

## **Recognition of Values-Based Constructs in a Summer Physical Activity Program**

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The purpose of this study was to examine the extent participants in a summer sports camp embraced values-based constructs and to examine the relationship between perceptions of values-based constructs and affect and attitude. Participants included 135 ethnically diverse boys and girls (mean age 11.98 years) attending the National Youth Sport Program (NYSP). Participants' perceptions of the extent the program emphasized values-based constructs and participants' enjoyment, interest in sport, future expectations, and respect of leadership were assessed. Factor analysis revealed three values-based constructs: Care for Others/Goal Setting, Self-Responsibility, and Self-Control/Respect. Correlational analyses revealed that emphasizing values-based criteria was positively related to the participant's sport enjoyment, interest in sport, positive future expectations, and greater respect for leaders. The practical implications of the findings are discussed.

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**KEY WORDS:** physical activity programming, values-based constructs, adolescent physical activity

A recent report issued by the Surgeon General on Youth Violence indicated that the decade between 1983 and 1993 was marked by unparalleled increases in violence perpetrated by and on youths in the United States (U.S. Department of Health and Human Services [USDHHS], 2002). In 1999, arrests of young people for violent crimes totaled 104,000, with 69,600 aggravated assaults, 28,000 robberies, 5,000 forcible rapes, and 1,400 murders (USDHHS, 2002). Most juvenile crime occurs between the hours of 2 P.M. and 8 P.M., with the largest number of malfeasances occurring just after school lets out for the day (Hennes, 1998). Despite the fact that there has been a leveling off of violent trends in adolescent behavior since the mid-1990s, current levels are still above that of the mid-1980s (Shann, 2001; USDHHS, 2002). The factors associated with violence and youths are multifaceted and can be attributed to what Gar-

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barino (1997) termed a “socially toxic environment.” Some of the social circumstances in which children grow up are poisonous or toxic to their development. Social toxins include violence, poverty, disruption of family relationships, depression, nastiness, alienation, and crime (Garbarino, 1997).

In addition to the many obstacles today’s youths must navigate, approximately 554,000 children aged 5 to 14 years, spend some part of the day alone in self-care (Casper, Hawkins, and O’Connell, 1994). Shann (2001) investigated responses from 1,583 students from four urban middle schools regarding how they spent their out-of-school time. Findings indicated that 90% of students reported watching 1 or more hours of television each day; 60% reported playing video games at least 1 hour a day and only 23% reported participation in some formal after-school program. Left to their own devices, adolescents are also more apt to engage not only in acts of crime, but also in risky behavior such as experimentation with sex, drugs, and alcohol (Shann, 2001).

The demand for values-based programs to address the current trends in adolescent violent behavior has increased steadily. For many programs, recreation is the key that attracts children to become involved (Baker and Witt, 1996). Several programs have successfully combined physical activity with values-based programming. Hellison’s (1995) model for developing social and personal responsibility through physical activity identified five levels of responsibility and facilitated the development and transfer of the skills to the youth’s life outside the physical activity setting. Hellison’s model has been implemented successfully in the physical education setting as well as in out-of-school programming for nearly 30 years, (Hellison, 1978, 1985, 1995, and 2000). Project Effort and ‘U Move with the Starzz also are sports-based, after-school programs in which underserved youths at the elementary and middle school levels attend weekly sport and mentoring sessions (Schilling, 2001; Watson, Pocwardowski, and Eisenman, 2000). Both programs utilize Hellison’s model of developing social and personal responsibility in addition to adult mentoring to facilitate participant social development.

Support for values-based physical activity programming has been demonstrated in the literature. DeBusk and Hellison (1989) examined the impact of a self-responsibility curriculum on delinquency-prone fourth-grade boys. Utilizing a case study methodology, the authors noted evidence of change in the boy’s affect and a positive influence on the teacher’s attitudes regarding delinquency-prone youths. In more recent work, Buchanan (2001) examined the impact that implementation of Hellison’s responsibility model had on staff at a summer sports program. The research design included both ethnographic interviews and observations. Data revealed that the staff identified three contextual barriers to implementation of the model: understanding and implementation of the model, perceptions of respect and disrespect, and issues of control.

