on the help of pre-service teachers. Further, some schools allowed for all of the students to take part in the study, whereas some applied strict selection criteria where only the 'best' students were able to participate in the program. Additionally, students from the school where the delivery had not been consistent noted some organisational problems with the program, and some of them reported they were overwhelmed by the responsibility they had received. The infrequent delivery of the program also resulted in a reduction in students' leadership practice hours, which had affected their ownership of the program, where they reported to feel 'distant' from it. Previous literature highlighted that having an ownership of the program (DesMarais et al., 2000; Martinek & Hellison, 2009; Sandford et al., 2007) and integrating their skills into a practice (Brunelle at al., 2007; Taylor, 2014) are critical factors for students' developmental outcomes and may determine the program's success. Similarly, Granger (2008) suggested that after-school programs aiming to build competencies in youth are successful given that they are "explicit about program goals, implementing activities focused on these goals, and getting youth actively involved are practices of effective programs" (p. 11).

Teaching staff (teachers and principals) expressed some concerns over the program's sustainability and suggested that more strategies for its successful implementation and delivery are needed. They agreed that the program requires a meaningful place in the curriculum, with a suitable duration and structure, where its objectives and outcomes are clearly identified. Further, it requires support from the school principals and enthusiasm from the teaching staff, as well as that of the existing associations with School Sport Victoria, which adds more value and credibility to the

program. It was concluded that students received the most positive outcomes in the school where the implementation was inter-curricular, delivered by the schools' PE teachers and where all students had been allowed to take part in the program. Integrating programs of this nature to the school curriculum does not only connect to the larger school experience; it also provides structure and consistency into the program delivery (Wright & Burton, 2008). Further, teachers expressed preferences for having the program implemented across the entire academic year for its effective delivery, and this was supported by previous evidence demonstrating that the most effective youth programs last for at least nine months, with a minimum of 10 activity sessions (Catalano et al., 2002).

The feedback from Study 1 was taken into consideration by the program coordinator, and the program was integrated to the curriculum in all of the schools participating in Study 2, where most of them implemented the program for the full academic year, with the recommendation to provide equal opportunities for all of the students. Findings from teacher interviews in Study 2 did not disclose any key issues relating to the program delivery and its implementation. The findings from the video observations revealed that there was a discrepancy in the delivery of the content as well as in the lesson facilitation and its duration between the schools. Whilst most of the schools delivered most of the activities as expected, activities of a practical nature were omitted by most of the teachers. In addition, one teacher delivered only one part of the nine different activities during the lesson observation. This teacher further reported having the lowest competencies beliefs amongst all the teachers, and it was proposed that perhaps this teacher required more support or clarity on the delivery style. Teachers in this study from the remaining schools noted that there was some confusion with the delivery and little transparency as to how to deliver the program, and that, apart from the booklet, they had not received any other instructions. Although, the program allowed for flexibility and adaptation to their curriculum and teaching style, it was expected that some consistency would be maintained. This further supported the argument that an induction or training for the teaching staff /facilitators is critical. Training should be focused on the delivery content as well as the pedagogical style, to ensure the facilitators are delivering the program with the aim of empowering the youth, creating trust, and stimulating students' psychosocial development competencies (Fraser-Thomas et al., 2005). Some researchers refer to this type of teaching style as 'transformational', and it has proved to be effective in learning environments in sport and PA context (e.g., Beauchamp et al., 2011).

In addition, both studies identified that one school in particular appeared to receive the most favourable outcomes. Interestingly, both studies referred to the same school, or a school campus more specifically (School 1 in Study 1 and School D1 in Study 2), and, although the program had different facilitators in each study, there was a leading teacher (Head of the PE department) overlooking the program's delivery. This teacher was a strong advocate for the SSLP and, as the school principal reported, this teacher was building an enthusiasm for the program with the teachers as well as with students. Therefore, correspondingly to other school-based evaluations of similar programs (Ofsted, 2004, 2011), this study indicated that enthusiasm and strong commitment to the program, together with understating its potential, are also essential principles for the program's success. The conclusion to this discussion is that this thesis has demonstrated that, under the right circumstances, the SSLP facilitated positive developmental outcomes for the young people and influenced the schools' climate in a positive way. The following section will address further practical suggestions and recommendations for future initiatives incorporating sport-based developmental programs.

Theoretical and Practical Implications

A large number of researchers highlighted a great need for a robust and systematic evaluation research of sport-based PYD interventions (e.g., Danish et al., 2005; Gould & Carson, 2008; Horn, 2011; Petitpas et al., 2005; Sandford et al., 2006; Weiss, 2013; Weiss et al., 2016). A contribution to the body of knowledge was achieved by offering a comprehensive program evaluation, adopting both qualitative and quantitative methodologies with a quasi-experimental design integrating control group and pre- and post-measurement from a number of schools and variety of participants (school principals, teachers, students and their parents). The comparison of the program's impact on multiple schools provided a robust overview of the best practices and processes employed in each school. Further, this research has not only examined the outcomes associated with the program; it has also provided a context for the process of determining how and why this type of leadership program might have impacted the participants – a factor which is often undermined in evaluation research (Gould & Carlson, 2008; Petitpas et al., 2005).

Further, this research supports Martinek's and Hellison's (2009) work regarding the TPSR approach to leadership in sport context, indicating that youths' leadership experiences provide a good vehicle to facilitate positive psychosocial and competency development for the young people. Consistent with Martinek's and Hellison's approach, this research has also identified that reaching the higher stages of a leadership, (i.e., achieving responsibility for the communities) was associated with the most positive developmental outcomes for the youth. This study therefore further reinforces that the TPSR model for youth leadership development is an effective framework for evaluating youths' learning experiences in similar initiatives.

Whilst the findings of this research demonstrate that the SSLP can enhance young people's competencies, which they can consequently apply to other aspects of their lives, it appears that these encouraging outcomes are linked with an effective facilitation of the program. The findings of this thesis are in line with the conception presented by many researchers, that the benefits of a PA or sport-based developmental program are highly contingent on an interaction of contextual factors that the youth experiences, which largely depend on the pedagogical delivery (Bailey, 2009; Holt &Neely, 2011; Martinek & Hellison, 2009; Petitpas et al., 2005, Sandford et al., 2004; Weiss & Wiese-Bjornstal, 2009):

> A caring and mastery-oriented climate, supportive relationships with adults and peers, and opportunities to learn social, emotional, and behavioural life skills— these are the nutrients for promoting positive youth development through physical activity. (Weiss & Wiese-Bjornstal, 2009, p. 7)

Supporting the growing literature which examines the features of sport-based PYD programs (e.g., Danish et al., 2005; Fraser-Thomas et al., 2005; Haudenhuyse et al., 2013; Holt, 2008; Petitpas et al., 2005; Weiss, 2008), this research supports the proposition that youths' positive developmental outcomes can occur when:

a) The program and its activities are delivered intentionally, with the explicit aim of enhancing youths' psychosocial development and competencies/life skills.

b) The youth receive support from the facilitators and their peers, and the relationships are intentionally worked towards rather than assumed they will occur naturally.

c) Activities and opportunities for youth to practise their skills are provided on a regular basis, with the possibility that these experiences can be further advanced with options for progressing development (e.g., by providing different levels of the program).

Recommendations for Future Practice

Based on the results and theoretical implications of this thesis, a set of recommendations was developed for the program's effective delivery:

Implications for program's features

- The experiences youth undertake in the program should be designed with the aim of transference outside of the school, as this is an essential component of any sport-based PYD program (Jones et al., 2016, Weiss, 2008). Apart from building students' skills and competencies, the facilitators should encourage students to develop a responsibility for their greater communities together with envisioning their future (Martinek & Hellison, 2009).

- The objectives of the program should be clearly conceptualised as to what outcomes the program enables and through what processes and activities these outcomes may occur (Coalter, 2010; Gould & Carlson, 2008; Jones et al.,2016; Petitpas et al., 2005). Active form of learning with sequenced training of specific skills and clearly defined goals are recommended (Durlak, Weissberg & Pachan, 2010).

- Active learning which require the youth to practice their new skills and receive a feedback appear to be the most effective teaching strategies (Durlak, et al., 2010; Granger, 2008; Salas & Cannon-Bowers, 2001). In line with previous evaluation studies (Brunelle at al., 2007; Street Games, 2014; Taylor, 2014), this research has demonstrated that students' positive outcomes became most evident with the increasing hours of their leadership practices. The program should therefore ensure that students receive opportunities to frequently partake in leading activities. Teachers and other practitioners should also safeguard students' sustained engagements in leadership.

- This study demonstrated that challenging activities (e.g. managing a small group of children) enhance young people's skills and competencies, as supported by previous literature (Mahoney et al., 2017; Martinek & Hellison, 2009).

- Activities must take place on a regular basis for an extended period of time (Catalano et al., 2002); long-term implementation over a number of years with opportunities for students to progress appears to be most effective (Hellison & Wright; Lerner et al., 2005; Steer, 2000).

- Teaching facilitators should grant youth with more ownership of the program and enable them to be involved in the decision-making processes as this enhances young peoples' competency development (DesMarais et al., 2000; Sandford et al., 2007).

Implications for the facilitators

- Prior extensive training for the facilitators, together with further opportunities to learn how to deliver skill training, is essential (Martinek & Hellison, 2009).

- Programs which are facilitated by well-qualified teachers and offer teacher-led activities are more effective and show greater positive outcomes for students (Pensiero & Green, 2017).

- It was highlighted that strong teacher- student relationships are great predictor for positive students' outcomes (e.g. Haudenhuyse et al., 2013; Martinek & Hellison, 2009; Petitpas et al., 2005). Martinek's & Hellison's (2009) TPSR model could serve as a practice- based framework for the facilitators to establish positive relationships with youth in sport-based programs.

- Teachers in both primary and secondary schools, and Heads of the PE departments, should fully understand the potential of the program and engage with its coordination. Findings of this research revealed that teachers' enthusiasm towards the program contributed to program's consistency and its expansion. Building the teachers' enthusiasm through outlining the potential benefit of the program for the students and schools could promote programs' sustainability.

- Using clear mechanisms to record, review, and evidence development of students' skills and knowledge might provide a beneficial reflective toolkit for the teachers. The leadership stages of the TPSR leadership model (Martinek & Hellison, 2009) could serve as a useful instrument in determining what level of leadership young people appear to reach.

Implications for the schools and stakeholders

- Schools should be encouraged to develop inclusive practices to enable equal opportunities for students to participate in the program. They should avoid marginalising students who confront the educational system (Petitpas & Champagne, 2000). The evidence indicates that school environments that foster a sense of belonging among students, lead to positive psychological and mental health outcomes (Battistich et al., 1997), and that students who do not feel such support from schools might experience social rejection and consequently display negative behaviours (e.g. low school engagement) or psychological distress (Anderman, 2002; Dornbusch, Erickson, Laird & Wong, 2001).

- Schools should recognise students' achievements through rewards and ceremonies based in their community to increase students' engagement and motivation. Programs that provide opportunities the youth might otherwise not experience, increase their further future prospects (Roth & Brooks-Gunn, 2003).

- In line with the previous research demonstrating that programs with strong curriculum links tend to be more effective (Durlak, et al., 2010), the current research proposes that programs should be implemented in existing curriculum. This enables consistency for the primary school visits and student engagement. The evidence suggests that youth's attendance and engagement in a program predicts their positive outcomes (Mahoney et al., 2007; Roth et al., 2010). In cases where program co-curricular delivery is not conceivable for certain schools, a strategic plan should be developed in collaboration with SSV (or other stakeholders or services) to increase consistency and continuity of the program.

- The current study demonstrated that support from a school principal is an imperative factor in the program's sustainability; therefore, program promotion should be targeted towards both teachers and school principals.

- Collaborative partnerships with sporting clubs, communities, and family members further improve youth's positive outcomes, and these environmental influences should be taken to consideration. Further, partnerships with community organisations enhance the access to resources (e.g. financial, human, infrastructural) which are inevitable for program sustainability (Jones et al., 2016).

- To increase the collaborative partnerships, the program should be packaged to attract the stakeholders, by addressing the provision for teachers' professional and youths' development through strong lines of communication (e.g., newsletters, network meetings).
- SSV represents a level of credibility as the community partner and provides an additional efficacy to the program; therefore, its continuous association with the program is recommended.

Limitation of the Thesis and Future Research Directions

This thesis has utilised a range of methods and tools that were considered most suitable to address the questions driving this research. However, some limitations of this research need to be considered. As with any qualitative research, the generalisation to the population needs to be treated with caution, although the triangulation of views (students, parents, teachers, principals) allowed for a stronger reliability.

However, the key limitations of this research are related to the quasi-experimental design of Study 2 and the process of data collection. As previously highlighted, the continuing evolution of the program and delivery inconsistencies made the evaluation research not only complex, but also affect its reliability. For instance, before conducting Study 2, an attempt was made by the PhD candidate to collect data from a variety of schools, and this effort was not successful. After obtaining consent from the parents and conducting pre-measurements together with video observations, none of the schools fully completed the program, or the facilitators withdrew from their involvement with it. Although a great effort was made to sustain the program during Study 2, other complications occurred when students not only dropped out from the program, but were also placed into the control group instead. Recruiting control groups in each of the schools proved to be extremely challenging, with correspondingly low participant numbers in most of the schools. Further, there were some difficulties in facilitating the post-test measurement stage, particularly with the control group, and as a result of this one of the schools (School F) was not included in the final analysis. The low numbers in the control group may have affected the statistical power of this research (Hannan, Murray, Jacobs, & McGovern, 1994).

An additional factor limiting this research is the large number of instruments students were required to complete, as well as their appropriateness to addressing the program's outcomes. Initially, this research aimed to obtain data from the participating

students' caregivers/parents; however, after receiving an extremely low response rate during the post-measurement, these data were not included in the analysis. The questionnaire pack for the students consisted of an extensive number of instruments, which created participant burden (Ulrich, Wallen, Feister, & Grady, 2005). Some of the instruments were not included in the final analysis, as students were either speeding through or omitting the questionnaire items. It has previously been discussed that a compromise, between using validated measures and the ones that were acceptable to program staff and participants, is difficult to establish (Astbury et al., 2005; Nichols, Taylor, Crow, & Irvine, 2000). Nevertheless, future research should consider the adolescents' capacity to comprehend questionnaires with an extensive number of items, and an attempt to reduce their length should be a necessary goal.

A second limitation relating to the instruments used in this study is in relation to their suitability in measuring students' development. For instance, although the qualitative findings of this research indicated that some students transferred their competencies to other life domains, it must be noted that a transfer was not explored directly. Future studies are therefore needed to evaluate outcomes beyond the program setting. It is recommended to incorporate a recently developed and validated instrument by Weiss, Bolter and Kipp (2014), assessing the perceived skills transfer aimed specifically for PYD programs in a sport context. Other outcome measures should include instruments tapping into students' global self-esteem, motivation, school belonging and academic accomplishments. In addition, previous researchers highlight that a change should also be assessed over an extended period of time (Taylor, 2014; Weiss et al., 2016); however, a follow-up assessment was not feasible in the timeframe of this PhD project., Future studies might additionally consider investigating the program's impact on the primary schools and their pupils, who received the guidance from their older peers in the leadership program. This study examined some contextual features related to sport-based youth developmental programs (e.g. school environment, teacher's practices, teacher-student relationships), however, future studies should acknowledge these environmental factors to a greater extent and control for these variables when investigating students' outcomes. For instance, some authors suggested to incorporate more sociological content into analyses of sport-based youth development programs that would also examine implications for social issues and the community (Haudenhuyse et al., 2013). Further research could also investigate the perspective of a central pedagogy applied in the school-based sport programs and its influence on the students' outcomes.

The final limitation of this research is related to the participant sampling techniques. Although, after extensive deliberations with the ethics committee, this research received an approval for opt-out participant recruitment, the initial recruitment included only those students who had obtained the parental consents. Students obtaining these consents could have come from families with more educational and economic advantage, suggesting that the current research might not have had a representative sample, as the SSLP was originally targeted on students from disadvantaged communities. Controlling for the students who were experiencing social or economic disadvantage was also beyond the scope of this thesis; therefore, future research is needed to identify the program's impact on these young individuals in particular.

Lastly, it was not possible to randomise students' allocation to the control or leadership program, which could limit the research findings' generalisation (Harris et al., 2006). Previous research indicated that young people in the control group often engage in alternative after-school activities or programs, which potentially enhance their development (Tebes et al., 2007). Future research should therefore, monitor the activities young people might be engaged in, in order to estimate the impact of an intervention with more accuracy. On the other hand, adopting experimental design for future studies is not recommended, as previous authors highlighted motivation to participate in a youth sport leadership program needs to be intrinsic (Martinek & Hellison, 2009). Moreover, the integrated discussion of this research revealed that participation without intrinsic motives could lead to negative outcomes. However, using control group, with pretest-posttest design is recommended to increase the validity of the research.

