THE EFFECTS OF YOUTH SPORTS PARTICIPATION ON
EMOTIONAL INTELLIGENCE IN MIDDLE SCHOOL STUDENTS

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Presented to the
Faculty of
San Diego State University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science
in
Interdisciplinary Studies

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SAN DIEGO STATE UNIVERSITY

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June 26, 2012
Approval Date
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by

Brendan B. Gail

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DEDICATION

I dedicate this thesis to my mom who demonstrated what hard work, perseverance, and fight really mean. She defined what it meant to never ever give up. Completing this degree and particularly this study required me to dig deep and continue believing that I would finish. She is primarily responsible for that. To my family and support network whom have made this possible, and to D for sitting with me patiently, thank you!
ABSTRACT OF THE THESIS

The Effects of Youth Sports Participation on Emotional Intelligence in Middle School Students

by

Brendan B. Gail

Master of Science in Interdisciplinary Studies
San Diego State University, 2012

The purpose of this study was to determine whether participation in youth sports influenced middle school students' level of emotional intelligence competencies. The study was conducted to examine the relationship between youth sports participation and emotional intelligence competency. These two variables had not yet been effectively examined. The study used an instrument, The Life Effectiveness Questionnaire, to measure an individual’s emotional intelligence and participants self-reported their previous youth sports participation. The test scores were averaged and cross-referenced with participant’s questionnaire results. A two-tailed t-test was used to test for significance. The results were used to test the five hypotheses and draw conclusions. The most significant conclusion from the study was that middle school students that participated in youth sports had a higher emotional intelligence competency than those that did not participate in youth sports. Furthermore, male middle school students that participated in youth sports had a higher emotional intelligence competency than female students that participated in youth sports. The remaining hypotheses were inconclusive due to the smallness of the research sample. This study was an excellent pilot for future studies in the area of youth sports participation and the development of emotional intelligence competency. Recommendations for future studies include increasing the sample size in both breadth and depth and utilizing a greater variety of youth sport opportunities as choices for male and female participants.
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To Dr. Gene Lamke who never gave up on me. This study would not have been completed without your dedication and commitment to helping me get it done. To the other members of my thesis committee, Dr. Douglas Barba and Dr. Michelle Dean, who showed extraordinary patience with me as I struggled to complete this process. To Pacific Beach Middle School students and the administrators of the Prime Time program who allowed me to collect data and use their classroom to conduct this study.
CHAPTER 1
INTRODUCTION BACKGROUND OF THE STUDY

Sport has occupied a unique place in American life for hundreds of years. Sport, although not just an American experience, has certainly been Americanized over the years through an increase in spectatorship attributed to the commercialization of sporting events as well as the attention created by televising sport and coverage of sport in other mass media (McAllister, 1998). This fan appeal and increased attention has prompted increases in participation rates in a large variety of sports among various population segments including children and youth. As such, sport for American children and youth has become increasingly important as a social development tool spawning increased participation opportunities as well as expanded competition in a growing number of sports. One only need examine the growth of Little League Baseball, American Youth Soccer Organizations, Pop Warner Football, or the plethora of other adult organized programs of sports to realize the prominence of sport among today's children and youth (Ewing & Seefeldt, 2002).

Children and youth participate in sport for a variety of reasons which range from enjoyment and physical activity to competition and winning and as an outlet for imagination and energy. Seefeldt and Ewing (1996) of the Institute for the Study of Youth Sports at Michigan State University, identified the benefits of youth sport participation as promoting good health, being a deterrent to negative social behaviors such as delinquency and aggression, enhancing social development including sport as a social evaluation index, as well as understanding the social nature of competition. Children also make gains in other
areas of development through sports. While research has (Centers for Disease Control and Prevention, 1997; U.S. Department of Health and Human Services, 2000) confirmed the physical benefits of sport participation, some believe that the intellectual and psychological benefits may outweigh the physical benefits. The idea of emotional intelligence as an outcome of youth sport participation is one area that has not received much attention as a potential outcome of participation in youth sports.