Schilling (2001) investigated underserved youths' perceptions of commitment to an after-school program that utilized Hellison's model of responsibility. Interviews and focus groups identified program organization, personal characteristics, development of interpersonal relationships, and program environment as key factors tending to engender commitment.

The effect values-based programming has on more academic areas has also been demonstrated in the literature. Martinek, McLaughlin, and Schilling (1999) examined the effect of an after-school program on students' grade point average, office referrals, and reprimands. While only slight increases in grade point average were noted, there was a 25% decrease in the number of reprimands as well as a decrease in office referrals. Although the number of values-based physical activity programming has increased recently, the vast majority of children in the United States participate in more traditional physical activity programs at YMCAs/YWCAs, Boys and Girls Clubs, religious organizations, sports clubs, and community centers.

The National Youth Sports Program (NYSP) is a federally funded summer sport program that has been in existence since 1968. The program is a partnership between the National Collegiate Athletic Association (NCAA), higher education, governmental agencies, and local communities. Currently, NYSP is housed in nearly 200 colleges and universities across the United States, District of Columbia, and Puerto Rico. In 2001, there were 73,306 youths aged 10 to 16 years who participated in sport instruction, drug and alcohol awareness, and healthy living classes (NYSP Annual Report, 2001). At least 90% of NYSP participants must be from underserved or low-income communities. The program runs for 5 weeks during the summer and includes transportation to and from the college or university campus, one to two meals each day, and a minimum of 2 hours per day of physical activity, including golf, swimming, tennis, softball, and soccer. During the program, participants also receive between 15 and 22 hours of education regarding drug and alcohol awareness, disease prevention, nutrition, and math and science. All programming is provided to participants free of charge. Camp personnel often are comprised of public school teachers, preservice teachers, and college or university faculty. Thus, NYSP currently serves the physical activity, health, and educational needs of a substantial number of today's youths and helps to create critical community and college/university partnerships.

Interestingly, while NYSP clearly reaches a substantial number of youths each summer, literature examining its impact is sorely lacking. Research in organized sport, however, may provide insight regarding potentially critical variables to examine to understand the effect of programs such as NYSP. The potential impact of any type of noncompulsory program is dependent on adolescents voluntarily choosing to participate initially and continuing their participa-

tion in subsequent years. Researchers have investigated participation motives and factors related to attrition in organized sport settings. The primary motive youths report for participating in sport is "having fun" (Gould, Feltz, and Weiss, 1985; Weiss and Petlichkoff, 1989). Not having fun has also emerged as a reason why adolescents cease their participation in organized sport (Gould, Feltz, Horn, and Weiss, 1982). In addition to enjoyment, Brustad (1993) reported that children were attracted to sport and nonsport physical activities in part due to interest in games and sport. Enjoyment has also been positively linked to future expectations about participation in sport settings. Scanlan and Lewthwaite (1986) reported a strong positive relationship between participant's enjoyment of youth sport and their future participation expectations.

It is a commonly held popular belief that "respect" and "disrespect" are critically important to adolescents in urban settings. While the public and those intimately involved in physical activity programming are well aware of the impact of gaining and maintaining respect, the literature has yet to examine this possibly important variable.

Given the apparent need and trend toward values-based programs for youths, the primary purpose of our research was to understand the experience of youths in NYSP. More specifically, we set out to examine if youths who enrolled in NYSP perceived values-based constructs in their program. Drawing from the literature in sport and commonly held beliefs about respect, a second purpose was to explore the link between values-based constructs and critical indices of affect and attitude. Examining the link between perceptions of the program and self-reported enjoyment and interest in the program may provide valuable information regarding the affective impact and future participation patterns of youths involved in physical activity programs. Based on the lack of research relative to guiding questions and the exploratory nature of our study, we thought it wise not to propose any hypotheses.

## METHODS

### *Participants*

Participants in this study were 62 boys and 68 girls (5 nonindicators) enrolled in NYSP in an urban setting located in the western mountain region of the United States. The participants' age ranged from 10 to 13 years ( $M$  age = 11.98 years,  $SD$  = 1.29). The ethnicities included the following: 59 Hispanics, 26 Caucasians, 17 African-Americans, 6 Pacific Islanders, and 14 others who indicated a variety of ethnicities, including Sumarian, American Indian, Tibetan, Iranian, Brazilian, Vietnamese, Portuguese, Asian, Italian, and German. Thirteen participants did not indicate their ethnicity. Each participant was enrolled in the NYSP.