In conclusion, future research should be guided by the principle of 'less is more', allowing more time to establish representative control groups, and constructing questionnaires using fewer instruments and/or items that accurately tap into possible students' outcomes.

Final Reflections

Coordination of pre- and post-measurement from seven schools with intervention and control groups, together with video observations and interview research by one researcher in a short period of time, was greatly challenging. Finding a balance between concurrent data collection, together with meeting the demands of a PhD, together with commitments for School Sport Victoria, proved to be challenging. The initial ambition

of this research, to conduct longitudinal study across all the participating schools with two independent qualitative studies and multiple participants, was also greatly underestimated. Nevertheless, this research refined my organisational as well as interpersonal skills, which are inevitable when coordinating research in schools. Building positive relationships with the teaching staff is also a key factor for a research project to be successful.

The time to collect a large data set from multiple sources, and to conceptualise this, was challenging; in particular for someone with limited experience in qualitative research methodology. This required significant time investment in both data collection, data analysis, and becoming a competent qualitative researcher. Ultimately, this allowed me to develop these qualitative research skills and an appreciation for this methodology. I even started teaching qualitative methods to both undergraduate and master's students.

Based on this steep learning curve, I hope that the results of this project are presented in a meaningful and insightful way, providing in-depth evidence of the SSLP's impact on the schools and its participants, and highlighting the great need for programs aiming to build youth competencies. I also hope these findings will encourage relevant stakeholders to continue or resume their support for these initiatives, since in the final year of the data collection for this research, the SSLP discontinued due to lack of available funding.

REFERENCES

Abbott-Chapman, J., Martin, K., Ollington, N., Venn, A., Dwyer, T., & Gall, S. (2013). The longitudinal association of childhood school engagement with adult educational and occupational achievement: Findings from an Australian national study. *British Educational Research Journal*, *40,* 102–120.

Anderman, E. M. (2002). School effects on psychological outcomes during adolescence. *Journal of Educational Psychology, 94*, 795–809.

Anderson S.A., Sabatelli, R.M., & Trachtenberg, J. (2007). Community police and youth programs as a context for positive youth development. *Police Quarterly, 10*, 23-40.

Appleton, J.J., Christenson, S.L., & Furlong, M.J. (2008). Student Engagement with School Critical Conceptual and Methodological Issues of the Construct. *Psychology in the Schools, 45,* 369-386.

Astbury, R., Knight, B., & Nichols, G. (2005). The contribution of Sports-Related Interventions to the Long-Term Development of Disaffected Young People: An Evaluation of the Fairbridge Programme. *Journal of Park and Recreation Administration, 23* (7), 82-98.

Australian Sports Commission. (2015). *Active After-school Communities Program*. Retrieved May 14, 201, from https://www.clearinghouseforsport.gov.au

Backer-Fulghum, L.M., Patock-Peckham, J.A., King, K.M., Roufa L., & Hagen L. (2012). The stress-response dampening hypothesis: how self-esteem and stress act as mechanisms between negative parental bonds and alcohol-related problems in emerging adulthood. *Addictive Behaviours, 37*, 477–84.

Bailey, R. (2005). Evaluating the relationship between physical education, sport and social inclusion. *Educational Review, 57*, 1, 71-90.

Bailey, R. (2016). Sport, physical activity and educational achievement – towards an explanatory model, *Sport in Society, 20*(7), 768-788.

Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I., & Sandford, R. (2009). The educational benefits claimed for physical education and school sport: an academic review. *Research Papers in Education, 24*(1), 1-27.

Bandura, A. (1978). The self-system in reciprocal determinism. *American Psychologist, 33*, 344-358.

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist, 28,* 117-148.

Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Eds.), *Encyclopedia of human behavior* (pp. 71-81). New York: Academic Press.

Bandura, A. (1997). *Self-efficacy: The exercise of control.* New York: Freeman and Company.

Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (1996). Multifaceted impact of self-efficacy beliefs on academic functioning. *Child Development, 67,* 1206-1222.

Barber, B. L., Eccles, J. S., & Stone, M. R. (2001). Whatever happened to the jock, the brain, and the princess? Young adult pathways linked to adolescent activity involvement and social identity. *Journal of Adolescent Research, 16*(5), 429-455.

Batttich, V., Solomon, D., Watson, M., & Schaps, E. (1997). Caring school communities. *Educational Psychologist, 32*,137– 151.

Baumeister, R. F. (1997). Indentity, self-concept, and self-esteem: The self-lost and found. In R. Hogan, J. Johnson, & S. Briggs (Eds.), *Handbook of personality psychology* (pp. 681–710). New York: Academic Press.

Beauchamp, M. R., Barling J., & Morton, K. L. (2011). Transformational teaching and adolescent self-determined motivation, self-efficacy, and intentions to engage in leisure time physical activity: A randomized controlled pilot trial. *Applied Psychology: Health and Well-being, 3*, 127-150.

Belmont, M., Skinner, E., Wellborn, J., & Connell, J. (1988). *Teacher as social context: A measure of student perceptions of teacher provision of involvement, structure, and autonomy support* (Tech. rep. no. 102). Rochester, NY: University of Rochester.

Biddle, S. J., Gorely, T., & Stensel, D. J. (2004). Health-enhancing physical activity and sedentary behaviour in children and adolescents. *Journal of Sports Sciences, 22*: 679-701.

Biddle, S.J., & Asare, M. (2011). Physical activity and mental health in children and adolescents: A review of reviews. *British Journal of Sports Medicine, 45* (11). 886-895.

Boyce, C., & Neale, P. (2006). *Conducting In-Depth Interview: A Guide for Designing and Conducting In-Depth Interviews for Evaluation Input*. Pathfinder International Tool Series, Monitoring and Evaluation 2. Retrieved from http://www.pathfind.org/site/DocServer/m_e_tool_series_indepth_interviews.pdf?docID=6301.

Boyd, B. (2001). Bringing leadership experiences to inner-city youth. *Journal of Extension, 39* (4), 1-5. Retrieved from https://www.joe.org/joe/2001august/a6.php.

Boyd, B., Herring, D., & Briers, G. (1992). Developing life skills in youth. *Journal of Extension*, *30* (4). Retrieved from https://www.joe.org/joe/1992winter/a4.php.

Braun, V., & Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology, 3* (2), 77-101.

Brendtro L.K., Brokenleg M., & VanVockern, S. (2005). The circle of courage and positive psychology. *Reclaiming Children and Youth, 14*, 130-136.

Brimbank City Council. (2010). *Brimbank Youth Policy & Action Plan 2010*. Melbourne: Brimbank City Council.

Brunelle, J., Danish, S.J., & Forneris, T., (2007). The impact of a sport-based life skill pro- gram on adolescent prosocial values. *Applied developmental science, 11* (1), 43–55.

Bryman, A. (2006). Integrating quantitative and qualitative research: how is it done? *Qualitative Research, 6* (1), 97-113.

Budde, H., Voelcker-Rehage, C., Pietrayk-Kendziorra, S., Ribeiro, P., Tidow, G. (2008). Acute coordinative exercise improves attentional performance in adolescents. *Neuroscience Letteers, 441* (2), 219-223.

Burns, R.D., Brusseau, T.A., Fang, Y., Myer, R.S., Fu, Y., & Hannon, J.C. (2016). Comprehensive school physical activity programming and classroom behavior. *American Journal of Health Behavior, 40*(1), 100-107.

Busseri, M. A., Rose-Krasnor, L., Willoughby, T., & Chalmers, H. (2006). A longitudinal examination of breadth and intensity of youth activity involvement and successful development. *Developmental Psychology, 42,* 1313-1326.

Camiré, M., Trudel, P., & Forneris, T. (2009). High school athletes' perspectives on support, communication, negotiation and life skill development. *Qualitative Research in Sport and Exercise*, *1*, 72-88.

Carlson, J. A., Engelberg, J. K., Cain, K. L., Conway, T. L., Mignano, A. M., Bonilla, E. A., & Sallis, J. F. (2015). Implementing classroom physical activity breaks: Associations with student physical activity and classroom behavior. *Preventive medicine*, *81*, 67-72.

Cast, A. D., & Burke, P. J. (2002). A Theory of Self-Esteem. *Social Forces, 80*, 1041-1068.

Catalano, R. F., Berglund, M. L., Ryan, J. A. M., Lonczak, H. S., & Hawkins, J. D. (2002). Positive youth develop- ment in the United States: Research findings on evalua- tions of positive youth development programs. *Prevention & Treatment, 5,* (15), 98-124.

Cataldo, R., John, J., Chandran, L., Pati, S., & Shroyer, A. L. (2013). Impact of physical activity intervention programs on self-efficacy in youths: a systematic review. *ISRN Obesity, 2013,* 586497.

Charbonneau, D., Barling, J., & Kelloway, E. K. (2001).Transformational leadership and sports performance: The mediating role of intrinsic motivation. *Journal of Applied Social Psychology, 31,* 1521-1534.

Coakley, J. (2011). Youth Sports: What Counts as 'Positive Youth Development? *Journal of Sport and Social Issues, 35* (3), 306-324.

Coalter, F. (2007). Sports clubs, social capital and social regeneration:'ill-defined' interventions with hard to follow outcomes? *Sport in Society, 10,* 537-559.

Coalter, F. (2010). Sport-for-development: Going beyond the Boundary? *Sport in Society 13,* (9): 1374–1391.

Coe, D.P., Pivarnik, J.M., Womack, C.J., Reeves, M.J., & Malina, R.M. (2006). Effect of physical education and activity levels on academic achievement in children. *Medicine and Science in Sports and Exercise*; *38*,1515-1519.

Coleman, J.C., & Roker, D. (1998). Adolescence. *The Psychologist, 11*(12), 593-596.

Coles, B. (1995). *Youth and Social Policy: Youth Citizenship and Young Careers*, London: UCL.

Collins M. (2002). *Sport and social exclusion*. London: Routledge.

Conner, J.O., & Strobel, K. (2007). Leadership Development: An examination of individual and programmatic growth. *Journal of Adolescent Research, 22,* 275-285.

Cutforth, N., & Puckett, K. (1999). An investigation into the organization, challenges, and impact of an urban apprentice teacher program. *The Urban Review, 31*, 153–172.

Danish, S. (2002a). *SUPER (Sports United to Promote Education and Recreation) Program: Leader Manual*. Richmond, VA: Life Skills Center, Virginia Commonwealth University.

Danish, S. (2002b). Teaching life skills through sport. In: M. Gatz, M. A. Messner & S. J. BallRokeach (Eds.) *Paradoxes of youth and sport* (pp.49–59). Albany, NY: State University of New York Press.

Danish, S., Taylor, T., Hodge, K., & Heke, I. (2004). Enhancing youth development through sport. *World Leisure Journal, 46*(3), 38-49.

Danish, S., Forneris, T., & Wallace I. (2005). Sport-based life skills programming in the schools. *Journal of Applied School Psychology, 21*(2), 41-62.

DeBate, R. D., Gabriel, K. P., Zwald, M., Huberty, J., & Zhang, Y. (2009). Changes in psychosocial factors and physical activity frequency among third- to eighth-grade girls who participated in a developmentally focused youth sport program: a preliminary study. *Journal of School Health, 79*(10), 474-484.

DeBusk, M., & Hellison, D. (1989). Implementing a physical education self-responsibility model for delinquency prone youth. *Journal of Teaching in Physical Education, 8,* 104-112.

DesMarais, J., Yang, T., & Farzanehkia, F. (2000). Service-learning leadership development for youths. *Phi Delta Kappan, 81* (9), 678-680.

Dobosz, R.P., & Beaty, L.A. (1999). The relationship between athletic participation and high school students' leadership ability. *Adolescence, 34*(133), 215-220.

Dornbusch, S., Erickson, K., Laird, J., & Wong, C. (2001). The relation of family and school attachment to adolescent deviance in diverse groups and communities. *Journal of Adolescent Research, 16,* 396-422.

Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programmes that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology, 45*, 294–309.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and and emotional learning: a meta-analysis of school-based universal interventions. *Child Development, 82* (1), 405-432.

Eccles, J., & Barber, B. (1999). Student council, volunteering, basketball, or marching band: What kind of extracurricular involvement matters? *Journal of Adolescent Research, 14,* 10-34.

Eccles, J., & Gootman, J. A. (2002). *Community programs to promote youth development.* Washington, DC: National Academy Press.

Eccles, J., Barber, B., Stone, M., & Hunt, J. (2003). Extracurricular activities and adolescent development. *The Journal of Social Issues, 59*, 865-889.

Edwards, M. J. (2011). *The impact of School Sport Partnerships on primary schools: An in-depth evaluation.* Unpublished Thesis. Durham theses, Durham University.

Eley, D., & Kirk, D. (2002). Developing Citizenship through Sport: The Impact of a Sport-Based Volunteer Programme on Young Sport Leaders. *Sport, Education and Society,* 7 (2), 151-166.

Ennis, C. D., Cothran, D. J., Davidson, K. S., Loftus, S. J., Owens, L., Swanson, L., & Hopsicker, P. (1997) Implementing curriculum within a context of fear and disengagement, *Journal of Teaching in Physical Education, 17*, 58-72.

Escartí, A., Gutiérrez, M., Pascual, C., & Marín, D. (2010a). Application of Hellison's Teaching Personal and Social Responsibility Model in Physical Education to Improve Self-Efficacy for Adolescents at Risk of Dropping-out of School. *The Spanish Journal of Psychology, 13* (2), 667-676.

Escartí, A., Gutiérrez, M., Pascual, C., & Llopis, R. (2010b). Implemention of the Personal and Social Responsibility Model to Improve Self-Efficacy during Physical Education Classes for Primary School Children. *International Journal of Psychology and Psychological Therapy, 10* (3), 387-402.

Escartí, A., Pascual, C., & Gutiérrez, M. (2012). Applying the Teaching Personal and Social Responsibility model (TPSR) in Spanish school context: Lesson learned. *Ágora para la Educación Física y el Deporte, 14*(2), 178-196.

Evans, D.R. (1997). Health promotion, wellness programs, quality of life and the marketing of psychology. *Canadian Psychology, 38*, 1-12.

Feinstein, L., Bynner, J., & Duckworth, K. (2006). Young people's leisure contexts and their relation to adult outcomes. *Journal of Youth Studies, 9*(3), 305–327.

Ferrer-Caja, E., & Weiss, M. (2000). Predictors of Intrinsic Motivation among Adolescent Students in Physical Education. *American Alliance for Health, Physical Education, Recreation and Dance, 71*, 267-279.

Fletcher, A. C., Nickerson, P., & Wright, K. L. (2003). Structured leisure activities in middle childhood: Links to well-being. *Journal of Community Psychology, 31(3),* 641–659.

Fox, K. (2000). The effects of exercise on self-perceptions and self-esteem. In S.J.H. Biddle, K.R. Fox, & S.H. Boutcher (Eds.), *Physical activity and psychological* well-being (pp.88- 117). London: Routledge.

Fraser-Thomas, J., Côté, J., & Deakin, J. (2005). Youth sport programs: An avenue to foster positive youth development. *Physical Education and Sport Pedagogy, 10*, 49-70.

Fredericks, J., Blumenfeld, P., & Paris, A. (2004) School engagement: Potential of the concept, stateof the evidence, *Review of Educational Research, 74*(1), 59 –109.

Gagné, M. (2003). The role of autonomy support and autonomy orientation in prosocial behavior engagement. *Motivation & Emotion, 27,* 199-223.

Gecas, V. (1982). The Self-Concept. *Annual Review of Sociology, 8*, 1-33.

Gecas, V. (1989). The Social Psychology of Self-Efficacy. *Annual Review of Sociology 15*, 291–316.

Gilman, R. (2001). The relationship between life satisfaction, social interest, and frequency of extracurricular activities among adolescent students, *Journal of Youth and Adolescence, 20*, 749-767.

Gomby, D. S., & Larson, C. S. (1992). Evaluation of school-linked services. *The Future of Children, 2,* 68-84.

Goodman, G.S. (1999). *Alternatives in education: Critical pedagogy for disaffected youth.* New York: Peter Lang.

Gordon, B. (2010). An examination of the responsibility model in a New Zealand secondary school physical education program. *Journal of Teaching in Physical Education, 29,* 21-37.

Goudas, M., Dermitzaki, E., Leondari, A., & Danish, S. (2006). The effectiveness of teaching a life-skills program in a physical education context. *European Journal of Psychology of Education, 21*, 429-438.

Goudas, M., & Giannoudis, G. (2008). A team-sports-based life-skills program in a physical education context. *Learning and Instruction, 18*, 528-36.

Gould, D., & Carson, S. (2008). Life skills development through sport: Current status and future directions. *International Review of Sport and Exercise Psychology, 1,* 58-78.