Emotional intelligence is “the ability to monitor one’s own and other’s emotions, to discriminate among them, and to use the information to guide one’s thinking and actions” (Salovey & Mayer, 1990, p. 198). Salovey and Mayer (1990) introduced the “ability model” that includes four major themes of abilities included in emotional intelligence, namely (1) perceiving emotions, (2) using emotions, (3) understanding emotions, and (4) managing emotions. It is hypothesized that the ability to decipher emotions, utilize them, detect mood changes, and regulate among them leads to more effective interaction and communication with other people. While Salovey and Mayer may have initiated the conceptual development of emotional intelligence, Daniel Goleman (2001) is given credit for popularizing the theory of emotional intelligence. Goleman believed that in addition to cognitive intelligence, individuals are also equipped with emotional intelligence. Children and youth may be able to learn and refine these emotional abilities through sport participation. An article by Berryman (1996) evaluates youth sports this way:

Although educators, parents, child welfare workers and leaders of agency sponsored sport programs do not always agree about the benefits of youth sports and the objectives of youth sport programs, the notion of providing wholesome, character-building activities to occupy the leisure time of children and youth to enable them to make the transition from childhood to adulthood has become an accepted view. (p. 7)
If children and youth tend to learn and develop more than adults then the improvement of emotional intelligence might also be greatest during this time and might occur while participating in sports.

Team sports may be an important venue for children and youth to develop and refine skills included in emotional intelligence. Team sports emphasize individuals working together toward a common goal and even sacrificing their own success for overall team success. A Stanford University study that tested the effects of team sports versus health education found weight loss improvements and the frequency of exercise, “Compared with children receiving health education, children in the soccer group had significant decreases in body mass index z scores at 3 and 6 months and significant increases in total daily, moderate, and vigorous physical activity at 3 months” (Weintraub et al., 2008, p. 236). Working in teams is considered typical in a real world business setting whereby individuals must work with a diverse employee base and often sacrifice their own personal gains for that of the team or business. Therefore, this study will focus on understanding the development of emotional intelligence and the role that participation in youth sports might play in learning and using emotional abilities.

**REVIEW OF LITERATURE**

The review of literature surveyed two major topics, emotional intelligence and youth sports. The primary focus of the review was on the significant research studies and publications for each topic over approximately the past fifteen years, including some historical or theoretical pieces that have established or created a foundation for each area.
Emotional Intelligence (E.I.)

The most widely recognized definition of emotional intelligence is "the ability to monitor emotions and to use the information to guide actions" (Salovey & Mayer, 1990, p. 198). As simple and straightforward as this definition appears, it is much more complex than that. Goleman (2001) paved the way for additional research on this topic by defining the theory in more depth:

The competencies associated with E.I. relate to four cardinal domains, defined by two key domain factors: (a) ability-recognition versus regulation of emotion, and (b) target-whether competence relates to self versus others. It yields four E.I. components: (a) recognition of emotions in self; (b) recognition of emotions in others; (c) regulations of emotions in self; and (d) regulations of emotions in others. (p. 28)

This theory picked up momentum without extensive research support. “The concept also proved extremely popular among practitioners, as evidenced by Goleman’s (1995, 1998) best-selling books” (Donaldson, 1992, p. 34). Some say the reason the theory has not received any critical review is because the theory derives from its own popularity and uncritical promotion (Goleman, 2001). That reasoning has led to criticism from the scientific community. Some researchers (Zeidner, Matthews, & Roberts, 2001) in the field claim there is not enough data to indicate that emotional intelligence forecasts success. “Psychologists view popular claims about predicting success as ill-defined, unsupported, and implausible” (Davies, Stankov, & Roberts, 1998, p. 995). Goleman’s theory garnered a progressive following despite the fact that the topic was relatively new.