**Instruments**

*Perceptions of a Values-Based Program*

The Contextual Self-Responsibility Questionnaire (CSRQ) was developed for the present study to assess perceptions of values-based constructs in a physical activity setting. The items for the measure were derived through a series of steps. Hellison’s (1985, 1995) Teaching Personal and Social Responsibility Model (TPSR) was carefully examined and considered. Hellison’s framework consists of five curricular levels or goals for physical activity instruction. The goal for Level 1 is learning how to respect the rights and feelings of others. Issues around self-control, disrupting others’ participation, and general respect are typically a focus at this level. The importance of trying and persisting in familiar and new activities is the goal of Level 2 or participation and effort. Level 3 focuses on self-direction. The goal of Level 3 is to encourage participants to invest and take more responsibility for their physical activity patterns and overall well-being. The focus of Level 4 is sensitivity toward others. The development of compassion, empathy, and interpersonal skills is encouraged at this level. The goal of Level 5 is the application of the “lessons learned” in Levels 1–4 outside the context of the physical activity setting. The focus of Level 5 is to allow the participants to imagine and attempt to integrate some of the behaviors developed in the program in their lives at school, at home, and so on.

Levels 1–4 were of interest in this research. Of primary concern was the extent to which youths enrolled in the sports camp perceived they behaved in accord with the on-court goals suggested by Hellison. The strategies Hellison (1995) provided to foster Level 5 behaviors tend to be more cognitive (e.g., awareness talks, group meetings, reflection time, etc.) than the strategies provided for Levels 1–4.

A number of items on the CSRQ were initially developed to examine the degree participants perceived their behavior to be reflective of Hellison’s levels. A faculty member in pedagogy and sport psychology then considered the face validity of each and unanimously agreed to include 15 items. In an attempt to attenuate social desirability bias, the following prefaced the questionnaire: “It is natural to behave both well and poorly. We are interested in how you behaved the last couple of days during NYSP. It is NOT important to us that you remember the ‘good’ behaviors. As with all these surveys, there are no right or wrong answers.” The stem to each item was “In my group during the last couple of days. . . .” Example items included, “. . . I controlled my behavior,” “. . . I was concerned for others,” and “I practiced on my own.” Responsibility for each item were on a 4-point Likert-type scale (1 = not at all; 4 = very much so).

*Enjoyment*

Three items based on previous research (Duda and Nicholls, 1992) were utilized to assess enjoyment. Participants were requested to indicate how much they enjoyed NYSP, how much fun NYSP had been, and how much they liked being involved in NYSP. Responses to each item were on a 5-point Likert-type scale (1 = not at all; 5 = a lot). A mean scale score was computed for enjoyment. Calculation of Cronbach's coefficient  $\alpha$  indicated that the scale had adequate internal reliability ( $\alpha = .77$ ).

*Sport Interest, Future Expectation, and Leader Respect*

Three 1-item assessments of the camp participant's degree of sport interest compared to before the camp ("Do you like sports more than you did before camp?"), future expectations regarding attending NYSP the following year ("Would you like to attend NYSP next year?"), and the extent to which they respected their instructor ("How much did you respect your group leader?") were developed. Each item responses were on a 5-point Likert-type scale (1 = not at all; 5 = a lot).

The initial survey items were written in English. However, to accommodate the large number of non-English-speaking participants enrolled in the program, each survey was translated into Spanish. To meet linguistic and conceptual equivalence of the measures, a professional fluent in Spanish, with a specialized degree in English-Spanish translation, and with expertise in sport psychology examined a translated version of each survey. Based on recommendations from that review, slight adjustments were made to selected survey items to better capture the essence and intended meaning.

**Procedures**

The university institutional review board approved the protocol for collection of data. Parents signed consent forms for their children to participate, and each youth provided assent by signing the form along with the parent. Approval of the study was also obtained from the national office for the NYSP program. Data were collected the second-to-last week of the camp. All surveys were completed in a classroom setting. The second author read through each survey item for participants. Clarification was provided when necessary.