Gould, D., Chung, Y., Smith, P., & White, J. (2006). Future directions in coaching life skills: understanding high school coaches' views and needs. Athletic Insights: *The Online Journal of Sports Psychology, 8* (3), 28-38.

Gould, D., & Voelker, D. K. (2010). Youth Leadership Development: Leveraging the Sports Captaincy Experience. *Journal of Sport Psychology in Action, 1*, 1-14.

Granger, R. C. (2008). After-school programs and academics: Implications for policy practice, and research. *Social Policy Report, 22,* 3–19.

Graczyk, P.A., Weissberg, R.P., Payton, J.W., Elias, M.J., Greenberg, M.T., & Zins, J.E. (2000). Criteria for evaluating the quality of school-based social and emotional learning programs. In R. Bar-On & J. Parker (Eds.), *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace* (pp. 391-410). San Francisco, CA: Jossey-Bass.

Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a Conceptual Framework Mixed-Method Evaluation Design. *Educational Evaluation and Policy Analysis, 11(*3),255-74.

Hannan, P. J., Murray, D. M., Jacobs, D. R., & McGovern, P. G. (1994) Parameters to aid in the design and analysis of community trials: Intraclass correlations from the Minnesota Heart Health Program. *Epidemiology, 5*(1), 88—95.

Hansen, D.M., Larson, R.W., & Dworkin, J.B. (2003). What adolescents learn in organized youth activities: a survey of self-reported developmental experiences. *Journal of Research on Adolescence, 13*(1), 25-55.

Hardman, K. (2008). Physical education in schools: a global perspective. *Kinesiology, 40*(1), 5-28.

Harris, A. D., McGregor, J. C., Perencevich, E. N., Furuno, J. P., Zhu, J., Peterson, D. E., & Finkelstein, J. (2006). The use and interpretation of quasi-experimental studies in medical informatics. *Journal of the American Medical Informatics Association*, *13*(1), 16-23.

Harter, S. (1983) Developmental perspectives on the self. In P.H. Mussen (Eds.), *Handbook of child psychology,* (pp. 275-385). NewYork: Wiley.

Harter, S. (1999) *The Construction of the Self. A Developmental Perspective*. Guilford Press, New York.

Hartmann, D., & Depro, B. (2006). Rethinking Sports-Based Community Crime Prevention a Preliminary Analysis of the Relationship Between Midnight Basketball and Urban Crime Rates. *Journal of Sport & Social Issues, 30*(2), 180-196.

Haudenhuyse, R., Theeboom, M., & Nols, Z. (2012). Sports-based interventions for socially vulnerable youth: Towards well-defined interventions with easy-to-follow outcomes? *International Review for the Sociology of Sport, 48*(4), 471-484.

Hellison, D. (1995). *Teaching responsibility through physical activity*. Champaign, IL, Human Kinetics.

Hellison, D., & Walsh, D. (2002). Responsibility-based youth programs evaluation: Investigating the investigations. *Quest, 54*, 292-307.

Hellison, D., & Wright, P. (2003). Retention in an urban extended day program: A process-based assessment. *Journal of Teaching in Physical Education, 22,* 369-381.

Hillman, C. H., Erickson, K. I., & Kramer, A. F. (2008). Be smart, exercise your heart: exercise effects on brain and cognition. *Nature Reviews in Neuroscience, 9*(1), 58-65.

Hillman, C.H., Pontifex, M.B., Raine, B., Castelli, D.M., Hall, E.E., & Kramer, A.F. (2009). The effect of acute treadmill walking on cognitive control and academic achievement in preadolescent children. *Neuroscience, 159,* 1044-1054.

Hodge, K., Danish, S., & Martin, J. (2012). Developing a conceptual framework for life skills interventions. *The Counseling Psychologist, 41*, 1125-1152.

Hollar, D., M. Lombardo, G. Lopez-Mitnik, T. L. Hollar, M. & Almon, A. S. (2010). Effect of a two-year obesity prevention intervention on percentile changes in body mass index and academic performance in low-income elementary school children. *American Journal of Public Health, 100* (4), 646-653.

Holt, N. L. (2008). *Positive youth development through sport*. London: Routledge.

Holt, N.L. & Jones, M.I. (2008). Future directions for positive youth development and sport research, in N.L. Holt (Eds.) *Positive Youth Development through Sport* (pp.122-132). London, England: Routledge.

Holt, N.L., & Neely, K.C. (2011). Positive youth development through sport: A review. *Revista iberoamericana de psicologia del ejercicio y el deporte, 6*(2), 299-316.

Horn, T.S. (2011). Multiple pathways to knowledge generation: qualitative and quantitative research approaches in sport and exercise psychology. *Qualitative research in sport, exercise and health, 3* (3), 291–304.

Jenkinson, K. A., & Benson, A. C. (2009). Physical education, sport education and physical activity policies: Teacher knowledge and implementation in their Victorian state secondary school. *European Physical Education Review, 15*(3), 365-388.

Jennings, G. (2003). An exploration of meaningful participation and caring relationships as contextsfor school engagement, *The California School Psychologist, 8*, 43–52.

Jessor, R., Turbin, M.S. & Costa, F.M. (1998) Risk and protection in successful outcomes among disadvantaged adolescents. *Applied Developmental Science, 2,* 194-208.

Jimerson, S. R., Ferguson, P., Whipple, A. D., Anderson, G. E., & Dalton, M. J. (2002). Exploring the association between grade retention and dropout: A longitudinal study examining socio-emotional, behavioral, and achievement characteristics of retained students. *California School Psychologist, 7*, 51-62.

Johnston, M. M., & Finney, S. J. (2010). Measuring basic needs satisfaction: Evaluating previous research and conducting new psychometric evaluations of the Basic Needs Satisfaction in General Scale. *Contemporary Educational Psychology, 35,* 280-296.

Join in (2014). *Hidden Diamonds: uncovering the true value of sports volunteers*. Retrieved August, 21, 2015, from http://www.joininuk.org/hidden-diamonds-true-value-of-sport-volunteers.

Jones, G. J., Edwards, M. B., Bocarro, J. N., Bunds, K. S., & Smith, J. W. (2016). An integrative review of sport-based youth development literature. *Sport in Society, 20* (1), 161-179.

Katzel, A., LaVant, A., & Richards, C. (2010). *Blazing the trail: A new direction in youth development & leadership: Youth call-to-action.* Washington, DC: National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership.

Kay, T., & Bradbury, S. (2009). Youth sport volunteering: developing social capital? *Sport, Education and Society, 14(1),* 121-140.

Kirkcaldy, B.D., Shephard, R.J., & Siefen, R.G. (2002). The relationship between physical activity and self-image and problem behaviour among adolescents. *Social Psychiatry & Psychiatric Epidemiology, 37*, 544-551.

Kress, C. (2006). Youth leadership and youth development: Connections and questions. In M. Klau, S. Bolyd, & L.Luckow (Eds.), *New directions for youth development* (pp. 45-56). San Francisco: Jossey-Bass.

Kroenke, C. (2008). Socioeconomic status and health: Youth development and neomaterialist and psychosocial mechanisms. *Social Science & Medicine, 66*, 31–42.

Larson, R. W. (2000). Toward a psychology of positive youth development. *American Psychologist, 55,* 170–183.

Larson, R.W., Hansen, D.M., & Moneta, G. (2006). Differing profiles of developmental experiences across types of organized youth activities. *Developmental Psychology, 42* (5), 849-36.

Launen, E.K. (2005). Rather than fixing kids- Build positive peer cultures. *Reclaiming Children & Youth, 14:* 137–142.

Leary, M.R., & MacDonald, G. (2003). Individual differences in self-esteem: A review and theoretical integration. In M. R. Leary & J. P. Tangney (Eds.), *Handbook of self and identity* (pp. 401-420). New York: The Guilford Press.

Leek, D., Carlson, J.A., Cain, K.L., Henrichon, S., Rosenberg, D., Patrick, K. &Sallis, J.F. (2011). Physical activity during youth sports practices. *Arch Pediatr Adolesc Med, 165* (4): 294-299.

Lerner, R. M., Almerigi, J. B., Theokas, C., & Lerner, J. V. (2005). Positive youth development: A view of the issues. *The Journal of Early Adolescence, 25,* 10-16.

Lerner, R. M., & Lerner, J. V. (2006). Toward a new vision and vocabulary about adolescence: Theoretical, empirical, and applied bases of a 'positive youth development' perspective. In L. Balter & C. S. Tamis-LeMonda (Eds.), *Child psychology: A handbook of contemporary issues* (pp. 445–469). New York, NY: Psychology Press.

Lester, S. W. (2015). Melding Service Learning and Leadership Skills Development. *Journal of Experiential Education, 38*(3), 280-295.

Libbey, H.P. (2004). Measuring Student Relationships to School: Attachment, Bonding, Connectedness, and Engagement. *Journal of School Health, 74*(7), 274-283.

Lim, B.S., & Wang, C.K. (2009). Perceived autonomy support, behavioural regulations in physical education and physical activity intention. *Psychology of Sport and Exercise, 10,* 52-60.

Long, J. (2008). Researching and evaluating sports development. In: K. Hylton & P.Bramham (Eds.), *Sports Development: Policy, Process and Practice* (pp: 236-257). London and New York: Routledge.

Long, J., Welch, M., Bramham, P., Butterfield, J., Hylton, K., & Lloyd, E. (2002). *Count Me In: The Dimensions of Social Inclusion through Culture, Media & Sport*. Leeds: Leeds Metropolitan University.

Loughborough Partnership (2008). *The impact of School Sport Partnerships on pupil behaviour.* Loughborough: Institute of Youth Sport.

Loughborough Partnership (2009). *Monitoring and Evaluation of the School Sport Partnerships 2008.* Loughborough: Institute of Youth Sport.

Mahoney, J. L., Parente, M. E., & Lord, H. (2007). Program-level differences in afterschool program engagement: Links to child competence, program quality and content. *The Elementary School Journal, 107,* 385–404

Makkai, T., Morris, L., Sallybanks, J., & Willis, K. (2003). *Sport, physical activity and antisocial behaviour in youth.* Canberra: Australian Institute of Criminology.

Mann M., Hosman, C.M.H., Schaalma, H.P., & de Vries, N.K. (2004) Self-esteem in a broad-spectrum approach for mental health promotion. *Health Education Research, 19*, 357-372.

Marks, G. N., Cresswell, J., & Ainley, J. (2006). Explaining socioeconomic inequalities in student achievement: The role of home and school factors. *Educational Research and Evaluation, 12(2),* 105-128.

Marsh, H. W., Martin, A. J. & Jackson, S. (2010). Introducing A short version of the Physical Self Description Questionnaire: New strategies, short-form evaluative criteria, and applications of factor analyses. *Journal of Sport & Exercise Psychology,32*, 438-482.

Marsh, H., & Kleitman, S. (2003). School athletic participation: mostly gain with little pain. *Journal of Sport and Exercise Psychology, 25, 205*-228.

Martinek, T., & Hellison, D. (1997). Fostering Resiliency in Underserved Youth Through Physical Activity. *Quest, 49*(1), 34-49.

Martinek, T., & Hellison, D. (2009). *Youth leadership in sport and physical education.* New York, NY: Palgrave MacMillan.

Martinek, T., & Ruiz, L. M. (2005). Promoting positive youth development through a values-based sport program. *International Journal of Sport Science, 1,* 1-13.

Mawson, H., & Parker, A. (2013). The next generation: Young people, sport and volunteering. In A. Parker & D. Vinson (Eds.) *Youth sport, physical activity and play: Policy, intervention and participation* (pp.152-165). Abingdon: Routledge.

Maxwell, J.A. (2004). Causal explanation, qualitative research, and scientific enquiry in education. *Educational Researcher 33* (2), 3–11.

McCallister, S.G., Blinde, E.M., & Weiss, W.M. (2000). Teaching values and implementing philosophies: Dilemmas of the coach. *Physical Educator, 57*, 35-45.

McConney, A., & Perry, L. (2010). Socioeconomic status, self-efficacy, and mathematics achievement in Australia: a secondary analysis. *Educational Research for Policy and Practice, 9,* 77 - 91.

Miller, S. C., Bredemeier, B. J. L. & Shields, D. L. L. (1997). Sociomoral education through physical education with at-risk children, *Quest, 49*, 114–129.

Miller, K. E., Melnick, M. J., Barnes, G. M., Farrell, M. P., & Sabo, D. G. (2005). Untangling the links among athletic involvement, gender, race, and adolescent academic outcomes. *Sociology of Sport Journal, 22*, 178-193.

Moore, G. (2002), In our hands: the future is in the hands of those who give our young people hope and reason to live, *British Journal of Teaching Physical Education, 33*(2), 26-27.

Moser J.M., & Rogers, G.E. (2005). The power of linking service to learning. *Tech Directions, 64,* 18-21.

Muha, D.G. (1991). Dropout prevention and group counseling. *High School Journal, 74,* 76-80.

Mullender-Wijnsma, M. J., Hartman, E., de Greeff, J. W., Bosker, R. J., Doolaard, S., & Visscher, C. (2015). Improving Academic Performance of School-Age Children by Physical Activity in the Classroom: 1-Year Program Evaluation. *Journal of School Health, 85*(6), 365-371.

Muris, P. (2001). A brief questionnaire for measuring self-efficacy in youths. *Journal of Psychopathology and Behavioral Assessment , 23*, 145-149.

National Youth Agency (2007). *Young people's volunteering and skills development research report.* Department for Education and Skills. Retrieved from http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education .gov.uk/publications/eOrderingDownload/RW103.pdf.

Naylor, P. J., & McKay, H. A. (2009). Prevention in the first place: schools a setting for action on physical inactivity. *British Journal of Sports Medicine, 43*(1), 10-13.

Nichols, G. (2004). Crime and punishment and sports development. *Leisure Studies, 23*(2), 177-194.

Nichols, G., Taylor, P., Crow, I., & Irvine, D. (2000). Methodological consider- ations in evaluating physical activity programmes for young offenders. *World Leisure and Recreation, 42*(1), 10-17.

Ofsted. (2004). *The School Sport Partnership Programme: Evaluation of Phases 3 and 4 2003/04*. London: Ofsted Publications.

Ofsted. (2011). *The School Sport Partnership Programme: A survey of good practice*. London: Ofsted Publications.

Papacharisis, V., Goudas, M., Danish, S. J., & Theodorakis, Y. (2005). The effectiveness of teaching a life skills program in a sport context. *Journal of Applied Sport Psychology, 17*, 247 254.

Patton, M. Q. (1999). Enhancing the quality and credibility of qualitative analysis. *Health Services Research, 34*(5), 1189–1208.

Patton, M. Q. (2012). *Essentials of Utilization-Focused Evaluation*. Thousand Oaks: Sage Publications.

Pedersen, S., & Seidman, E. (2004). Team sports achievement and self-esteem development among urban adolescent girls. *Psychology of Women Quarterly, 28,* 412–422.

Pensiero, N., & Green, F. (2017). Out-of-school-time study programmes: do they work? *Oxford Review of Education, 43,* 127-147.

Petitpas, A.J., & Champagne, D.E. (2000). Sport and social competence. In S.J. Danish & T.P. Gullotta (Eds.), *Developing competent youth and strong communities through after-school programming* (pp. 115-137). Washington, DC: CWLA Press.

Petitpas, A. J., Cornelius, A. E. , Van Raalte, J. L. , & Jones, T. (2005). A framework for planning youth sport programs that foster psychosocial development. *The Sport Psychologist, 19*, 63–80.

Posner, J. K., & Vandell, D. L. (1999). After-school activities and the development of low-income urban children: A longitudinal study. *Developmental Psychology, 35*(3), 868-879.

Priest, S. (1998). Physical challenge and the development of trust through corporate adventure training. *Journal of Experiential Learning, 21*, 31–34.

Priest, K. L., & de Campos P. A. L. (2016). Peer-led Learning Communities: Exploring Integrative High-Impact Educational Practices for Leadership Education. *Journal of Leadership Education, 15*(1), 86-95.

Punch, S. (2002). Research with children: the same or different from research with adults? *Childhood, 9(3),* 321–341.

Quick, S., Dalziel, D., & Bremner, P. (2005). *An Evaluation of the School Sport Partnership Programme.* Nottingham: TNS Social Research.

Rafferty, R., Breslin, G., Brennan, D., & Hassan, D. (2016). A systematic review of schoolbased physical activity interventions on children's wellbeing. *International review of sport and exercise psychology, 9*, 215-230.

Ricketts, J. & Rudd, R. (2002). A comprehensive leadership education model to train, teach and develop leadership in youth. *Journal of Career and Technical Education, 19* (1), 7-17.

Riessman, F. (1965). The 'helper' therapy principle. *Social Work, 10* (2), 27-32.

Robertson, B. J. (2000) Leisure education as a rehabilitative tool for youth in incarceration settings, *Journal of Leisurability, 27*(2), 27-34.