As emotional intelligence gained in popularity, the definition of intelligence became more complex. A majority of articles (Ciarrochi, Chan, & Caputi, 2000; Goleman, 2001; Salovey & Mayer, 1990; Warwick & Nettelbeck, 2004) argued that there are two types of intelligence, cognitive and emotional. If a person better understands emotions and how they
affect the social environment, that person can compensate for a lack of cognitive intelligence. To put it more simply street smarts, or emotional intelligence, can make up for a lack of book smarts, or cognitive intelligence. Some broad-based research has been done on the subject and studies (Ciarrochi et al., 2000; Harms & Crede, 2010; Joseph & Newman, 2010; Warwick & Nettelbeck, 2004) do exist about the validity of the theory of emotional intelligence.

The validity of the theory and how it could affect the future became more significant with additional studies. In the famous “marshmallow studies” at Stanford University, four year-old children were seated at a table with one marshmallow in front of them (Shoda, Mischel, & Peake, 1990). The child was instructed to wait until the experiment administrator returned before they could eat the marshmallow. If they were able to resist the temptation to eat the marshmallow, they would receive an additional marshmallow. Ten years later when the children were in high school, the study tested those same participants. The study revealed that the children who were able to resist eating the marshmallow had an average SAT score 210 points higher than the children who could not wait (Shoda et al., 1990). In another study done at the University of Pennsylvania, researchers studied predictors of higher grades in first year students. Optimism was a more accurate predictor of overall success than high school grades or SAT scores (Shoda et al., 1990). These studies showed a relationship between emotional awareness and behavior. Participants who had a positive outlook on life were more successful academically. Children who were able to resist temptation when they were younger also ended up having more success academically. These types of studies only prompted additional questions. Were children able to decipher at a young age that following instructions and being patient would yield greater long-term results? Is optimism a predictor
of success because someone has the confidence to achieve? How do we further develop confidence and optimism in young minds?

There is growing support of how emotional intelligence is emerging as an important entity in the business world. "Raw intelligence accounts for only about 1% of management success," said Martyn Newman, a clinical psychologist. "It gets you into the game but does not determine how things go from there. What really matters when attempting to move into a senior leadership position is emotional intelligence - the ability to identify, assess and manage the emotions of others" (Chynoweth, 2009, p. 6).

Following this line of thinking, Dong and Howard (2006) linked emotional intelligence and on-the-job satisfaction and described how internal factors impact employee satisfaction more than external factors. “This new perspective is critical to communication research as it draws researchers' attention to the impact of two critical variables-trust and emotional intelligence-on job satisfaction…helps communication researchers look into more internally driven factors (like trust) instead of external factors such as pay scales and organizational environment” (p. 385).

Additionally, a new focus on how to develop managers at every stage to get the best performance out of their employees arose. One article (“Emotional Intelligence at Work,” 2008) suggested that it was not surprising that organizations had become increasingly interested in helping their staff, particularly those in leadership positions, to develop their emotional intelligence competencies. "These organizations realize that leaders at any level are essentially emotion managers and that effective team leadership and team membership requires much more than good technical, thinking, or decision-making skills" (“Emotional Intelligence at Work,” 2008, p. 8). Human resources in corporate America began looking
more closely into the development of their managers to ensure they are getting the best out of each employee they supervise.

Sayeed and Shanker (2009) described how human resource departments were taking a closer look at developing emotional intelligence:

> Importance of effective leadership is increasingly perceived in organizations to meet the new challenges of growth and development. The role of emotional intelligence is equally significantly recognized for its temperamental impact on the organization through an attempt at transformation and change. Since the enabling mechanism rests at the managers' temperamental level thereby creating emotional capability, there is a need to enhance this enabling force in the organization through HR interventions in the area of selecting emotionally intelligence professionals and training those who are trainable, and who can inculcate a process of transformation through people. (p. 601)

As previously discussed, the theory of emotional intelligence is not accepted in all corners (Zeider et al., 2001) and an appropriate question is whether or not one can develop those skills to improve their emotional intelligence competency? A study by Groves, McEnrue and Shen (2008) showed that it is possible to develop these skills to improve emotional intelligence and outlined the protocol, “the study not only indicates that it is possible to enhance EI through deliberate training but details the training design and process so that future researchers can replicate the process” (p. 245). This study supported the thinking that emotional intelligence can be validly tested and developed.

