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Instruções

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9	Utilize para rascunhos, o verso de cada página deste Caderno.
10	Você dispõe de, no máximo, três horas, para responder as 5 questões que constituem a Prova.
11	Antes de retirar-se definitivamente da sala, devolva ao Fiscal este Caderno.

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COMPERVE
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ATENÇÃO! As respostas às questões deverão ser redigidas em PORTUGUÊS.

Questions 01 to 05 refer to the text below.

AN INVESTIGATION OF THE RELATIONSHIPS BETWEEN THE TEACHING CLIMATE, STUDENTS' PERCEIVED LIFE SKILLS DEVELOPMENT AND WELL-BEING WITHIN PHYSICAL EDUCATION

Lorcan Donal Cronin, Justine Allen, Claire Mulvennac, and Paul Russell

To maintain its valued position within education, it is necessary for physical education (PE) to highlight its 'educationally beneficial outcomes for students, across a range of domains' (Kirk 2013, 978). A beneficial outcome of PE, which has been highlighted by the United Kingdom Department of Education (2013), is students' personal development. Throughout the world, the personal development of students is seen as a key curricular aim of PE (Hardman 2011). Recently, personal development has been conceptualized in terms of the life skills young people may learn through PE (Goudas 2010). Life skills are defined as the skills that are required to deal with the demands and challenges of everyday life (Hodge and Danish 1999). Examples include teamwork, goal setting, leadership, and communication skills. Such life skills can be viewed as individual capital which enhances young people's educational attainment, quality of life, and future economic prosperity (Bailey et al. 2013).

PE has been proposed as an ideal setting for the development of life skills (Goudas 2010). Like youth sport, it is likely that the interactive, social, and emotional nature of PE provides opportunities for development (Danish et al. 2004; Hellison, Martinek, and Walsh 2008; Fraser-Thomas, Côté, and Deakin 2005). This view is supported by research which shows that young people do learn specific life skills through PE. For instance, qualitative research focusing on student-centred models of learning – such as the Sport Education Model and Cooperative Learning – has found that these forms of PE can teach students the following life skills: teamwork, communication, social skills, leadership, and problem-solving and decision-making (Dyson, Griffin, and Hastie 2004; Smither and Zhu 2011). Life skills programmes implemented within PE have also shown that students can learn goal setting and problem-solving skills (Goudas and Giannoudis 2008). The present study focused on eight particular life skills: teamwork, goal setting, time management, emotional skills, interpersonal communication, social skills, leadership, and problem-solving and decision-making. These were chosen because they are the most commonly cited life skills which young people are purported to learn through sport/PE (Johnston, Harwood, and Minniti 2013) and can be measured using Cronin and Allen's (2017) Life Skills Scale for Sport.

Learning individual life skills as well as multiple life skills is important for young people's development. In this regard, Benson (2006) suggested that the more strengths a young person possesses, the better off they will be on a variety of additional outcomes – this has been termed the 'pile-up' effect or hypothesis. An extensive review of the youth development research supports the idea of a 'pile-up' effect, with the total number of strengths young people possess being positively associated with academic, behavioural, and psychological outcomes (Scales et al. 2016). Such findings fit with the untested proposition that the more life skills or individual capital a young person accumulates through physical activity, the more likely they will develop positively (Bailey et al. 2013). Within the youth sport literature, a great deal of research involving participants, coaches, and parents has suggested that young people develop an array of life skills through their sports participation (see Johnston, Harwood, and Minniti 2013 and Holt et al. 2017 for review articles). Additionally, research has consistently shown that coaches can use a variety of strategies to help athletes develop their life skills (Pierce, Gould, and Camiré 2016). In contrast to youth sport, far less research has investigated life skills development within PE or the role teachers' play in students' life skills development. This is surprising given that PE – like youth sport – is another ideal setting for young people to develop their life skills (Goudas 2010).