**RESULTS***Exploratory Factor Analysis*

The validity of the participant's responses to the 15-item CSRQ was assessed by conducting a principal components analysis with varimax rotation.

Three factors with eigenvalues greater than 1 emerged from the analysis. Inspection of the scree plot supported this finding. The three factors accounted for 50% of the variance, which is comparable to other (exploratory factor analyses) EFAs conducted in pedagogy (Papaioannou, 1994). A minimum loading criteria of .45 was used to determine on which factor individual items loaded.

As can be seen in Table 1, items loading on the first factor centered on caring for others/goal setting. The focus of the items loading on the second factor was self-responsibility. The nature of the items loading on the third factor represented self-control/respect. Communalities ( $h^2$ ), which represent the amount of variance in each item accounted for by the factors, are also provided in Table 1. The majority of the communalities were near .50. The items that were least accounted for by the factors were "I made fun of some of the other kids" and "I respected others." The interfactor correlation coefficients (see Table 1) indicated that the factors were not entirely unique constructs, but rather were partially related to each other. To obtain internal reliability estimates for each subscale of the CSRQ, standardized  $\alpha$  coefficients were calculated. Each subscale exhibited adequate, although not robust, consistency: Care for Others/Goal Setting  $\alpha = .76$ ; Self-Responsibility  $\alpha = .72$ ; Self-Control/Respect  $\alpha = .68$ .

#### ***Preliminary Analyses***

Because of the small sample size, two 1-way multivariate analyses of variance (MANOVAs), utilizing gender (male and female) and ethnicity (Caucasian, Hispanic, Pacific Islander, African American, Asian, and other), respectively, were conducted. Results of the one-way MANOVA with sex as the independent variable on the seven dependent variables failed to reveal a significant multivariate effect for gender: Wilks'  $\lambda = .89$ ,  $F(7, 98) = 1.8$ ;  $p > .05$ . When the dependent variables were examined for ethnicity differences, no differences emerged, Wilks'  $\lambda = .73$ ,  $F(35, 372) = .82$ ;  $p > .05$ . Based on these findings, the data were analyzed as a whole.

#### ***Descriptive Statistics***

Means and standard deviations are provided in Table 2. On average, the participants indicated that they enjoyed NYSP, respected their adult group leaders, and expressed positive expectations about their future involvement in NYSP. In addition, the campers indicated that their interest in sports had grown somewhat after their experience at the NYSP camp. Furthermore, in general, the campers perceived that they behaved in accordance with the constructs assessed by the CSRQ (see Table 2). Specifically, the participants indicated that they were moderately capable to care for others/set goals and control their be-

**TABLE 1.**  
**Factor Loadings (<.45) Using Principal Components Method With Varimax**  
**Rotation of the CSRQ items**

Items	Factors			<i>h</i> <sup>2</sup>
	1 Care for Others/Goal Setting	2 Self- Responsibility	3 Self- Control/Respect	
I was concerned for others.	.76	-.03	.26	.43
I set goals.	.70	.29	.28	.51
I supported the other kids in my group.	.66	.21	-.11	.52
I was able to set goals.	.59	.32	.19	.43
I listened to other kids in my group.	.56	.15	.01	.53
I participated even when I didn't want to.	-.01	.74	.12	.50
I practiced on my own.	.14	.66	.03	.48
I took responsibility for what I did.	.33	.63	.04	.66
I tried to do what the coach said.	.33	.59	.20	.50
I tried hard.	.37	.48	.26	.50
I was able to control what I did.	.08	.17	.70	.46
I controlled my behavior.	.25	.06	.66	.65
I didn't lose my temper; I kept my cool.	.16	-.02	.63	.57
I made fun of some of the other kids. <sup>a</sup>	-.13	.09	.57	.35
I respected others.	.19	.41	.56	.34
Percentage of variance	31.16	10.26	8.03	
Eigenvalue	4.67	1.54	1.20	
Interfactor correlation				
Factor 1	1.00			
Factor 2	.42	1.00		
Factor 3	.37	.32	1.00	

<sup>a</sup>Response was reverse scored.

Note. Italic numbers are items that loaded on the above factors.