Robins, R.W., Trzesniewski, K.H., Tracy, J.L., Gosling, S.D., & Potter, J. (2002). Global self-esteem across the life span. *Psychology and Aging, 17*, 423-434.

Rosenberg, M., Schooler, C., Schoenbach, C., & Rosenberg, F. (1995). Global Self-Esteem and Specific Self-Esteem: Different Concepts, Different Outcomes. *American Sociological Review, 60,*141-56.

Rossi, P, H., Lipsey, W. M., & Freeman, H. E. (2004). *Evaluation: A systematic approach.* Thousand Oaks, CA: SAGE.

Roth, J. L. & Brooks-Gunn, J., Murray, L., & Foster, W. (1998). Promoting healthy adolescents: Synthesis of youth development program evaluations. *Journal of Research on Adolescence, 8*, 423-459

Roth, J. L., & Brooks-Gunn, J. (2003). What exactly is a youth development program? Answers from research and practice. *Applied Developmental Science, 7*(2), 94-111.

Roth, J. L., Malone, L. M., & Brooks-Gunn, J. (2010). Does the amount of participation in afterschool programs relate to developmental outcomes: A review of the literature. *American Journal of Community Psychology, 45,* 310–324.

Rumberger, R. W., & Palardy, G. J. (2005). Does segregation still matter? The impact of student composition on academic achievement in high school. *Teachers College Record, 107*(9), 1999-2045.

Salas, E., & Cannon-Bowers, J. A. (2001). The science of training: A decade of progress. *Annual Review of Psychology, 52,* 471–499.

Sallis, J.F., T.L. Conway, J.J. Prochaska, T.L. McKenzie, S.P. Marshall, & Brown, M. (2001). The association of school environments with youth physical activity. *Am J Public Health, 91* (4), 618-620.

Salmon, J., Timperio, A., Cleland, V., &Venn, A. (2005). Trends in children's physical activity and weight status in high and low socio-economic status areas of Melbourne, Victoria, 1985–2001. *Aust N Z J Public Health, 29 (*4), 337-342.

Sandford, R., Armour, K., & Duncombe, R. (2007). Physical activity and personal/social development for disaffected youth in the uk: in search of evidence. In N. L. Holt (Eds.), *Positive Youth Development through Sport* (pp.97-109). London: Routledge.

Sandford, R.A., Armour, K.M., & Warmington, P.C. (2006). Re-engaging disaffected youth through physical activity programmes. *British Educational Research Journal 32*, (2), 251-271.

Sandford, R. A., Duncombe, R., & Armour, K. M. (2008). The role of physicalactivity/sport in tackling youth disaffection and anti-social behaviour. *Educational Review, 60* (4), 419-435.

Schunk, D. H. (1985). Self-efficacy and classroom learning. *Psychology in the Schools, 22,* 208-223.

Shields, D. L. L., & Bredemeier, B. J. L. (1995). *Character development and physical activity.* Champaign, IL: Human Kinetics.

Sirin, S. R. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research, 75*(3), 417-453.

Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology, 85*, 571-581.

Skinner, E. A., Furrer, C., Marchand, G., & Kindermann, T. (2008). Engagement and disaffection in the classroom: Part of a larger motivational dynamic? *Journal of Educational Psychology, 100*, 765-781.

Skinner, E. A., Kindermann, T. A., & Furrer, C. (2009). A motivational perspective on engagement and disaffection: Conceptualization and assessment of children's behavioral and emotional participation in academic activities in the classroom. *Educational and Psychological Measurement, 69,* 493–525.

Skinner, E. A., Wellborn, J. G., & Connell, J. P. (1990). What it takes to do well in school and whether I've got it: A process of perceived control and children's engagement and achievement in school. *Journal of Educational Psychology, 82*(1), 22-32.

Snellman, K., J. M., Silva, C., Frederick, B., & Putnam, R. D. (2015). The Engagement Gap: Social Mobility and Extracurricular Participation among American Youth. *Annuals of the American Academy of Political and Social Science, 657*, 194-207.

Spencer, A. (1998). Physical educator: Role model of roll the ball out? *Journal of Physical Education, Recreation and Dance, 69(6),* 58-63.

Sports Leaders UK (2011). *What we do and Why*. Retrieved from: http://www.sportsleaders.org/content-top/what-we-do--why/what-we-do.aspx.

Steer, R. (2000). *A background to youth disaffection: A review of literature and evaluation findings from work with young people.* London: Community Development Foundation.

Steiger, A. E., Allemand, M., Robins, R. W., & Fend, H. A. (2014). Low and decreasing self-esteem during adolescence predict adult depression two decades later. *Journal of Personality and Social Psychology, 106,* 325-338.

Stets, J. E., & Burke, P. J. (2014). Self-Esteem and Identities. *Sociological Perspectives, 57(4),* 409-433.

Story M, Kaphingst K.M., & French S. (2006). The role of schools in obesity prevention. *Future Child, 16*, 109-142.

Street Games (2014) *The Impact of CSYV programme – evaluation report for year six, 2012– 2013*. Retrieved from http://www.streetgames.org/sites/default/files/streetgames%20briefing%20paper%20-%20eval%20report%202014.pdf.

Strong, W. B., Malina, R. M., Blimkie, C. J. R., Daniels, S. R., Dishman, R. K., Gutin, B., ... Trudeau, F. (2005). Evidence based physical activity for school-age youth. *Journal of Pediatrics*, *146*(6), 732-737.

Tafarodi, R. W., & Milne, A. B. (2002). Decomposing global self-esteem. *Journal of Personality, 70,* 443-483.

Tafarodi, R. W., & Swann, W. B., Jr. (1995). Self-liking and self-competence as dimensions of global self-esteem: Initial validation of a measure. *Journal of Personality Assessment, 65*, 322–342.

Tashakkori, A., & Creswell, J. W. (2007). Editorial: Exploring the Nature of Research Questions in Mixed Methods Research. *Journal of Mixed Methods Research*, *1*(3), 207-211.

Taylor, J. (2014). The impact of the 'Girls on the Move' Leadership Programme on young female leaders' self-esteem, *Leisure Studies, 33 (1)*, 62-74.

Taylor, P., Nichols, G., Holmes, K., James, M., Gratton, C., Garrett, R., Kokolakakis, T., Mulder, C. & King, L. (2003). *Sports Volunteering in England, Summary Report*. Sport England. Retrieved from https://www.sportengland.org/volunteering-in-england.pdf.

Tebes, J. K., Feinn, R., Vanderploeg, J. J. Chinman, M. J., Shepard, J. Brabham, T., et al. (2007). Impact of a positive youth development program in urban after-

school settings on the prevention of adolescent substance use. *Journal of Adolescent Health, 41,* 239–247.

Theokas, C., Danish, S., Hodge, K., Heke, I., & Forneris, T. (2007). Enhancing life skills through sport for children and youth. In N. L. Holt (Eds.), *Positive youth development through sport* (pp. 71-81). London: Routledge.

Toering T. T., Elferink M. T., Jonker L., van Heuvelen M. J. G., & Vissdher C. (2012). Measuring self-regulation in a learning context: Reliability and validity of the Self-Regulation of Learning Self-Report Scale (SRL-SRS). *Journal of Sport and Exercise Psychology, 10*(1), 24-38.

Tomporowski, P. D., Davis, C. L., Miller, P. H., & Naglieri, J.A. (2008). Exercise and children's intelligence, cognition, and academic performance. *Educational Psychology Review, 20*, 111–131.

Tortolero, S. R., Taylor, W. C., & Murray, N. G. (2000). Physical activity, physical fitness and social, psychological and emotional health. In N. Armstrong and W. Van Mechelen (Eds.), *Paediatric exercise science and medicine*, (pp. 273–293). Oxford: Oxford University Press.

Tremblay, M. S., Inman, J. W., & Willms, J. D. (2000). The relationship between physical activity,self-esteem, and academic achievement in 12-Year-Old Children. *Pediatric Exercise Science, 12,* 312-323.

Turner III, D. W. (2010). Qualitative interview design: A practical guide for novice investigators. *The qualitative report, 15*(3), 754-760.

Ullrich-French, S., McDonough, M. H., & Smith, A. L. (2012). Social connection and psychological outcomes in a physical activity-based youth development setting. *Research Quarterly for Exercise and Sport*, *83*(3), 431-441.

Ulrich, C. M., Wallen, G. R., Feister, A., & Grady, C. (2005). Respondent burden in clinical research: When are we asking too much of subjects? *IRB: Ethics & Human Research, 27*(4), 17-20.

Van Tulder, M., Van der Vegt, R., & Veenman, S. (1993). In-service education in innovating schools: A Multi-case study. *Qualitative Studies in Education, 6*(2), 129-142.

Walberg, H.J., Reyes, O., & Weissberg, R.P. (1997). Chapter one: Introduction and overview. In H.J. Walberg, O. Reyes, & R.P. Weissberg (Eds.), *Children and youth: Interdisciplinary perspectives* (pp. 3–12). Thousand Oaks, CA: Sage.

Walker, K., & Larson, R.W. (2006). Adult-driven programs: an oxymoron? *Prevention Researcher, 13*(11), 17-20.

Weiss, M. R. (2008). 'Field of dreams': Sport as a context for youth development. *Research Quarterly for Exercise and Sport, 79*, 434-449.

Weiss, M. R. (2013). Back to the future: Research trends in youth motivation and physical activity. *Pediatric Exercise Science, 25*, 561-572.

Weiss, M. R., Bolter, N. D., & Kipp, L. E. (2014). Assessing impact of physical activity-based youth development programs: Validation of the Life Skills Transfer Survey (LSTS). *Research Quarterly for Exercise and Sport, 85*, 263-278.

Weiss, M. R., Bolter, N. D., & Kipp, L. E. (2016). Evaluation of The First Tee in Promoting Positive Youth Development: Group Comparisons and Longitudinal Trends. *Research quarterly for exercise and sport, 87* (3), 271-283.

Weiss, M.R., & Smith, A.L. (2002). Moral development in sport and physical activity: theory, research and intervention. In T.S. Horn (Eds.) *Advances in sport psychology* (pp. 243-280). Champaign, IL: Human Kinetics.

Weiss, M.R., & Wiese-Bjornstal, D.M. (2009). Promoting positive youth development through physical activity. *President's council on physical fitness and sports research digest, 10* (3), 1-8.

Wellborn, J. G. (1991). *Engaged and disaffected action: The conceptualization and measurement of motivationin the academic domain.* Unpublished doctoral dissertation, University of Rochester: New York.

Whittaker, C. G., & Holland-Smith, D. (2014). Exposing the dark side, an exploration of the influence social capital has upon parental sports volunteers. *Sport, Education and Society, 14,* 1-18.

Williams, G. C., & Deci, E. L. (1996). Internalization of biopsychosocial values by medical students: a test of self-determination theory. *Journal of Personality and Social Psychology, 70*, 767-779.

Williams, G. C., Grow, V. M., Freedman, Z. R., Ryan, R. M., & Deci, E. L. (1996). Motivational predictors of weight loss and weight-loss maintenance. *Journal of Personality and Social Psychology*, *70*, 115-126.

Willoughby C. P., King G., & Polatajko H. (1996). A therapist's guide to children's self-esteem. *American Journal of Occupational Therapy, 50,* 124–132.

Wong, M. C. S., Lau, T. C. M., & Lee, A. (2012). The Impact of Leadership Programme on Self-Esteem and Self-Efficacy in School: A Randomized Controlled Trial. *PLoS One, 7(12),* e52023.

Wright, P.M., & Burton, S. (2008). Implementation and outcomes of a responsibility-based physical activity program integrated into an intact high school physical education class. *Journal of Teaching in Physical Education, 27*, 138-154.

APPENDIX A: Letter to the School Principal

Dear School Principal,

We are a research team at Victoria University's Institute of Sport, Exercise and Active Living. In conjunction with School Sport Victoria, we have the pleasure of conducting a research project 'Evaluation of the School Sport Leadership Program' in which your school has been participating for the past year. Because of your dedicated participation in this program, I would like to invite you to collaborate on this project in order to identify its potential benefits.

Some details about the research project

School Sport Leadership Program (SSLP) has been implemented in some of the primary and secondary schools since 2011, with the intention to improve students' outcomes through their participation in sports and sport oriented courses, as well as it aims to develop community within the schools and create school connectedness. This program has been running across some of the schools in Melbourne, although there has been no formal evaluation regarding its effectiveness. The aim of this study is to evaluate this program and identify what impact it has on students' personal, home and school environment as well as how the program influences teachers' practice.

The broad aims of this project are:

- *To identify the aspects of SSLP which have an influence on students (Year 9-12) and their life (i.e. academic engagement and performance, sport participation, social input, perception of themselves as well as perception of their teachers and home environment).*

- *To identify the aspects of SSLP which have an influence on teachers and their practice (i.e. their perception of students, job satisfaction).*

- *To recognise parents' perception of SSLP and its influence on their children as well as the parental support students received while participating in the program.*

- *To evaluate the effectiveness of delivery of School Sport Leadership Program.*

How you can help us?

We hope, after reading this introduction, you find the project to be of interest and congruent with the goals and philosophy of your school. The study has been designed to have minimal disruption on your academic timetable. We only ask that 2 hours per academic year, for the next two years are put aside for a questionnaire (1 hour, 2 times a year) and room be made available for the researchers to interview some of the students, teachers and parents. We would also like to invite you to take part in a short interview. In addition, we would once need to observe the 'Sport Leader' course, where recording equipment belonging to Victoria University will be involved. No extra resources, beyond your time, are required.

If you would like further information about the research I would be delighted to discuss this project with you. Thank you for considering this request and I look forward to hearing from you at your earliest convenience.

Kind Regards,

Professor Remco Polman
Chief Investigator

Institute of Sport, Exercise and Active Living (ISEAL)
Footscray Park Campus
Victoria University
PO Box 14428, Melbourne VIC 8001
Phone: 99199574   Email: remco.polman@vu.edu.au , Web: www.vu.edu.au

INFORMATION TO PARTICIPANTS INVOLVED IN RESEARCH

You are invited to participate

Dear School Principal,

You have been invited to participate in a research project 'Evaluation of School Sport Leadership Program'.

This project is being conducted by Professor Remco Polman from the Institute of Sport, Exercise and Active Living (ISEAL) at Victoria University together in collaboration with School Sport Victoria.

Project explanation

The aim of this project is to evaluate the School Sport Leadership Program (SSLP). As your school is currently being actively involved in the program, we would like you to be part of this research. In order to conduct the research, we require your assistance. The SSLP is running across some of the schools in Melbourne, although there has been no formal evaluation regarding its effectiveness. The aim of the study is to identify what impact it has on students' personal, home and school environment as well as on schools in general.

What will I be asked to do?

Over the next 2 years you will be asked to:

- Be interviewed by a member of the research team at the end of this academic year 2014 and 2015

What will I gain from participating?

In order to preserve this program in schools an official evaluation is needed. By participating in this research you will help us to understand how SSLP contributes to students' life and whether schools benefit from it. This will enable School Sport Victoria to deliver this program to schools in the future, so that the current as well as future students and teachers can have the opportunity to benefit from it.

How will the information I give be used?

All personal information and data collected in the project will be securely stored and coded by the research team, either in a filing cabinet or in an electronic form. All the participants will be assigned with an ID number, so that their data stay strictly confidential. Only the chief researchers will have access to the data or will be able to identify the participants if needed. No unauthorised users will be able to gain access to it. The results of this project will be presented in a PhD thesis and they may be published in scientific journals or presented in conferences, although none of the participants taking part in the project will be identifiable in any way. Any audio recordings will be heard only by the lead investigators for analysis purposes and will not, under any circumstance, be made publicly available.

What are the potential risks of participating in this project?

The project has been designed so as to ensure that there are no potential risks within the study beyond the everyday risks which you would encounter. Should you experience any anxieties or concerns during the interview, you can withdraw from the study at any point without any consequences, and additional support will be provided by Victoria University, if required.

How will this project be conducted?

The interview will be conducted on your school grounds at end of the academic year 2014 and 2015 in a room and time most convenient to you.

Who is conducting the study?

This project is conducted by the Institute of Sport, Exercise and Active Living (ISEAL) and the School of Sport Victoria. This study is a part of PhD project conducted by a student investigator Miss Petra Plencnerova. Any queries about your participation in this project can be directed to the chief investigator:

Professor Remco Polman
Institute of Sport, Exercise and Active Living (ISEAL)
Footscray Park Campus
Victoria University
PO Box 14428
Melbourne VIC 8001
Phone: 99199574
Email: remco.polman@vu.edu.au
Web: www.vu.edu.au

If you have any queries or complaints about the way you/your child have been treated, you may contact the Research Ethics and Biosafety Manager, Victoria University Human Research Ethics Committee, Victoria University, PO Box 14428, Melbourne, VIC, 8001 or phone (03) 9919 414.