Few studies have significantly linked and discussed emotional intelligence and sport. However, Laborde, Brüll, Weber, and Anders’s (2011) article discussed some of the reasons why athletes might be interested in developing their emotional intelligence competency. The article raised this point, “withstanding pressure is the key for athletes to reach a high level of performance, and if trait E.I. has an influence on the reaction to stress, athletes might be interested in whether it is possible to change EI, which may in turn influence the way they physically react to a stressor” (p. 26). In summary, if athletes can develop additional ways to
handle stressful and highly competitive environments more efficiently it could improve their all-around performance.

Devonport, Lane, Lowther, and Thelwell (2009) discussed how sport psychology and emotional intelligence are intertwined. “In terms of relationships between specific psychological skills and subcomponents of emotional intelligence, results show that participants who use self-talk are more likely to be able to appraise their own emotions, appraise others' emotions effectively and regulate their emotions” (p. 198). It reaffirmed how this may benefit athletes by stating “thus enhancing emotional intelligence should increase an athlete's ability to cope with a number of stressors, including those experienced in competition and also those experienced from the demands of everyday life (p. 199).

Perhaps the most interesting article on emotional intelligence and sport studied National Hockey League (NHL) players and how their emotional intelligence levels compared to other people. “The findings indicate that National Hockey League players score above the population average on emotional intelligence… It appears that a) self-awareness, b) emotional management and stress tolerance, and c) an elevated general mood, are significantly higher amongst NHL players than they are in the general population” (Perlini & Halverson, 2006, p. 116). Even though research on how sport participation and emotional intelligence is limited, enough exists on the two topics to reasonably support the need for additional studies. Sport participation at the youth level is worth examining more closely. In the next section, youth sports will be examined and how they interface with the theory of emotional intelligence.
Youth Sports

Children participated in sport well before organized leagues existed. Most games were played informally in parks or on the streets. Many adults remember those days when they played and competed for fun. While children were having fun, they also benefited from sports in two major ways, physically and psychologically.

Alongside employers, parents believe that participating in youth sports is important to a child’s development. According to Quinn (1999), Americans viewed after-school programs offered as an effective way to help young people participate in constructive and meaningful activities, like sport. Sports are a popular after-school activity and parents understand that keeping a youngster’s mind busy in the afternoon is better for kids. A coach, quoted in a newspaper on the benefits of being on a competitive swim team all year round, stated, “It’s a good thing for kids to make a commitment, work their hardest, and reap the benefits of positive self-esteem, accomplishments, sportsmanship, discipline, and time management too” (Middleton, 2006, p. 1). This study demonstrated similar results. “Adolescents who participate in these activities have lower school absenteeism, are less likely to drop out, like school more, get better grades, and are more likely to attend college than adolescents who do not participate” (Simpkins, Ripke, Huston, & Eccles, 2005, p. 51). Other comparable outcomes were found in a study by Harrison and Narayan (2003) that students involved in other activities, alone or in combination with sports, were less likely to be involved with alcohol consumption, marijuana use, and/or vandalism. In addition, this article made it clear that team sports are beneficial to children in other areas of life not just physical aspects. “The results indicated that for middle school boys and high school boys and girls, sports team participation was associated with a higher GPA” (Fox, Barr-Anderson, Neumark-Sztainer, &
The literature supports the theory that youth sport activities are beneficial to children in a variety of ways.

Youth sports activities not only significantly benefit the body and the brain, but also one’s maturity. According to Fletcher, Nickerson and Wright (2003), children involved in sports activities reported a higher level of psychosocial maturity. Their findings suggested that elementary-aged children who participated in structured leisure activities experience greater psychosocial development and academic competence than their peers who were not as involved in these types of activities. Clearly, sports participation by youth is an area worth studying, especially as it may develop emotional intelligence and foster success in various aspects of life.