**TABLE 2.**  
**Descriptive Statistics for CSRQ and for Attitudes and Affect**

	Mean	SD	Min-Max	$\alpha$
CSRQ <sup>a</sup>				
Care for Others/Goal Setting (CGS)	2.83	.74	1.0–4.0	.76
Self-Responsibility (SRP)	3.28	.58	1.4–4.0	.72
Self-Control/Respect (SCR)	3.05	.59	1.8–4.0	.68
Affect and Attitudes <sup>b</sup>				
Enjoyment (ENJ)	4.29	.84	1–5	.78
Sport Interest (SI)	3.86	1.35	1–5	na
Future Expectations (FE)	4.19	1.20	1–5	na
Leader Respect (LR)	4.21	1.18	1–5	na

<sup>a</sup>Assessed on a 4-point Likert-type scale.

<sup>b</sup>Assessed on a 5-point Likert-type scale.

na = not appropriate.

havior/respect others. They indicated slightly greater agreement with their ability to behave in a self-responsible manner.

***Relationships Between Perceptions of a Values-Based Context and Affect and Attitude***

To examine the relationship between perceptions of a values-based context as assessed by the CSRQ and participant’s affect and attitude, univariate and multivariate correlational analyses were conducted. Table 3 provides the simple correlation coefficients among the observed variables. Results suggested that participant’s self-reported care for others/goal setting behavior was positively related to enjoyment, sport interest, future NYSP expectations, and respect for their group leaders. The self-responsibility assumed by the campers was positively related to enjoyment, sport interest, future NYSP expectations, and leader respect. Finally, the extent to which the boys and girls were able to control their behavior and respect others was positively correlated with enjoyment and respect for group leader.

To examine the multivariate relationship among the variables, canonical correlation was performed between the three subscales of the CSRQ as predictor variables and the set of affect and attitudinal variables as criterion variables. The overall multivariate relationship was found to be significant, with Wilks’  $\lambda = .45$ ,  $F(12, 270) = 7.73$ , and  $p < .0001$ , indicating that the atmosphere created during physical activity was predictive of participants’ feelings and attitudes toward their activities. The first canonical correlation was .65 (43% overlapping variance), and the second was .45 (20% overlapping variance). The final canonical correlation was effectively zero. With all three canonicals in-

**TABLE 3.**  
**Simple Correlation Coefficients Between the CSRQ and Affect and Attitude**

CSRQ	Affect and Attitudes			
	Enjoyment	Sport interest	Future expectations	Leader respect
Care for Others/Goal Setting	.47***	.44***	.49***	.34***
Self-Responsibility	.41***	.24**	.29**	.35***
Self-Control/Respect	.33***	.18*	.16	.45***

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

cluded,  $F(12, 270) = 7.73$  and  $p < .0001$ . With the first and second canonicals removed,  $F$  values were not significant:  $F(2, 104) = 0.17$ ,  $p = .85$ . The first two sets of canonical variates, therefore, accounted for the significant relationships between the CSRQ and affect and attitude.

Results of the first two pairs of canonical correlates are shown in Table 4. Utilizing an interpretation cutoff of .3, the first canonical variate revealed a rather strong relationship between the variables. Specifically, those campers who perceived their instructional climate as strongly focused on Care for Others/Goal Setting and Self-Responsibility factors while moderately focused on Self-Control/Respect tended to report elevated sport enjoyment, sport interest, respect for their leaders, and moderately more positive expectations about attending NYSP the following summer. The first canonical variate extracted 50% of the variance in affect/attitude and 65% of the variance in the elements of the CSRQ.

The second variate that emerged in the CSRQ set of variables revealed a relationship that was not as strong as the first variate. It was composed of a moderate endorsement of Control/Respect and a slight deemphasis on Care for Others/Goal Setting factors. An instructional climate characterized as such was related to moderate leader respect, negative expectations, and lower sport interest. The second variate extracted 17% of the variance in affect/attitude and 16% of the variance in the CSRQ.