INFORMATION TO PARTICIPANTS INVOLVED IN RESEARCH

You are invited to participate

Dear Parents/Guardians,
You and your child are invited to participate in a research project "Evaluation of School Sport Leadership Program – Retrospective Study".

This project is being conducted by Professor Remco Polman, from the Institute of Sport, Exercise and Active Living (ISEAL) at Victoria University, in collaboration with School Sport Victoria.

Project Explanation

School Sport Leadership Program (SSLP) has been implemented to some of the primary as well as secondary schools since 2011. Its aim was to improve schools' and students' outcomes, some of the objectives are listed below:

- Increase participation in school project.
- Develop and expand partnerships with local community organisations and increase participation in inter-school sport.
- Establish 'best practice' in sport delivery and to share knowledge to achieve high quality programs.
- Support the health, wellbeing and engagement of all students.
- Provide further professional development for specialist and non-specialist teachers in areas of PE & Sport.
- Providing nationally accredited coaching courses for year 10-12 students.

The program is running across some of the schools in Melbourne, although there has been no formal evaluation regarding its effectiveness. The aim of the study is to evaluate this program and identify the impact it has on students' personal, home and school environment. We are interested to hear from students and their parents who have been directly involved in the program in the past and provide us with their opinion about the program. Therefore, we would like you as well as your child to be part of this project and help us to maximise the opportunities for the current as well as future students to receive high- quality provision of sports and physical activities.

What will I and my child need to do?

Should your child agree to take part in this project, she/he will be asked to complete the following in this academic year:

- Some of the students will be randomly selected to participate in an interview so that we can obtain a more holistic view of the SSLP. The interview will consist of a short session, where a researcher would ask your child a few questions regarding their experience with the program.

- We are also interested in your opinion and would like to invite parents to be interviewed as well. You will receive an official invitation for the interview should you be randomly selected to participate. The interview will be recorded on an audio recording device; although extensive notes can be taken in the case you or your child do not wish to be recorded. Please sign the consent form if you would like to be interviewed yourself, as your opinion is very important in order for the SSLP to progress in a future.

What will my child and I gain from participating?

In order to preserve SSLP in schools an official evaluation is needed. By participating in this research you will help us to understand how well this program contributes to students' life and whether schools benefit from it. This will enable School Sport Victoria to deliver this program to schools in the future, so that the current as well as future students can have the opportunity to benefit from it.

How will the information I give be used?

All personal information and data collected in the project will be securely stored and coded by the research team, either in a filing cabinet or in electronic forms. All the children participants will be assigned with an ID so that their data stay strictly confidential. Only the chief researchers will have access to the data or will be able to identify the participants if needed, no unauthorized users will be able to gain access to it. The results of this project will be presented in a PhD thesis and they may be published in scientific journals or presented in conferences, although none of the participants taking part in the project will be identifiable in any way. Any audio recordings will be heard only by the lead investigators for analysis purposes and will not, under any circumstance, be made publically available.

What are the potential risks of participating in this project?

The project has been designed to ensure that there are no potential risks within the study beyond the everyday risks which you would encounter within the classroom. However, it is possible that in some cases you or your child may experience an anxiety if the researcher asks you a question which is particularly sensitive to you. The lead investigators on this project have a Working With Children and Police Check and they are experienced in working with children. If you or your child should experience any anxieties or concerns you can withdraw from the study at any point without any consequences and additional support will be provided by Victoria University psychologist, if required (at no cost to you).

How will this project be conducted?

Please discuss with your child regarding his/her possible involvement in the project before deciding on participation. Together with this letter you have received a consent form which you will need to sign if you and your child wish to take part in the study as well as further information about what to do next. The interview will be conducted on your child's school grounds in an open and safe environment, at a time most convenient to you.

Who is conducting the study?

This project is conducted by the Institute of Sport, Exercise and Active Living (ISEAL) and the School of Sport Victoria. This study is a part of PhD project conducted by a student researcher Miss Petra Plencnerova. Any queries about your/your child's participation in this project can be directed to the chief investigator:

Professor Remco Polman
Email: remco.polman@vu.edu.au
Phone: 99199574

If you have any queries or complaints about the way you/your child have been treated, you may contact the Research Ethics and Biosafety Manager, Victoria University Human Research Ethics Committee, Victoria University, PO Box 14428, Melbourne, VIC, 8001 or phone (03) 9919 414

CONSENT FORM FOR PARTICIPANTS INVOLVED IN RESEARCH

INFORMATION TO PARTICIPANTS:

Dear parents,

We would like to invite you to be a part of a study 'Evaluation of School Sport Leadership Program – Retrospective Study '

The aim of this study is to evaluate the School Sport Leadership Program (SSLP) of the school your child is attending. This program has been brought to some of the primary and secondary schools in 2011 with the intention to improve students' outcomes through participation in sports and sport oriented courses, as well as it aims to develop community within the schools and create school connectedness. As there has been no official report regarding its effectiveness, we would like to investigate this and explore the ways of improving it, if needed.

In order to help us to achieve this, we need your participation in this study. We are looking at all the aspects of the program and we are also interested in how the program influences students' home environment. The researcher would like to conduct an interview you on the school grounds at a time most convenient for you. This should take approximately 30-45 minutes. The interview will be recorded by using an audio recorder. If you do not wish your responses to be recorded, extensive notes will be taken by the researcher, although the interview might last longer than estimated as a result of this.

At all times during the period of this investigation, you retain the right to withdraw your consent for our access to these records. This project has received the full support of the Research Ethics Committee at Victoria University. Upon request, we will be happy to supply a written report on the research findings once the investigation has been completed.

CERTIFICATION BY SUBJECT

I .... of..(suburb) certify that I am at least 18 years old and that I am voluntarily giving my consent to participate in the study: 'Evaluation of School Sport Leadership Program –Retrospective Study' being conducted at Victoria University by: Professor Remco Polman.

I certify that the objectives of the study, together with any risks and safeguards associated with the procedures listed hereunder to be carried out in the research, have been fully explained to me by the investigator and that I freely consent to participation involving the below mentioned procedures :

- To be interviewed by a member of the research team this academic year

I certify that I have had the opportunity to have any questions answered and that I understand that I can withdraw from this study at any time and that this withdrawal will not jeopardise me in any way. I have been informed that the information I provide will be kept confidential.

Signed:…………………………………………….. Date:……………………………………………

Any queries about your participation in this project may be directed to the researcher:

Professor Remco Polman
Phone: 99199574
Email: remco.polman@vu.edu.au

If you have any queries or complaints about the way you have been treated, you may contact the Ethics Secretary, Victoria University Human Research Ethics Committee, Office for Research, Victoria University, PO Box 14428, Melbourne, VIC, 8001 or phone (03) 9919 4781.

Information about you

Your name: ……………………………………………..

Your D.O.B (dd/mm/yyyy): …………………………………….

Child's name: ....

Your relation to the child : …………………………………

Your email: ………………………………………………..

Your contact number: …………………………………………

Your gender: MALE   FEMALE   (circle)

Your country of birth: …………………………………………………..

Your parents country of birth: …………………………………………………

<table>
<tr><td colspan="2" align="center">For Office Use Only</td></tr>
<tr><td>Participant's ID number: ………………….

Child's ID number: ………………………..

Date Received: …………………………….

Date Entered: …………………………….

Adult ID: ……………………………………

Child ID: ……………………………………</td><td>Notes:</td></tr>
</table>

CONSENT FORM FOR <u>CHILD</u> PARTICIPANT INVOLVED IN RESEARCH

INFORMATION TO PARTICIPANTS:

We would like to invite your child to be a part of a study 'Evaluation of School Sport Leadership Program- Retrospective Study '

The research will be conducted in order to evaluate School Sport Leadership Program (SSLP). To help us carry this out, we require your child's assistance. Your child will be asked to take part in an interview during the Term 2. The interview will be conducted by a member of the research team on your child's school grounds.

In order to carry this research out we request an access to your child's academic and sporting records held at their school for the past 2 years. We require this information so that we can begin to draw relationships between students' academic achievements and their participation in the SSLP. Your child's records will be handled in accordance with current Victorian data protection legislate (VIP act, 2000) and will be made available only to the research team.

There are no potential risks within the study beyond the everyday risks which children would encounter within a classroom. All the information and collected data will, at all times, be kept on a password protected hard drive. At all times during the period of this investigation, you retain the right to withdraw your consent for our access to these records. This project has received the full support of the Research Ethics Committee at Victoria University. Upon request, we will be happy to supply a written report on the research findings once the investigation has been completed.

CERTIFICATION BY SUBJECT

I .... of... (suburb) certify that I am at least 18 years old and that I am voluntarily giving my child's consent to participate in the study: 'Evaluation of School Sport Leadership Program- Retrospective Study' being conducted at Victoria University by: Professor Remco Polman.

I certify that the objectives of the study, together with any risks and safeguards associated with the procedures listed hereunder to be carried out in the research, have been fully explained to me by the investigator and that I freely consent my child to participation involving the below mentioned procedures **(please tick the boxes which apply)**:

☐   Interviews conducted by a member of the research team during this academic year

I certify that I have had the opportunity to have any questions answered and that I understand that I can withdraw my child from this study at any time and that this withdrawal will not jeopardise me in any way. I have been informed that the information I provide will be kept confidential.

Signed:………………………………………………   Date:……………………………………………………

Any queries about your participation in this project may be directed to the researcher:

Professor Remco Polman
Phone: 99199574 , Email: remco.polman@vu.edu.au
If you have any queries or complaints about the way you have been treated, you may contact the Ethics Secretary, Victoria University Human Research Ethics Committee, Office for Research, Victoria University, PO Box 14428, Melbourne, VIC, 8001 or phone (03) 9919 4781.

Please place your completed consent forms in the provided envelope and return it to the school. Alternatively, you can request this questionnaire in an electronic form and send it to an email address provided at the bottom of this page.

Please remember, the envelope should contain 2 items:

- Your signed consent form for agreeing to take part in this study together with 'Information about you' form

- Your signed consent form for your child's participation in the study of 'Evaluating School Sport Leadership Program- Retrospective Study '.

Please feel free to contact the chief investigators of this project should you have any questions or enquiries:

Professor Remco Polman
Institute of Sport, Exercise and Active Living (ISEAL)
Victoria University
Footscray Park Campus
PO Box 14428
Melbourne VIC 8001

Phone: (03)99199574
Email: remco.polman@vu.edu.au
Web: www.vu.edu.au

CONSENT FORM FOR PARTICIPANTS INVOLVED IN RESEARCH

INFORMATION TO PARTICIPANTS:

We would like to invite you to be a part of a study: 'Evaluation of School Sport Leadership Program- Retrospective Study'.

Brief statement of purpose of work
Thank you for taking part in this study. The aim of it is to evaluate School Sport Leadership Program. We would like to see how well this program is running in your school and whether it has any benefits for students or how we could improve it. Therefore, your participation is very important for us as well as for other future students. The researcher is going to conduct an interview with you, which would take approximately 30-45 minutes. The interview will be recorded by using an audio recorder. If you do not wish your responses to be recorded, extensive notes will be taken by the researcher, although the interview might last longer than estimated as a result of this.

At all times during the period of this investigation, you retain the right to withdraw your consent for our access to these records. This project has received the full support of the Research Ethics Committee at Victoria University. Upon request, we will be happy to supply a written report on the research findings once the investigation has been completed.

Certification by you

I ....(name) of ....(your suburb) certify that I am voluntarily giving my consent to participate in the study: 'Evaluation of School Sport Leadership Program - Retrospective Study' being conducted at Victoria University by: Professor Remco Polman.

I certify that the objectives of the study, together with any risks and safeguards associated with the procedures listed hereunder to be carried out in the research, have been fully explained to me by: Petra Plencnerova and that I freely consent to participation involving the below mentioned procedure :

- To be interviewed by a member of the research team

I certify that I have had the opportunity to have any questions answered and that I understand that I can withdraw from this study at any time and that this withdrawal will not affect me in any way. I have been informed that the information I provide will be kept confidential.

Signed:..

Date: ....

Any queries about your participation in this project may be directed to the researcher Professor Remco Polman at remco.polman@vu.edu.au or (03)99199574.

If you have any queries or complaints about the way you have been treated, you may contact the Ethics Secretary, Victoria University Human Research Ethics Committee, Office for Research, Victoria University, PO Box 14428, Melbourne, VIC, 8001 or phone (03) 9919 4781.

Information about you

Your name: …………………………………………...

Your Date of birth (dd/mm/yyyy): ……………………………

Your address: …………………………….……………….

………………..……………………………………………...

Your email: …………………………………………….....

Name of your School…………………………………………

Your gender: MALE   FEMALE   (please circle)

Is English your first language? :   Yes   No   (please circle)

If not, what other language/ languages can you speak? ....

What language do you normally speak in your household? ....

Levels Achieved in School Sport Leadership Program (**tick all the appropriate boxes, even if you have achieved more than one status)**

   ☐ Sport Leader

   ☐ Sport Ambassador

   ☐ Sport Gold Ambassador

   ☐ Platinum Ambassador

APPENDIX C: Interview Guide

Interview Guide Retrospective Study 1

Student Focus groups

Personal aspects
1. You have been previously involved in a School Sport Leadership Program to become (Sport Leader, Sport Ambassador, Gold Ambassador, and Platinum Ambassador). Have all of you completed this level?
2. Why did you decide to participate in this program?
3. Have you noticed any changes in your school behaviour or performance in any way since you started the course? (*prompt. grades, attendance, time management, general engagement*)
4. At what level of the course were these changes most noticeable?
5. Has the program somehow affected you on a personal level? (*prompt.confidence, leadership skills, communication)*
6. As a part of your course you were required to deliver the program to younger students. Have all of you completed this? How did you find this experience*?(prompt. choice of school, commuting, challenging situations.*
7. Do you feel the program changed your relationships with any of your teachers or school in general?
8. Do you feel the program could had some impact on your relationships with your close people? (*prompt. friends, parents, family members*) .
9. How do you feel about the support you have received during this program? (*prompt. teachers, family, students from higher levels, feedback)*

Sport Participation
10. Has your participation in the program affected your physical activity/sport participation?
11. Has the way you spend your free time changed since completing the program?
12. As a part of the program you were able to choose what sports you wanted to deliver to primary schools. Were you all happy with the selection provided? Would you change anything if you could in terms of the choices?

Process Evaluation
13. What was the most valuable experience you have learned from the program so far?
14. What part of the program did you enjoy the most and what part did you find at least enjoyable?
15. If you could, would you change anything about this program?
16. Do you plan to continue with this program in a future?
17. What are you future aspiration? (Has this program had any influence on that?)

SSLP and school curriculum
1. Your school is currently involved in the School Sport Leadership Program. How long have you been involved in his program and what is your role/ input in this?
2. How do you perceive this program in general?
3. Do you think this program adds value to the current curriculum?
4. Have you attended any training that enabled you to deliver this program? What was your experience with this training?
5. How would you describe your students' physical activities before and after they were involved in the program? *(prompt. frequency, type of activities)*
6. Has your relationship between other schools changed somehow since the program had been implemented to your school?
7. Do you feel the current form of the program facilitates and provides adequate selection of sports and sport facilities/equipment?
8. Not all of the children in your school were directly involved in this program. Do you think the program has had any influence on children who were not attending any of the courses?
9. How do you perceive SSLP's inclusion of students regardless their physical abilities?

Personal aspects
10. Has this program affected your practice in any way? (*prompt. work load, knowledge &skills)*
11. How would you describe your relationships with your students before and after the program had been implemented?
12. Do you feel the program has had any influence on your students? Have you noticed any changes in students who completed it? *(prompt. confidence, leadership skills, communication, behaviour, attendance + grades)*. (After what specific course/level was this change most noticeable)

Process Evaluation
13. Do you feel you gained anything from this program since it had been implemented to your school?
14. What do you think the main advantages and disadvantages of this program are?
15. Do you think children benefit more from certain level than any other ones this program provides?
16. Have you ever experienced any problems with this program (*prompt. Organisation, Time, Resources)*?
17. If you could would you change anything to this program?
18. Do you have any recommendations to future a) Students, b) other schools regarding this program and what would they be?

School Principal

Influence on School in general
1. What do you think about Physical Education in its current curriculum form?
2. Your school is currently involved in the School Sport Leadership Program. How do you perceive this program?
3. Has the program had any impact on your school in any way?
4. Do you feel your relationship between other schools has improved since the program has been implemented to your school?
5. Not all of the children in your school were directly involved in this program. Do you think the program has had any influence on children who were not attending any of the courses?
6. Has the delivery of this program resulted in any additional costs to your school?

Influence on their students and staff
7. Would you be able to tell whether SSLP has had any influence on your students? *(prompt. confidence, leadership skills, communication, behaviour, attendance + grades)*
8. Do you feel the program has had any influence on your teaching staff? (prompt. work load, knowledge &skills, their relationship with students)

Process Evaluation
9. What would you say the main advantages and disadvantages of this program are?
10. What are your plans regarding your school's participation in this program in a future?
11. Currently the program is funded by School Sport Victoria. Would you be willing to finance this program in a future if the funding was not available?
12. What would be your recommendations to other schools who have not participated in this program yet?