In summary, emotional intelligence theorizes that an individual’s ability to comprehend the social environment and discriminate between feelings and emotions contributes a better chance of succeeding in social relationships as well as life in general. The theory of emotional intelligence gained acclaim in spite of a lack of research about its validity. Studies have linked emotional development and decision-making and how these can be used to predict future success. Likewise, youth sports involvement enhances the acquisition of physical benefits by participants, as well as various social and psychological benefits. It appears that a relationship might exist between sport participation and the development of emotional intelligence. Therefore, a study examining participation in youth sports and its effect on the development of emotional intelligence appears warranted.

**PURPOSE OF THE STUDY**

The purpose of this study was to determine whether participation in youth sports influenced the acquisition of emotional intelligence competencies among middle school
students. This study was designed to determine the relationship between youth sports participation and emotional intelligence competency. These two variables have not yet been effectively linked or studied. The measurement of an individual’s emotional intelligence and an attempt to link it with youth sports participation seems feasible. Such a study linking youth sports participation with the development of emotional intelligence competency would contribute to the perceived value of youth sports participation and may yield information about which types of sports lead to the greatest development of emotional intelligence. As such, the following hypotheses were tested in this study:

H1 - Middle school students that participated in youth sports will have higher LEQ scores than middle school students that did not participate in youth sports.

NULL - There will be no significant difference in LEQ scores among youth sport participants and non-participants.

H2 - Middle school students that participated in team and individual youth sports will have higher LEQ scores than those students that participated in only individual sports for youths.

NULL - There will no significant difference in LEQ scores among participants that participated in team and individual youth sports and those students that participated in only individual sports for youths.

H3 - Female middle school students that participated in youth sports will have higher LEQ scores than male middle school student that participated in youth sports.

NULL - There will be no significant difference in LEQ scores by gender among participants that participated in youth sports.

H4 – Middle school students that have participated in youth sports for four years or more will have higher LEQ scores than those that participated for less than four years.

NULL - There will be no significant difference in LEQ scores for youth sport participants based on number of years of participation.

H5 – Middle school students that participated in football or basketball will have higher LEQ scores than students that participated in other youth sport offerings.

NULL - There will be no significant difference in LEQ scores for youth sport participants based on the sport in which that they participated.
CHAPTER 2

METHODS AND PROCEDURES

The purpose of this study was to determine whether participation in youth sports influenced acquisition of emotional intelligence competencies among middle school students. This chapter discusses the subjects, the instrument used for the study, the procedures, and the method of data analysis.

SUBJECTS

The subjects for this study were middle school students at Pacific Beach Middle School. They were participants in an after school program called Prime Time. Prime Time is a weekly after-school program conducted from 2:00- 6:00 p.m., Monday through Friday. The Prime Time program contained elements of physical activity as well as academic work. Approximately 800 students aged 11 to 14 years attended Pacific Beach Middle School with approximately 10% of those students attending the Prime Time program. Participants were only required to sign an Informed Consent Letter and an Assent Form per instructions of the San Diego State University Institutional Review Board (SDSU IRB). There were no other stipulations that had to be met in order for the subjects to participate. The SDSU IRB required that a parent or guardian sign the Informed Consent Letter and that the subjects themselves signed the Assent Form. The subjects were selected using convenience, non-probability sampling. Nineteen students participated in the study with eleven females and eight males completing all of the letters, forms and questionnaires. The students had an average age of thirteen years.
**DESCRIPTION OF INSTRUMENT**