Considered collectively, the two canonical variates accounted for 57% of the variance in affect/attitude and 81% of the variance in the CSRQ. The strength of the relationship between the two sets of variables can be observed using the redundancy index. Tabachnick and Fidell (2001) suggested that a redundancy value greater than 10% is considered significant and meaningful. The results suggested that the constructs in the CSRQ accounted for 24% (Variates 1 and 2 accounted for 21% and 3%, respectively) of the variance in affect and attitude. These results indicate that the combination of the values-based criteria per-

**TABLE 4.**  
**Correlations, Standardized Canonical Coefficients, Canonical Correlations,**  
**Percentages of Variance, and Redundancies Between Affect/Attitude and**  
**the CSRQ**

	First canonical variate		Second canonical variate	
	Correlation	Coefficient	Correlation	Coefficient
<i>Predictor variables: CSRQ</i>				
Care for Others/Goal				
Setting	.93	.61	-.31	-1.09
Self-Responsibility	.82	.41	.24	.51
Self-Control/Respect	.63	.16	.57	.94
Percentage variance	.65		.16	total = .81
Redundancy	.28		.03	total = .31
<i>Criterion variables:</i>				
<i>    affect/attitude</i>				
Enjoyment	.79	.26	-.02	.83
Sport interest	.63	.29	-.34	-.55
Leader respect	.73	.54	.50	.54
Future expectations	.67	.32	-.53	-1.05
Percentage variance	.50		.16	Total = .66
Redundancy	.21		.03	Total = .24
Canonical correlation	.65		.45	

ceived by the participants accounted for a significant and meaningful amount of the variance in sports camp participants’ levels of affect and attitudes toward future involvement in physical activity and respect for their leaders.

**SUMMARY AND DISCUSSION**

The present study investigated the level at which participants enrolled in a summer sports camp embraced values-based concepts, conceptualized in this study by Hellison’s (1985, 1995) model of developing personal social responsibility. We then examined the relationship of self-reported endorsement of values-based criteria to overall program enjoyment, sport interest, future camp involvement, and respect for leaders. There were 135 youths in the NYSP program who completed assessments of their perceptions of values-based concepts (CSRQ), enjoyment, sport interest, future expectations, and leader respect. The results indicated three major findings. Specifically, participants perceived their behavior to be in accord with Hellison’s concepts of social and personal responsibility. Second, participants enjoyed the camp, demonstrated high sport interest, respected the program leaders, and planned to return to the program. Last,

the more the participants thought they behaved in accord with Hellison's concepts, the greater their enjoyment, sport interest, group leader respect, and likelihood of returning.

Although the present study did not examine a specific intervention regarding values-based programming, the participants in the program did perceive the existence of its presence, as indicated by the greater-than-moderate mean responses to the CSRQ. This is a surprising finding because the program staff were not trained in the model. However, program staff was comprised of a large number of preservice teachers from the first two authors' university. Teacher training focuses attention on creation of positive learning climates via alterations in teaching styles, curriculum options, and behavior management strategies. In addition, the preservice teacher students are taught Hellison's model of teaching social and personal responsibility in three courses in the curriculum. Although NYSP orientation did not specifically stress a values-based approach, there was emphasis placed on staff creating a learning climate that was cooperative, fostered group cohesiveness, and was based on equity and caring. Thus, it is plausible that the teacher training the staff received prior to the program affected the way staff members taught and interacted with the program participants.

The correlational results suggest that the more participants perceived Hellison's levels were emphasized, the greater their enjoyment, the more interest they showed in sport, the more respect they indicated for their group leader, and the more likely it was that they would like to return to camp the following summer. The multivariate findings support the simple correlations and provide a deeper level of understanding. The results from the first canonical variate were quite robust and suggest that a significant proportion of affect and attitude were explained by the CSRQ. These findings suggest the potential of values-based strategies to engender positive attitudes on the part of camp participants.

Traditional sport or extended day programs in underserved urban areas tend to focus on winning because they closely mimic the professional sport model (Hellison, 2000). Values-based programming instead focuses on the participant and the context in which the process of life skills are fostered. Regardless of the goals of a physical activity setting (education, recreation, or competition), researchers have indicated that an individual's motivation is based on how one defines success and the manner in which they construe competence information (Duda, 2001; Todorovich, 2001). A goal perspective approach to motivation suggests that motivation is a function of individual differences and how the context or situation is constructed (Duda, 2001; Duda and Nicholls, 1992; Roberts, 2001). Individuals are thought to vary in terms of both task and ego orientations, while contexts are thought to emphasize either task-involving or ego-involving evaluative criteria. A task-involving situation is one in which effort is

valued, cooperation and learning together are emphasized, and everyone feels as if they have an important role in the group (Newton, Duda, and Yin, 2000).