Parents

SSLP Awareness

1. Your child has been involved in the School Sport Leadership Program, what do you know about this program?
2. Were there particular reasons why you/ your child decided to enrol into this program?

Outcomes

3. Do you feel the program has had any influence on your child? *(prompt. confidence, leadership skills, communication)*
4. Has this program had any influence on your child's school performance? (prompt. *attendance + grades, time management*)
5. Do you feel this program has had any influence on your relationship with your child?
6. How would you describe the physical activities in your family before and after your child attended the SSLP course?
7. What is your child planning to continue to do in a future? Has this program had any influence on that?

Process Evaluation

8. What do you think the advantages and disadvantages of this program are?
9. Has the program brought any benefits to your child or your family in any way?
10. Have you got any further suggestion on how to improve the program in a future?
11. Would you recommend other parents to encourage their children to attend this program in a future?

Student Focus Group

Personal aspects

1. You have now completed your Sport Leadership program and became Sport Leaders or Ambassadors. How does that make you feel?
2. What made you to take part in this program in a first place?
3. What do you think of this program?
4. While being part of the program, have you noticed any changes in your behaviour?
5. Has this program affected you on a personal level somehow? *(prompt. confidence, leadership skills, communication, social interaction)*
6. Has the program influenced your school performance in any way? *(prompt. grades, attendance, time management)*
7. You were required to deliver the program to younger students. How did you find this experience?
8. Have you experienced any challenging situations? How did you deal with them?
9. Do you feel the program has affected your relationships with any of your teachers?
10. Do you feel the program has somehow impacted your relationships with people who are close to you? *(prompt, friends, parents, family members)*
11. What do you think about the support you have received while doing the program?
12. Do you know how your friends/family/other teachers think about this program?

Sport Participation

13. How would you describe your physical activities before and after you participated in the program?
14. How would you describe your free time before and after you participated in the program?
15. Has the program somehow affected your free time?
16. Some of you were able to choose what sports you wanted to deliver to primary schools. Were you happy with the choice, or would you prefer teaching other sports?

Process Evaluation

17. What was the most valuable thing you have learned from the program so far?
18. Thinking about the lessons or activities you have done during the program. What part did you enjoy the most? And what part did you find the least enjoyable?
19. If you could, would you change anything about this program?
20. Do you plan to continue with this program in a future?
21. What are you planning to do in a future?
22. Has this program had any influence on that?

Teachers

Personal Involvement

1. What do you think about PE in its current curriculum form?
2. Your school is currently involved in the Sport Leadership Program. How long have you been involved in his program and what is your role/ input in this?
3. What do you think about the training you attended which enabled you to deliver this program? (If there was any)
4. How do you perceive this program?

General Impact Students

5. Do you think the program has had any impact on the students? *(prompt. confidence, leadership skills, communication, behaviour, attendance + grades)*
6. How would you describe your students' physical activities before and after they were involved in the program? *(prompt. frequency, type of activities)*
7. Not all of the children in your school were directly involved in this program. Do you think the program has had any influence on children who were not attending any of the courses?
8. Do you feel the current form of the program facilitates students' needs and provide adequate selection of sports? (*Prompt. how about sport equipment?)*
9. SSLP provides courses for children who have an interest in sports. How do you perceive SSLP's inclusion of students regardless their physical abilities?

General Impact School

10. Do you think the program has had any impact on the school in general?
11. Has your relationship between other schools changed somehow since the program has been implemented to your school?

Personal aspects

12. Has this program affected your practice in any way? (*prompt. work load, knowledge &skills)*
13. How would you describe your relationships with your students before and after the program was implemented?

Process Evaluation

14. Do you feel you gained anything from this program since it has been implemented to your school?
15. What do you think are the main advantages and disadvantages of this program?
16. Have you ever experienced any problems with this program (*prompt. Organisation, Time, Resources)*?
17. If you could would you change anything to this program?
18. Do you think your school is planning to continue with this program in a future?
19. Do you have any recommendations to future students who are interested in this program?

INFORMATION TO PARTICIPANTS INVOLVED IN RESEARCH

You are invited to participate

Dear Parents/Guardians,
You and your child are invited to participate in a research project 'Evaluation of the School Sport Community Program'. This project is being conducted by Professor Remco Polman, from the Institute of Sport, Exercise and Active Living (ISEAL) at Victoria University, in collaboration with School Sport Victoria.

Project Explanation

School Sport Community Program (SSCP) has been implemented in some of the primary as well as secondary schools since 2011. Its aim is to improve schools' and students' outcomes, some of the objectives are listed below:

- Increase participation in school project.
- Develop and expand partnerships with local community organisations and increase participation in inter-school sport.
- Establish 'best practice' in sport delivery and to share knowledge to achieve high quality programs.
- Support the health, wellbeing and engagement of all students.
- Provide further professional development for specialist and non-specialist teachers in areas of PE & Sport.
- Providing nationally accredited coaching courses for year 10-12 students.

The program is running across some of the schools in Melbourne, although there has been no formal evaluation regarding its effectiveness. The aim of the study is to evaluate this program and identify the impact it has on students' personal, home and school environment. We are also interested to hear from students and their parents who have not been directly involved in the program, in order to examine sport participation and physical activity involvement of the students attending the school. Therefore, we would like you as well as your child to be part of this project and help us to maximise the opportunities for the current as well as future students to receive high-quality provision of sports and physical activities.

What will I and my child need to do?

Should you and your child agree to take part in this project, she/he will be asked to complete the following in the next 2 years:

1. Complete a questionnaire on factors affecting students' participation in physical activities and their engagement in school. Total time required for completing the questionnaires is approximately 30 minutes and students will complete them during their school time. Students will be asked to complete it on multiple occasions, specifically at the beginning and end of the Term 1 as well as at the end of the academic year 2015, in order to see how the program influenced the students in the long term.
2. Some of the students will be randomly selected to participate in a group interview (discussion) so that we can obtain a more holistic view of the SSCP. If your child is currently being directly involved in the program (i.e. attends one of the courses) he/she will be likely to be invited to take part. The interview will consist of a short session within a group of other children, where a researcher would ask them a few questions regarding their experience with the program.

3. We are also interested in how well the program has been implemented in schools and whether its original intentions have been delivered. We would like to observe one of the SSCP training lessons (particularly 'Sport Leader' course) which your child might attend. Our main focus will be to observe an overall lesson, rather than individuals. The lesson observation will be recorded on a camera and the entire footage will remain confidential, stored in a secure place.

We are also interested in parents' opinion and would like to invite you to participate in the study. You will be asked to complete the following in the next 2 years:
- Complete a short questionnaire 2 times in this academic year and once in 2015. You will do this in your home environment and it will take you no longer than 15 minutes to complete.
- Be interviewed by a researcher at the end of this academic year 2014 and 2015. You will receive an official invitation for the interview, should you be randomly selected to participate.

What will my child and I gain from participating?

In order to preserve SSCP in schools, an official evaluation is needed. By participating in this research you will help us to understand how well this program contributes to students' lives and whether schools benefit from the program. This will enable School Sport Victoria to deliver this program to schools in the future, so that the current as well as future students can have the opportunity to benefit from it.

How will the information I give be used?

All personal information and data collected in the project will be securely stored and coded by the research team, either in a filing cabinet or in electronic form. All the participants will be assigned with an ID number so that their data stays strictly confidential. Only the chief researchers will have access to the data or will be able to identify the participants if needed, no unauthorised users will be able to gain access to it. The results of this project will be presented in a PhD thesis and they may be published in scientific journals or presented in conferences, although none of the participants taking part in the project will be identifiable in any way. Any audio or video footage will be heard/viewed only by the lead investigators for analysis purposes and will not, under any circumstance, be made publicly available.

What are the potential risks of participating in this project?

The project has been designed to ensure that there are no potential risks within the study beyond the everyday risks which you would encounter within the classroom. However, it is possible that in some cases you or your child may experience an anxiety due to a sensitive character of some questions in the questionnaire. The lead investigators on this project have a Working with Children and Police Check and they are experienced in working with children. Also, the teachers will be presented in the same room at each of the testing occasions. If you or your child should experience any anxieties or concerns you can withdraw from the study at any point without any consequences and additional support will be provided by Victoria University psychologist, if required.

How will this project be conducted?

Please discuss with your child regarding his/her possible involvement in the project before deciding on participation. Together with this letter you have received the consent forms which you will need to sign if you and your child wish to take part in the study, as well as further information about what to do next. After you have provided permission for your child to take part in the study, he/she will be asked to complete a questionnaire pack during their school time. Students will be supervised by the teachers as well as by a member of the research team at all times. We would also like to see how the program affects children's grades; therefore with your permission we will ask the Principal to give us access to your child's academic records. Some of the children as well as parents will be selected for an interview, which will be conducted on school grounds in an open and safe environment. During this academic year the researchers will observe the 'Sport Leader' course, which your child might be part of if she/he is currently enrolled in the course.

Who is conducting the study?

This project is conducted by the Institute of Sport, Exercise and Active Living (ISEAL) and the School of Sport Victoria. This study is a part of PhD project conducted by a student researcher Miss Petra Plencnerova. Any queries about your/your child's participation in this project can be directed to the chief investigator:

Professor Remco Polman
Email: remco.polman@vu.edu.au
Phone: 99199574

If you have any queries or complaints about the way you/your child have been treated, you may contact the Research Ethics and Biosafety Manager, Victoria University Human Research Ethics Committee, Victoria University, PO Box 14428, Melbourne, VIC, 8001 or phone (03) 9919 414.

CONSENT FORM FOR <u>CHILD</u> PARTICIPANT INVOLVED IN RESEARCH

INFORMATION TO PARTICIPANTS:

We would like to invite your child to be a part of a study 'Evaluation of the School Sport Community Program'.

The research will be conducted in order to evaluate School Sport Community Program (SSCP). To help us carry this out, we require your child's assistance. Your child will be asked to complete a questionnaire pack, two times during the academic year 2014 as well as once in 2015. The questionnaire is designed to measure students' motivation, enjoyment, self-perceptions and perceptions of the environment in their school and home. If your child has been directly involved in the SSCP, he/she might be asked to take part in a group interview at the end of this academic year. The interview will be conducted by a member of the research team on your child's school grounds.

In addition, we are also interested in whether this program has been effectively delivered and would like to observe some of the training lessons of a 'Sport Leader' course. This would involve a lesson observation which will be recorded on a video camera, although no individual cases will be monitored, as we are interested in an overall lesson rather than in individuals.

Apart from collecting the data from the participants, this project involves monitoring children for the next 2 years (2014-2015), in order to identify a long-term effect of this program. In order to carry this research out, we request access to your child's academic and sporting records held at their school for the next 2 years. We require this information so that we can begin to draw relationships between students' academic achievements and their participation in sports as well as their physical activity involvement. Your child's records will be handled in accordance with current Victorian data protection legislate (VIP act, 2000) and will be made available only to the research team.

Your child's responses to the questionnaires as well as any video/audio footage will be completely confidential and only group results will be reported (i.e., it will not be possible to identify any individual). There are no potential risks within the study beyond the everyday risks which children would encounter within a classroom. All the information and collected data will, at all times, be kept on a password protected hard drive. At all times during the period of this investigation, you retain the right to withdraw your consent for our access to these records. This project has received the full support of the Research Ethics Committee at Victoria University. Upon request, we will be happy to supply a written report on the research findings, once the investigation has been completed.

CERTIFICATION BY SUBJECT

I .... (FULL NAME) certify that I am at least 18 years old and that I am voluntarily giving my child's consent to participate in the study: 'Evaluation of School Sport Community Program' being conducted at Victoria University by Professor Remco Polman.

I certify that the objectives of the study, together with any risks and safeguards associated with the procedures listed hereunder to be carried out in the research, have been fully explained to me by the investigator and that I freely consent my child to participation involving the below mentioned procedures **(please tick the boxes which apply):**

☐ Completion of a questionnaire two times during this academic year 2014 (at the beginning and at end of the Sport Leadership program) and once at the end of the academic year 2015.

☐ Participation in an interview conducted by the researcher at the end of this academic year 2014 and 2015.

☐ Participation in a normal lesson during 'Sport Leader' training which will be recorded on a video camera, at the beginning of the course.

I certify that I have had the opportunity to have any questions answered and I understand that I can withdraw my child from this study at any time and that this withdrawal will not jeopardise me in any way. I have been informed that the information I provide will be kept confidential.

Your name: ………………………………………   Child's name: ....

Your relation to the child : …………………………   Your gender: MALE   FEMALE   (please circle)

Signed:…………………………………………   Date:…………………………………………………..

As this project tracks children over time, it is important that we might contact you in the event of your child leaving the school he/she currently attends.

Your address:

……

……

Your email: ……………………………………………………….

Your country of birth: ………………………………………

Your parents country of birth: ………………………………

CONSENT FORM FOR PARTICIPANTS INVOLVED IN RESEARCH

INFORMATION TO PARTICIPANTS:

We would like to invite you to be a part of a study: 'Evaluation of School Sport Leadership Program'.

Brief statement of purpose of work
Thank you for taking part in this study. The aim of it is to evaluate School Sport Leadership Program, which you already might have participated in or you are going to do so in next few weeks. We would like to see how well this program is running in your school as well as to assess its benefits for students. Therefore, your participation is very important for us as well as for other future students. In the next few minutes you are going to be asked to respond to a number of questions. This should take no longer than 30 minutes, although you can take as much time as you like to complete them. In addition, you might be invited for an interview at the end of this academic year in order for you to express your view about the program in general.

There are no potential risks within the study beyond the everyday risks which you would encounter within a classroom. All the information and collected data will, at all times, be kept on a password protected hard drive. At all times during the period of this investigation, you retain the right to withdraw your consent for our access to these records.

Certification by you

I ....(FULL NAME) certify that I am voluntarily giving my consent to participate in the study: 'Evaluation of School Sport Leadership Program' being conducted at Victoria University by: Professor Remco Polman.

I certify that the objectives of the study, together with any risks and safeguards associated with the procedures listed hereunder to be carried out in the research, have been fully explained to me by Petra Plencnerova and that I freely consent to participation involving the below mentioned procedures (please tick where appropriate) :

- ☐ To complete 30 minutes questionnaire 2 times during this academic year 2014 (at the beginning and end of the Term 2 as well as at the end of the year) and once at the end of academic year 2015.

- ☐ To take part in an interview at the end of the academic year 2014 and 2015.

I certify that I have had the opportunity to have any questions answered and that I understand that I can withdraw from this study at any time and that this withdrawal will not affect me in any way. I have been informed that the information I provide will be kept confidential.

Signed:.. Date: ....

Any queries about your participation in this project may be directed to the researcher Professor Remco Polman at remco.polman@vu.edu.au or (03)99199574.

If you have any queries or complaints about the way you have been treated, you may contact the Ethics Secretary, Victoria University Human Research Ethics Committee, Office for Research, Victoria University, PO Box 14428, Melbourne, VIC, 8001 or phone (03) 9919 4781.

Information about you

As this project tracks participants over time, it is important that we might contact you in the event of you leaving the school you currently attend.

Your name: …………………………………………...

Your Date of birth (dd/mm/yyyy): …………………………

Your Age………………………………………………………

Your address (Suburb): …………………………..…………………

…………...

Your email: …………………………………………...

Your gender: MALE   FEMALE   (please circle)

Is English your first language? :   Yes   No   (please circle)

If not, what other language/ languages can you speak? ....

What language do you normally speak in your household? ....

For Office Use Only	
Participant's ID: ………………………….	Notes:
Parent's ID (if any): ……………………..	
Date Received: ……………………………	
Child ID: ……………………………	

249

APPENDIX E: Student Questionnaire Package

PLEASE READ THESE INSTRUCTIONS FIRST

- In the next few minutes you will be asked to respond to some statements and indicate how strongly they relate to you.
- **This is not a test** - there are no right or wrong answers. This is a chance to look at yourself. Everyone will have different answers. Be sure that your answers reflect how you feel about yourself.
- **PLEASE DO NOT TALK ABOUT YOUR ANSWERS WITH ANYONE ELSE.** We will keep your answers private and not show them to anyone.
- Answer each question/statement quickly, as it relates to how you feel now. Please do not leave any statements blank. If unsure, please ASK FOR HELP from your teachers or the researcher.
- Do not spend too much time on one question and please answer as honestly as you can. Some questions may appear similar but please respond to all of them.

- When you are ready to begin, please read each question/statement carefully. Choose your answer and circle the number under the answer you choose. Please **DO NOT** say your answer out loud or talk about it with anyone else.
- Read the entire question carefully and notice whether it is written in a negative or positive way. (e.g., I play football/ I don't play football).