Despite the importance of students' personal development within PE (United Kingdom Department of Education 2013), little is known about the antecedents or outcomes of life skills development within PE. Therefore, the present study investigated a mediation model whereby the teaching climate was related to students' life skills development; which, in turn, was related to their psychological well-being. This model tested Benson and Saito's (2001) framework for youth development theory and research, which proposes that youth development inputs (e.g. the teaching climate) serve to develop young people's strengths (e.g. their life skills), and the development of these strengths helps promote young people's well-being. Benson and Saito (2001, 143) proposed this conceptual framework for youth development theory and research in

order to direct the 'systematic inquiry necessary to guide, shape, refine, and fuel the [positive youth development] approach'. Using this framework, researchers can investigate the three key aspects of positive youth development: the developmental climate, life skills development, and well-being. More importantly, researchers can investigate the links between these three aspects of positive youth development. Benson and Saito's (2001) framework is similar to recently proposed models of positive youth development through sport (Holt et al. 2017) and life skills transfer from sport to other life domains (Pierce, Gould, and Camiré 2016). Specifically, these models also propose that the developmental climate is related to participants' life skills development and, in turn, life skills development is related to other positive outcomes. The current study was the first to test such a framework within the context of PE.

The overall purpose of this study was to examine if students perceived they were developing life skills through PE and investigate the antecedents and outcomes of life skills development. The first aim was to examine whether students were developing the eight life skills within PE. It was expected that participants would report developing these life skills, as previous studies have indicated that young people can learn these life skills when engaging in certain forms of PE (e.g. Dyson, Griffin, and Hastie 2004; Goudas and Giannoudis 2008; Smither and Zhu 2011). The second aim was to assess whether perceived autonomy support was positively related to each of the eight life skills. Based on the findings of previous youth sport studies (e.g. Cronin and Allen 2015; Flett et al. 2013), it was anticipated that this hypothesis would be supported. The third aim was to investigate whether developing each of the life skills – along with the range of life skills (i.e. the 'pile-up' effect) – was positively related to participants' self-esteem, positive affect, and satisfaction with life. Based on research in youth sport (Cronin and Allen Forthcoming), it was expected that total life skills development and some individual life skills would be related to each of the psychological well-being indicators. The final aim was to assess the proposition that students' perceived life skills development would mediate the relationships between perceived autonomy support and students' psychological well-being. Based on Benson and Saito's (2001) framework and research supporting the framework (Scales et al. 2016) – along with the propositions of various models of youth development through sport (e.g. Holt et al. 2017; Pierce, Gould, and Camiré 2016) – it was expected that this hypothesis would be supported.

In summary, the present study provided a unique contribution to the literature by demonstrating that students develop the following life skills through PE: teamwork, goal setting, time management, emotional skills, interpersonal communication, social skills, leadership, and problem-solving and decision-making. Findings showed that perceived autonomy support was positively related to the development of all eight life skills and total life skills were positively related to the three psychological well-being indicators. These findings supported Benson and Saito's (2001) framework for youth development theory and research within the context of PE. In practice, the results of this study suggest that PE teachers should create an autonomy supportive climate to promote students' life skills development and psychological well-being.

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ATENÇÃO! As respostas às questões deverão ser redigidas em PORTUGUÊS.

Question 1

Describe the research gap the authors have found when they compare youth sport with PE.

Espaço para Resposta

Question 2

Present the authors' definition of life skills and the examples they give.

Espaço para Resposta

Question 3

Present the eight life skills the authors focused on in this study and the reason(s) for choosing them.

Espaço para Resposta

Question 4

Present the four objectives of the study as specified by the authors.

Espaço para Resposta

Question 5

- Translate the excerpt below in the space provided.
- The translated text should be clear and accurate in terms of structure and meaning.

Learning individual life skills as well as multiple life skills is important for young people's development. In this regard, Benson (2006) suggested that the more strengths a young person possesses, the better off they will be on a variety of additional outcomes – this has been termed the 'pile-up' effect or hypothesis. An extensive review of the youth development research supports the idea of a 'pile-up' effect, with the total number of strengths young people possess being positively associated with academic, behavioural, and psychological outcomes. Such findings fit with the untested proposition that the more life skills or individual capital a young person accumulates through physical activity, the more likely they will develop positively.

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