Most research has indicated that physical activity settings geared toward more task involvement facilitate greater enjoyment and participation (Ferrer-Caja and Weiss, 2000; Todorovich, 2001; Treasure and Roberts, 2001). Values-based programming fosters a task-involving climate in that students' attention is directed specifically toward enhancing understanding and awareness of their interactions with others. Manipulation of the teaching environment to foster more student-centered teaching styles also places the students in contexts in which cooperation, respect, and recognition of individual differences is underscored. Thus, it may be that the mechanism by which values-based programming nurtures notions of respect, enjoyment, and positive expectations is through the creation of a task-involving motivational climate.

Values-based physical activity programming has been in existence for over 30 years. As a curricular approach, it has been highly lauded. To capture the essence of the approach and to quantify respondent's perceptions, we created a self-report measure. Heuristically, the survey was based on Hellison's four levels of personal and social responsibility. The exploratory factor analysis of the CSRQ found less-than-perfect agreement between the concepts in Hellison's model, which were used to construct the measure and the factors that emerged in the analysis. There were two major findings in agreement with Hellison's model. First, the CSRQ seemed to adequately measure Hellison's curricular goal of self-control and respect for others. It emerged as the third factor in our analysis, labeled Self-Control/Respect. Second, Hellison's curricular goal of promoting individual involvement and trying hard was supported in the second factor in the analysis, termed Self-Responsibility.

The discrepancy that accounted for the less-than-perfect agreement between Hellison's concepts and findings for the CSRQ involved Hellison's third and fourth curricular goals. Hellison's self-direction and goal-setting curricular goal as well the sensitivity toward others goal merged together in the factor analysis and formed our first factor, which we labeled Care for Others/Goal Setting. At first glance, these two concepts seemed quite distinct. The empathetic nature of caring for others appeared to be very different from the objective nature of goal setting. Two explanations, however, suggest that our findings may not be entirely unexpected. First, both self-direction and sensitivity toward others encompass applying skills outside of oneself. Self-direction involves future behavior and planning. Caring for others, in a somewhat similar fashion, involves stepping outside of oneself and taking another's perspective. These curricular goals are distinctly different from Hellison's first two goals, which involve present time and place.

It may be that the sophistication of the curricular goals had an impact on the

responses. The participant's level of cognitive development may have prevented him or her from discriminating between the concepts. This seems particularly possible given the average age of 12 years and the relatively low socio-economic status of the majority of the participants. This suggestion is supported by the fact that the camp counselors were not specifically trained to focus on or develop values-based constructs as articulated by the Hellison model.

## RECOMMENDATIONS

Given the paucity of research focusing on values-based physical activity settings, particularly in a large group setting (e.g., NYSP), we believe future research should focus on three critical areas: (1) efficacy of interventions, (2) refinement of the CSRQ, and (3) identification and assessment of more values-based dependent variables. Interventions should focus on the emotional, social, educational, and economic needs of youths rather than a single issue (e.g., poverty) or skill (e.g., basketball). While issues and particular skills can serve as the organizational focus of a program, alone they do not provide the breadth and depth necessary to address the multifaceted complexities most urban youths face today. Thus, research should attempt to underscore clearly the efficacy of such programs that focus on the whole person in contrast to more traditional youth programming.

The CSRQ developed for this study did not adequately address all levels of social and personal responsibility as defined by Hellison's model. Certainly, to refine the CSRQ to include all levels of the model would be of great benefit to the examination of values-based programming.

Last, we believe it is critical to examine the link between values-based programming and multidimensional indices of value. For instance, it would be interesting to examine the long-term impact such programs as NYSP have on youths' academic achievement, rate of absenteeism, rate of office referral, and overall bonding to school. The potential such programs can have on addressing the complexity of youth violence, development of resiliency, and personal and social responsibility have yet to be examined fully.

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