Before you start, look at these following examples on how to complete the questionnaire:

A. I am a creative person.   1 2 3 4 5 6 (7)
(The 5 has been circled because the person answering believes the statement "I am a creative person" is mostly true. That is, the statement is mostly like him/her.)

B. I am good at writing poetry.   1 2 3 (4) 5 6 7

(The 2 has been circled because the person answering believes that the statement is not true as far as he/she is concerned. That is, he/she feels he/she does not write good poetry.)

C. I enjoy playing with pets.   1 2 3 4 5 6 7̶ (X)
(The 6 has been circled because at first, the person thought that the statement was true, but then the person corrected it to 7 to show that the statement was very true about him/her.)

SCHOOL SPORT VICTORIA

VICTORIA UNIVERSITY
INSTITUTE OF SPORT, EXERCISE AND ACTIVE LIVING

1. The following statements ask you to think about how you generally feel when you are in school. Think of how you <u>generally feel in classes, during any lessons</u>. Please indicate the extent to which you believe each sentence is true for you.

	Not at all True	Not very True	Sort of True	Very True
1. I try hard to do well in school.	1	2	3	4
2. I enjoy learning new things in class.	1	2	3	4
3. When we work on something in class, I feel discouraged.	1	2	3	4
4. Class is fun.	1	2	3	4
5. In class, I work as hard as I can.	1	2	3	4
6. When I'm in class, I feel bad.	1	2	3	4
7. When I am in class I listen very carefully.	1	2	3	4
8. When I'm in class, I feel worried.	1	2	3	4
9. When we work on something in class, I get involved.	1	2	3	4
10. When I'm in class, I think about other things.	1	2	3	4
11. In class, I do just enough to get by.	1	2	3	4
12. When we work on something in class, I feel interested.	1	2	3	4
13. Class is not all that fun for me.	1	2	3	4
14. When I'm in class, I just act like I'm working.	1	2	3	4
15. When I'm in class, I feel good.	1	2	3	4
16. When I'm in class, my mind wanders.	1	2	3	4
17. When I'm in class, I participate in class discussions.	1	2	3	4
18. When I'm doing work in class, I feel bored.	1	2	3	4
19. I don't try very hard at school.	1	2	3	4
20. I pay attention in class.	1	2	3	4

2. These statements ask you about how well you interact with your school. Please circle the answer that best shows how well you can do each of the following things.

		Not at all	A little	Slightly well	Quite well	Very well
1.	How well can you express your opinions when your classmates disagree with you?	1	2	3	4	5
2.	How well can you study when there are other interesting things to do?	1	2	3	4	5
3.	How well can you become friends with other young people?	1	2	3	4	5
4.	How well can you study a chapter for a test?	1	2	3	4	5
5.	How well can you have a chat with an unfamiliar person?	1	2	3	4	5
6.	How well do you succeed in finishing all your homework every day?	1	2	3	4	5
7.	How well can you work in harmony with your classmates?	1	2	3	4	5
8.	How well can you pay attention during every class?	1	2	3	4	5
9.	How well can you tell other youth that they are doing something that you don't like?	1	2	3	4	5
10.	How well do you succeed in passing all your subjects?	1	2	3	4	5
11.	How well can you tell a funny event to a group of young people?	1	2	3	4	5
12.	How well do you succeed in satisfying your parents with your school work?	1	2	3	4	5
13.	How well do you succeed in staying friends with other young people?	1	2	3	4	5
14.	How well do you succeed in passing a test?	1	2	3	4	5

3. The following questions ask you to think about yourself; for example, how good looking you are, how strong you are, how good you are at sports, whether you exercise regularly, whether you are physically coordinated, whether you get sick very often and so forth. **Answer each sentence as you feel at this moment.**

		False	Mostly False	More False than	More True than	Mostly true	True
1.	I feel confident when doing coordinated movements.	1	2	3	4	5	6
2.	I am a physically strong person.	1	2	3	4	5	6

	False	Mostly False	More False than True	More True than False	Mostly true	True
3. I am quite good at bending, twisting and turning my body.	1	2	3	4	5	6
4. I can run a long way without stopping.	1	2	3	4	5	6
5. Overall, most things I do turn out well.	1	2	3	4	5	6
6. I usually catch whatever illness (flu, virus, cold etc.) is going around.	1	2	3	4	5	6
7. Controlling movements of my body comes easily to me. .	1	2	3	4	5	6
8. My waist is too large.	1	2	3	4	5	6
9. I am good at most sports.	1	2	3	4	5	6
10. Physically, I am happy with myself.	1	2	3	4	5	6
11. I have a nice looking face.	1	2	3	4	5	6
12. My body is flexible.	1	2	3	4	5	6
13. I am sick so often that I cannot do all the things I want to do.	1	2	3	4	5	6
14. I am good at coordinated movements.	1	2	3	4	5	6
15. I have too much fat on my body.	1	2	3	4	5	6
16. I am better looking than most of my friends.	1	2	3	4	5	6
17. I can perform movements smoothly in most physical activities.	1	2	3	4	5	6
18. I am overweight.	1	2	3	4	5	6
19. I have good sports skills.	1	2	3	4	5	6
20. Physically, I feel good about myself.	1	2	3	4	5	6
21. Overall, I am good.	1	2	3	4	5	6
22. I get sick a lot.	1	2	3	4	5	6
23. I find my body handles coordinated movements with ease.	1	2	3	4	5	6
24. I do lots of sports, dance, gym, or other physical activities.	1	2	3	4	5	6
25. I am good looking.	1	2	3	4	5	6
26. I would do well in a test of strength.	1	2	3	4	5	6

	False	Mostly False	More False than	More True than	Mostly true	True
27. I can be physically active for a long period of time without getting tired.	1	2	3	4	5	6
28. Most things I do, I do well.	1	2	3	4	5	6
29. When I get sick, it takes me a long time to get better.	1	2	3	4	5	6
30. I do sports, exercise, dance or other physical activities almost every day.	1	2	3	4	5	6
31. I play sports well.	1	2	3	4	5	6
32. I feel good about who I am physically.	1	2	3	4	5	6
33. I think I would perform well on a test measuring flexibility.	1	2	3	4	5	6
34. I am good at endurance activities e.g. distance run, aerobics, swim, cross-country, ski.	1	2	3	4	5	6
35. Overall, I have a lot to be proud of.	1	2	3	4	5	6
36. I have to go to the doctor because of illness more than most people my age.	1	2	3	4	5	6
37. I have a lot of power in my body.	1	2	3	4	5	6
38. I often do exercise or activities that make me breathe hard.	1	2	3	4	5	6
39. Nothing I do ever seem to turn out right.	1	2	3	4	5	6
40. I do physically active things (e.g. jog, dance, bicycle, aerobics, gym, swim) at least three times a week).	1	2	3	4	5	6

4. These questions ask you to think about how you do your work and learn at school.

Please indicate how often you feel the following statements apply to you.

	Never	Rarely	Sometimes	Often	Always
1. I determine how to solve a problem before I begin.	1	2	3	4	5
2. I think through in my mind the steps of a plan I have to follow.	1	2	3	4	5
3. I try to understand the goal of a task before I attempt to answer.	1	2	3	4	5
4. I ask myself questions about what a problem requires me to do to solve it, before I do it.	1	2	3	4	5

	Never	Rarely	Sometimes	Often	Always
5. I imagine the parts of a problem I still have to complete.	1	2	3	4	5
6. I carefully plan my course of action to solve a problem.	1	2	3	4	5
7. I figure out my goals and what I need to do to accomplish them.	1	2	3	4	5
8. I clearly plan my course of action to solve a problem.	1	2	3	4	5
9. I develop a plan for the solution of a problem.	1	2	3	4	5
10. While doing a task, I ask myself questions to stay on track.	1	2	3	4	5
11. I check how well I am doing when I solve a task.	1	2	3	4	5
12. I check my work while doing it.	1	2	3	4	5
13. While doing a task, I ask myself, how well I am doing.	1	2	3	4	5
14. I know how much of a task I have to complete.	1	2	3	4	5
15. I correct my errors.	1	2	3	4	5
16. I check my accuracy as I progress through a task.	1	2	3	4	5
17. I judge the correctness of my work.	1	2	3	4	5
18. I look back and check if what I did was right.	1	2	3	4	5
19. I double-check to make sure I did it right.	1	2	3	4	5
20. I check to see if my calculations are correct.	1	2	3	4	5
21. I look back to see if I did the correct procedures.	1	2	3	4	5
22. I check my work all the way through the problem.	1	2	3	4	5
23. I look back at the problem to see if my answer makes sense.	1	2	3	4	5
24. I stop and rethink a step I have already done.	1	2	3	4	5
25. I make sure I complete each step.	1	2	3	4	5
26. I reappraise my experiences so I can learn from them.	1	2	3	4	5
27. I try to think about my strengths and weaknesses.	1	2	3	4	5
28. I think about my actions to see whether I can improve them.	1	2	3	4	5
29. I think about my past experiences to understand new ideas.	1	2	3	4	5
30. I try to think about how I can do things better next time.	1	2	3	4	5
31. I keep working even on difficult tasks.	1	2	3	4	5

	Never	Rarely	Sometimes	Often	Always
32. I put forth my best effort when performing tasks.	1	2	3	4	5
33. I concentrate fully when I do a task.	1	2	3	4	5
34. I don't give up even if the task is hard.	1	2	3	4	5
35. I work hard on a task even if it is not important.	1	2	3	4	5
36. I work as hard as possible on all tasks.	1	2	3	4	5
37. I work hard to do well even if I don't like a task.	1	2	3	4	5
38. If I'm not really good at a task I can compensate for this by working hard.	1	2	3	4	5
39. If I persist on a task, I'll eventually succeed.	1	2	3	4	5
40. I am willing to do extra work on tasks in order to learn more.	1	2	3	4	5
41. I know how to handle unforeseen situations, because I can well think of strategies to cope with things that are new to me.	1	2	3	4	5
42. If someone opposes me, I can find means and ways to get what I want.	1	2	3	4	5
43. I am confident that I could deal efficiently with unexpected events.	1	2	3	4	5
44. If I am in a bind (problem), I can usually think of something to do.	1	2	3	4	5
45. I remain calm when facing difficulties, because I know many ways to cope with difficulties.	1	2	3	4	5
46. I always manage to solve difficult problems if I try hard enough.	1	2	3	4	5
47. It is easy for me to concentrate on my goals and to accomplish them.	1	2	3	4	5
48. I can solve most problems if I invest the necessary effort.	1	2	3	4	5
49. When I am confronted with a problem, I usually find several solutions.	1	2	3	4	5
50. No matter what comes my way, I'm usually able to handle it.	1	2	3	4	5

You're nearly finished. Well done ☺ Please continue on the following page.

5. These questions are related to your experience with your teacher in your class. Teachers have different styles in dealing with students, and we would like to know more about how you have felt about your contacts with your teacher. When giving your answers, think about what your teacher in this class normally says or does. What do you think it was like most of the time during the last 1-2 weeks?

	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
1. I feel that my teacher provides me choices and options.	1	2	3	4	5	6	7
2. I feel understood by my teacher.	1	2	3	4	5	6	7
3. My teacher seems confident in my ability to do well in my lessons.	1	2	3	4	5	6	7
4. My teacher encourages me to ask questions.	1	2	3	4	5	6	7
5. My teacher listens to how I would like to do things.	1	2	3	4	5	6	7
6. My teacher tries to understand how I see things before suggesting a new way to do things.	1	2	3	4	5	6	7

6. Here are some more statements about your teacher in your class. Please read and indicate your answer which is most correct. If there is more than one teacher in your class, the questions are about the teacher that you SPEND MOST OF YOUR TIME WITH.

	Not at all true	Not True	Mostly Not True	Quite True	Mostly True	True	Very True
1. My teacher makes it clear what he/she expects of me in class.	1	2	3	4	5	6	7
2. My teacher tells me what he/she expects of me in school.	1	2	3	4	5	6	7
3. My teacher shows me how to solve problems for myself.	1	2	3	4	5	6	7
4. If I can't solve a problem, my teacher shows me different ways to try to.	1	2	3	4	5	6	7

	Not at all true	Not True	Mostly Not True	Quite True	Mostly True	True	Very True
5. My teacher makes sure I understand before he/she goes on.	1	2	3	4	5	6	7
6. My teacher checks to see if I'm ready before he/she starts a new topic.	1	2	3	4	5	6	7
7. Every time I do something wrong, my teacher acts the same.	1	2	3	4	5	6	7
8. My teacher never changes how he/she acts towards me.	1	2	3	4	5	6	7

7. The following statements describe some beliefs that students have about PE. Please indicate how true these statements are for you in your class.

	Not at all true	Not True	Mostly Not True	Quite True	Mostly True	True	Very True
1. If I decide to learn something hard, I can.	1	2	3	4	5	6	7
2. I can do well in PE if I want to.	1	2	3	4	5	6	7
3. I can get good grades in PE.	1	2	3	4	5	6	7
4. I can't get good grades, no matter what I do.	1	2	3	4	5	6	7
5. I can't stop myself from doing poorly in PE.	1	2	3	4	5	6	7
6. I can't do well in PE, even if I want to.	1	2	3	4	5	6	7

8. How good are you at these skills? Please indicate in the following table your opinion about where your communication and leadership skills are at the moment. (Tick where appropriate).

	Very Poor	Poor	Fair	Good	Very Good
Your **communication** skills					
Your **leadership** skills					

You have now completed the survey! Thank you for your hard work!

STUDENT DEBRIEF

Thank you for your time and effort in completing this questionnaire, your responses are very much appreciated.

What was the purpose of the study?

The main aim of this study is to see how the School Sport Leadership Program affects students' life as well as how other students who are not directly participating in this program engage in school and sport activities.

What will happen next?

You will be asked to complete the same questionnaire one more time this academic year. You might be asked to be interviewed during this school term and by agreeing to it you will help us to understand the program a little bit better and to see how we can improve it. Therefore, your participation is very important.

How will my information and my answers stay protected?

You were assigned with a certain ID (a number) at the beginning of the study. All your responses will be linked to this ID and your personal information will be stored in a different separate electronic file from your answers. Only the researchers will have an access to these and they will not discuss your answers with anyone. None of your teachers or parents or anyone else will be able to see your answers. You also have the right to ask for your data not to be included in the analysis or to be destroyed any time you wish.

> If you feel that the questionnaire has caused you any distress or anxieties and you feel that you need to talk to someone about it, please contact your teacher who can arrange a meeting with your school counsellor. Alternatively, you can contact one of the Victoria University psychologists if you have any anxieties related to this study.
> Professor Mark Andersen
> Email: mark.andersen@vu.edu.au Phone: 0399199478

INFORMATION TO PARTICIPANTS INVOLVED IN RESEARCH

You are invited to participate

Dear Academic staff,

You have been invited to participate in a research project 'Evaluation of School Sport Leadership Program'.

This project is being conducted by Professor Remco Polman from the Institute of Sport, Exercise and Active Living (ISEAL) at Victoria University together in collaboration with School Sport Victoria.

Project explanation

Teachers at Gilmore Girls Collage who have been directly involved in the School Sport Leadership Program (SSLP) are invited to take part in a research project being conducted by Victoria University. In order to carry this research out, we require your assistance. The SSLP is running across some of the schools in Melbourne, although there has been no formal evaluation regarding its effectiveness. The aim of the study is to evaluate this program and identify what impact it has on students' personal, home and school environment as well as how the program influences teachers' practice.

What will I be asked to do?

Over the next 2 years you will be asked to:

- Complete a questionnaire 2 times during this academic year 2014 (beginning and end of the Sport Leadership Program) and once at the end of academic year 2015.
- Be interviewed by a member of the research team at the end of the academic year 2014 and 2015.
- Deliver a normal SSLP training session, which will be recorded on a video camera and consequently observed by researchers, at the beginning of the course and towards its completion (this only applies to those staff who are currently delivering 'Sport Leader' course).

What will I gain from participating?

In order to preserve this program in schools an official evaluation is needed. By participating in this research you will help us to understand how well this program contributes to students' life and whether schools benefit from it. This will enable School Sport Victoria to deliver this program to schools in the future, so that the current as well as future students and teachers can have the opportunity to benefit from it.

How will the information I give be used?

All personal information and data collected in the project will be securely stored and coded by the research team, either in a filing cabinet or in an electronic form. All the participants will be assigned with an ID number, so that their data stay strictly confidential. Only the chief researchers will have access to the data or will be able to identify the participants if needed, no unauthorised users will be able to gain access to it. The results of this project will be presented in a PhD thesis and they may be published in scientific journals or presented in conferences, although none of the participants taking part in the project will be identifiable in any way. Any audio or video footage will be heard/viewed only by the lead investigators for analysis purposes and will not, under any circumstance, be made publicly available.

What are the potential risks of participating in this project?

This project has been designed so as to ensure that there are no potential risks within the study beyond the everyday risks which you would encounter within the classroom. However, it is nevertheless possible that you may suffer anxiety due to a sensitive nature of certain items in the questionnaire. Should you experience any anxieties or concerns you can withdraw from the study at any point without any consequences and additional support will be provided by Victoria University, if required.

How will this project be conducted?

The study will be conducted on your school grounds. The questionnaire includes items that focus on your teaching style as well as your thoughts on your own competences, personality and motivation. You will be required to complete it two times during this academic year and once in 2015. It should take you no longer than 10 minutes to complete it at each occasion. Interview will be conducted on school premises at the end of the academic year 2014. You will be invited to take part in it again in 2015. During this academic year the researchers will observe the Sport Leader course, which you might deliver. They will do so by taking notes and recording it on a camera. We will inform you again before this happens.

Who is conducting the study?

This project is conducted by the Institute of Sport, Exercise and Active Living (ISEAL) and School of Sport Victoria. This study is a part of PhD project conducted by a student investigator Miss Petra Plencnerova. Any queries about your participation in this project can be directed to the chief investigator:

Professor Remco Polman
Institute of Sport, Exercise and Active Living (ISEAL)
Footscray Park Campus
Victoria University
PO Box 14428
Melbourne VIC 8001

Phone: 99199574
Email: remco.polman@vu.edu.au
Web: www.vu.edu.au

If you have any queries or complaints about the way you/your child have been treated, you may contact the Research Ethics and Biosafety Manager, Victoria University Human Research Ethics Committee, Victoria University, PO Box 14428, Melbourne, VIC, 8001 or phone (03) 9919 414.

CONSENT FORM FOR PARTICIPANTS INVOLVED IN RESEARCH

INFORMATION TO PARTICIPANTS:

We would like to invite you to be a part of a study 'Evaluation of School Sport Leadership Program'.

The aim of this study is to evaluate the School Sport Leadership Program (SSLP). The program has been brought to some of the primary and secondary schools in 2011, with the intention to improve students' outcomes through their participation in sports and sport-oriented courses, as well as it aims to develop community within the schools and create school connectedness. As there has been no official report regarding its effectiveness, we would like to investigate this and explore the ways of improving it, if needed.

In order to help us to achieve this, we need your participation in this study. We are looking at all the aspect of the program and we are also interested in how the program influences teachers and their practice. We would like you to fill in a short questionnaire, which should take you no longer than 10 minutes to complete. Towards the end of this academic year an interview will be arranged with you by the researcher, who will ask you few questions regarding the program. This would take approximately 30-45 minutes. The interview will be recorded by using an audio recorder. If you do not wish your responses to be recorded, extensive notes will be taken by the researcher, although the interview might last longer than estimated as a result of this.

CERTIFICATION BY SUBJECT

I .... (FULL NAME) certify that I am at least 18 years old and that I am voluntarily giving my consent to participate in the study 'Evaluation of School Sport Leadership Program', being conducted at Victoria University by Professor Remco Polman.

I certify that the objectives of the study, together with any risks and safeguards associated with the procedures listed hereunder to be carried out in the research, have been fully explained to me by the investigator and that I freely consent to participation involving the below mentioned procedures **(please tick where appropriate)**:

☐   To complete a questionnaire 2 times during this academic and once at the end of the academic year 2014.
☐   Be interviewed by a member of the research team at the end of the academic year 2014 and 2015.

I certify that I have had the opportunity to have any questions answered and that I understand that I can withdraw from this study at any time and that this withdrawal will not jeopardise me in any way. I have been informed that the information I provide will be kept confidential.

Signed:...

Date: ....

Any queries about your participation in this project may be directed to the researcher:

Professor Remco Polman
Phone: 99199574
Email: remco.polman@vu.edu.au

If you have any queries or complaints about the way you have been treated, you may contact the Ethics Secretary, Victoria University Human Research Ethics Committee, Office for Research, Victoria University, PO Box 14428, Melbourne, VIC, 8001 or phone (03) 9919 4781.

Information about you

As this project tracks participants over time, it is important that we might contact you in the event of you leaving the school you currently work at.

Your name: …………………………………………...

Your D.O.B (dd/mm/yyyy): …………………………………….

Age……………………………………………………………

Your address:

………………………………….………………………………

……………..………..

Your email: …………………………………………….

Your gender: MALE   FEMALE   (circle)

Your country of birth: …………………………………………..

Your parents country of birth: ………………………………..

<table>
<tr><td colspan="2" align="center">**For Office Use Only**</td></tr>
<tr><td>**Participant's ID:** ………………………….
Date Received: …………………………….

Date Entered: ………………………………

Adult ID: ……………………………………

Child ID: ……………………………………</td><td>Notes:</td></tr>
</table>

1. These questions contain items that are related to your interactions with your students in your class. Teachers have different styles in dealing with students, and we would like to know more about your encounters with your students. When giving your answers, think about what you NORMALLY say or do.

	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
1. I provide my students with choices and options.	1	2	3	4	5	6	7
2. I understand my students.	1	2	3	4	5	6	7
3. I convey confidence in my students' ability to do well in sport.	1	2	3	4	5	6	7
4. I encourage students to ask questions.	1	2	3	4	5	6	7
5. I listen to how students would like to do things.	1	2	3	4	5	6	7
6. I try to understand the student's perspective before suggesting a new way to do things.	1	2	3	4	5	6	7

2. The following statements describe how teachers perceive their students during the classes. When giving your answers, think about how you NORMALLY perceive your students. Please indicate the extent to which you believe each statement is true for you.

	Not at all true	Not True	Mostly not True	Quite True	Mostly True	True	Very True
1. In my class, my students work as hard as he/she can.	1	2	3	4	5	6	7
2. When working on classwork, my students seem to enjoy it.	1	2	3	4	5	6	7
3. In class, my students seem unhappy.	1	2	3	4	5	6	7
4. When faced with a difficult assignment, my students don't even try.	1	2	3	4	5	6	7
5. When we start something new in class, my students are interested.	1	2	3	4	5	6	7
6. When working on classwork in my class, my students appear involved.	1	2	3	4	5	6	7
7. When I explain new material, my students don't seem to care.	1	2	3	4	5	6	7

	Not at all true	Not True	Mostly not True	Quite True	Mostly True	True	Very True
8. When I explain new material, my students listen very carefully.	1	2	3	4	5	6	7
9. In my class, my students are angry.	1	2	3	4	5	6	7
10. For my students, learning seems to be fun.	1	2	3	4	5	6	7
11. In my class, my students do just enough to get by.	1	2	3	4	5	6	7
12. In class, my students appear happy.	1	2	3	4	5	6	7
13. When working on classwork, my students seem worried.	1	2	3	4	5	6	7
14. When we start something new in class, my students don't pay attention.	1	2	3	4	5	6	7
15. In my class, my students are enthusiastic.	1	2	3	4	5	6	7
16. When we start something new in class, my students think about other things.	1	2	3	4	5	6	7
17. In my class, my students do more than required.	1	2	3	4	5	6	7
18. When we work on something in class, my students appear to be bored.	1	2	3	4	5	6	7
19. In my class, my students come unprepared.	1	2	3	4	5	6	7
20. When my students don't do well, they work harder.	1	2	3	4	5	6	7

3. The following questions concern your feelings about your job during the last year. If you have been on this job for less than a year, this concerns the entire time you have been at this job. Please indicate how true each of the following statement is for you given your experiences on this job. Remember that apart from the researchers no one will ever know how you responded to the questions. Please use the following scale in responding to the items.

	Not at all true	Not True	Mostly not True	Quite True	Mostly True	True	Very True
1. People at work tell me I am good at what I do.	1	2	3	4	5	6	7
2. I have been able to learn interesting new skills on my job recently.	1	2	3	4	5	6	7
3. Most days I feel a sense of accomplishment from working.	1	2	3	4	5	6	7

This is the end of this study. Thank you for your time and effort in completing this survey, your responses are very much appreciated.

_____

Your results will now be included in the analysis for the purpose of an Evaluation of School Sport Leadership Program. We would like to remind you that your data will remain confidential and will be viewed solely by the main investigators. The school or any other authorities would not have any access to it. However, if you are uncomfortable with your results being used, you are able to withdraw your data without any negative consequences.

In order to investigate whether the program has had any impact on the school environment, we will need you to participate in this study again, at the end of this academic year. You will receive further information and notice closer to that date.

Once again, thank you very much for your time and patience.

_____

Please feel free to contact the chief investigators of this project should you have any questions or enquiries:

Professor Remco Polman
Institute of Sport, Exercise and Active Living (ISEAL)
Footscray Park Campus
Victoria University
PO Box 14428
Melbourne VIC 8001

Phone: 99199574
Email: remco.polman@vu.edu.au
Web: www.vu.edu.au

If you feel that the questionnaire has caused you any distress or anxieties, and you feel that you need to talk to someone about it please do not hesitate to contact one of the Victoria University psychologists if you have any anxieties related to this study.
Professor Mark Andersen
Email: mark.andersen@vu.edu.au   Phone: 0399199478

APPENDIX G: Observation Checklist
Lesson Title: Communication Skills

Instructions:

This Observation checklist consists of 9 different sections, where some of them contain one or two activities to be observed. Each section includes background about the observed activity as well as with the instructions for the teacher. The purpose of this checklist is to identify whether the particular activities outlined in the individual sections have been delivered by the teacher. **It is essential the observer s read the individual instructions in order to familiarise themselves with the lesson content**.

Each teacher delivered the lesson according to his/her needs; therefore the order of the individual sections might not be necessary identical to the checklist. **It is up to the observer to identify what section the teacher is delivering in that moment and respond to the questions in the relevant sections.** Most sections include two questions to answer. First, the observer needs to identify to what level the particular activity was delivered, second, what was the duration of that activity. In addition, each section includes a comments box where the observer might note down specific events they observed, e.g. activities which were not delivered, the provision of delivery (PowerPoint slide, outdoors , gym, classroom, etc) , or any other items the observer might consider to be of importance.

Section 1 - Verbal Communication

Background: The following two exercises encourage students to use their voices effectively and to think about the instructions they are giving to groups.

Activity 1 'Verbal Projection'
Instructions: Students should work in pairs and stand back-to-back across the half-way line in the gymnasium. The pair should agree upon a nursery rhyme that they are both familiar with. Without turning heads towards their partner, the pair will recite the chosen rhymes, speaking alternate lines. All the group members should perform this exercise at the same time.

The exercise should be repeated after the pairs have taken 5 paces away from each other. Consequently, the pairs should stand as far away from each other as possible, face each other and repeat the nursery rhyme, this time alternating the words not the lines.

1. Has this activity been delivered?

Delivered as expected   Partially Delivered   Marginally Delivered   Not at all delivered

2. How much time was dedicated to this activity?

>5mins   >10mins   >15 mins   > 20mins   20 mins and more

3. Comments

```



```

Activity 2 'Give precise Instruction'

Instructions: Students should work in pairs and sit back-to-back. Each candidate should have a piece of paper and a pen. One of the pair will draw a simple diagram ensuring that their partner cannot see it. They should then try to draw an exact reproduction on their own piece of paper.

The exercise points out the need for precise/explicit but simple instructions. Course teachers might have their own ideas and exercises that they can use to establish the same principals.

1. Has this activity been delivered?

Delivered as expected   Partially Delivered   Marginally Delivered   Not at all delivered

2. How much time was dedicated to this activity?

>5mins   >10mins   >15 mins   > 20mins   20 mins and more

3. Comments

```



```

Throughout the course students should be encouraged to develop their verbal communications with special regard to:

*Speed of Delivery   *Clarity of Voice   *Volume of Voice   *Use of Specialist Terminology*

9. Has the teacher encouraged and clarified to the students the use of the following throughout the lesson?

	Yes	No
Speed of Delivery		
Clarity of Voice		
Volume of Voice		
Use of Specialist		

Section 2 – Nonverbal Communication

Instructions: Teachers should encourage students to explore the various methods of non-verbal communication. Spend some time with students **demonstrating signals and gestures** that Junior Sport Leaders may wish to use**. Teachers should also point out the use of "official" non-verbal communication as demonstrated by referees and umpires** in various sports. For example, the signals provided by basketball referees that assist players, officials and spectators understand why they have made particular decisions.

1. Has this activity been delivered?

Delivered as expected   Partially Delivered   Marginally Delivered   Not at all delivered

2. How much time was dedicated to this activity?

>5mins   >10mins   >15 mins   > 20mins   20 mins and more

3. Comments

Section 3 - Use of whistle

Instructions: Get the candidate to blow the whistle in such a way that it gains attention of the entire group.

Has this activity been delivered?

Delivered as expected   Partially Delivered   Marginally Delivered   Not at all delivered

2. How much time was dedicated to this activity?

>5mins   >10mins   >15 mins   > 20mins   20 mins and more

3. Comments

Section 4a - Starting the Session

Instructions: At the start of each session the leader should welcome the group, explain clearly the activities and structure of the session and provide reasons why the activities have been chosen.

1.   Has the teacher clearly delivered the content of this topic?
Delivered as expected   Partially Delivered   Marginally Delivered   Not at all delivered

2. How much time was dedicated to this activity?

>5mins   >10mins   >15 mins   > 20mins   20 mins and more
3. Comments

Section 4b - Communicating with individuals

Instructions: Once the session is in progress the leader should be able to communicate a specific point to the individuals without stopping the whole group e.g. to communicate a simple safety concern, to provide some clarification of instruction or perhaps, if appropriate, a coaching/teaching point

1. Has the teacher clearly delivered the content of this topic?

Delivered as expected   Partially Delivered   Marginally Delivered   Not at all delivered

2. How much time was dedicated to this activity?

>5mins   >10mins   >15 mins   > 20mins   20 mins and more

3. Comments

Section 5 - Stopping the Whole group

Instructions: This skill of stopping the whole group is also a measure of the control a leader has on a group of people. For safety reasons alone it is important that the leader can quickly gain the attention of all group members. The leader should practise this skill using their voice, a whistle and by clapping their hands. The leader should learn to assess the particular situation and make the necessary adjustments to their communication style.

1. Has the teacher clearly delivered the content of this topic?

Delivered as expected   Partially Delivered   Marginally Delivered   Not at all delivered

2. How much time was dedicated to this activity?

>5mins   >10mins   >15 mins   > 20mins   20 mins and more

3. Comments

Section 6 - Frequency of communication

Instructions: Leaders should be given guidance on not only what they say but when they say it. They should avoid stopping the group too often and from giving too much information which might confuse the group and prevent active enjoyment.

1. Has the teacher clearly delivered the content of this topic?

Delivered as expected   Partially Delivered   Marginally Delivered   Not at all delivered

2. How much time was dedicated to this activity?

>5mins   >10mins   >15 mins   > 20mins   20 mins and more

3. Comments

```

```

Section 7 - Positioning

Instructions: Leaders should be made aware of the need to ensure that the whole group is in clear line of sight when giving instructions. Not only can the leader make sure that everyone is paying attention but also that no-one else is involved in "hazardous" activities. The same principal applies to the positioning of the leader when a group is active. The leader should not spend more than a few seconds concentrating on a particular part of the working area. Leaders should "scan" the whole group on a frequent basis, looking out for individuals who may not have understood their initial instructions, others who may need some assistance or potential safety problems.

2. Has the teacher clearly delivered the content of this topic?

Delivered as expected   Partially Delivered   Marginally Delivered   Not at all delivered

2. How much time was dedicated to this activity?

>5mins   >10mins   >15 mins   > 20mins   20 mins and more

3. Comments

```

```

Section 8 – Activities involving student worksheets

a) Watch a teacher-led session and complete WORKSHEET 7

Has this activity/ Instructions been delivered?

Delivered as expected   Partially Delivered   Marginally Delivered   Not at all delivered

2. How much time was dedicated to this activity?

>5mins   >10mins   >15 mins   > 20mins   20 mins and more

b) In pairs, plan a session (WORKSHEET 5)

Has this activity/ instructions been delivered?

Delivered as expected   Partially Delivered   Marginally Delivered   Not at all delivered

2. How much time was dedicated to this activity?

>5mins   >10mins   >15 mins   > 20mins   20 mins and more

c) In pairs, deliver session to half the group. After initial warm up, no need further warm ups to be done.

Has this activity/instructions been delivered?

Delivered as expected   Partially Delivered   Marginally Delivered   Not at all delivered

2. How much time was dedicated to this activity?

>5mins   >10mins   >15 mins   > 20mins   20 mins and more

3. Comments

Section 9 – Additional Instructions

Teachers are to instruct children to complete the following worksheets. This could be done in the lesson or at their spare time.

Non-participating group to complete WORKSHEET 6

Leaders to complete self-evaluation on communications skills WORKSHEET 8

1. Has the teacher clearly directed students to complete following worksheets?

	Tick if observed
Worksheet 6	
Worksheet 8	

2. Comments