The instrument included a Life Effectiveness Questionnaire (LEQ). The Life Effectiveness Questionnaire was developed by James Neill (2007) and was obtained from the Internet. Mr. Neill has this statement on his website discussing the usage of the LEQ, “The LEQ has been developed over a period of 15 years, tested on approximately 5000 individuals” (Neill, 2003, para. 1). It also “has shown good predictive validity in that programs which aim to change particular factors have exhibited predictable effects using the LEQ” (Neill, 2003, para. 2). The Life Effectiveness Questionnaire was used for three primary reasons; (1) the LEQ had been used previously to assess emotional intelligence competency, (2) the LEQ was simple to fill out for the study population, and (3) the LEQ responses were easy for the researcher to tabulate into meaningful results. The simplicity of the test was an important fact because of the age and education level of the population that was being studied. Additionally the researcher had permission from Mr. Neill and was allowed to use the LEQ at no additional cost to the researcher. A study on the LEQ psychometrics defined what was being tested this way, “‘life effectiveness’ the psychological and behavioral aspects of human functioning which determine a person’s effectiveness or proficiency in any given situation” (Neill, Marsh, & Richards, 2003, p.10). The study further discussed its primary use and what the study established about the LEQ:

The Life Effectiveness Questionnaires offers a short, reliable, easy-to-use, freely available instrument which has been developed and tested in a wide variety of outdoor education programs ... Whilst the 24-item, 8-factor can be confidently recommended, it is important to check whether or not the scales are adequate of individual program aims and objectives. Conceivably the LEQ could be expanded to include other scales or some scales could be dropped if they are not relevant. (Neill et al., 2003, p.21)

The LEQ was chosen as it effectively measured the participants' emotional intelligence level. Participants responded to twenty-four items and each of the twenty-four
statements utilized a Likert scale to answer. The scale had a range of one to eight, with one signifying the statement was false or ‘not like me,’ and eight signifying the statement was true or ‘like me.’ The numbers in between two and seven indicated varying degrees of ‘not like me’ to ‘like me.’ A second part of the instrument included five survey questions about youth sport participation. Questions in this portion included one question that allowed for only one answer or response and four others that allowed for multiple choices for each response. The instrument was reviewed and approved by the SDSU Institutional Review Board. A copy of the instrument can be found in Appendix A.

The Informed Consent Letter and Assent Form were reviewed and approved by the SDSU Institutional Review Board. A copy of the Assent Form can be found in Appendix B, and Informed Consent Letter is found in Appendix C.

**DESCRIPTION OF PROCEDURES**

Prior to data collection, the Prime Time program administrator and the school principal at Pacific Beach Middle School were contacted by email. An in-person meeting with them was arranged, and permission was granted to distribute the LEQ and questionnaire in the Prime Time classroom. Upon receiving permission from Pacific Beach Middle School, the San Diego Unified School District's approval was also obtained to conduct the study. The Informed Consent Letter and the Assent Form were sent home for parent and child approval to be returned with accompanying signatures. Approximately 75 Informed Consent Letters and Assent Forms were sent home with students in the Prime Time program. Only students in the Prime Time program were used in this study.

The data for the study were collected in May 2008. The data were collected in the Prime Time classroom setting at Pacific Beach Middle School. The LEQ and questionnaire
was distributed and verbal instructions explained how to complete them. Students were asked to follow the instructions at the top of the LEQ and questionnaire respectively. The researcher followed a written script to ensure that each set of students would have identical information about the procedures. The researcher answered questions on how to appropriately response to each statement and/or question. The researcher did his best to ensure that no bias was presented while answering questions about the study. All participants took the LEQ and they responded to the entire questionnaire within approximately fifteen minutes. The majority of participants had no questions and finished under ten minutes. The researcher collected the LEQ and sport participation questionnaires after each student was finished.

**Method of Data Analysis**

The data were tabulated separately for the LEQ and the Sport Participation questionnaire. Responses were organized using Microsoft Excel. Each table was created to describe and clarify the results of the study. Many of the primary tables described the subjects of the study and whether or not they participated in youth sports. These tables described which types of sports the respondents participated in and for how long. Additionally, the tables displayed how each participant scored on the Life Effectiveness Questionnaire (LEQ). The LEQ had twenty-four statements that used a Likert scale one through eight. A maximum score on the test was 192 and the minimum score was 24. The total scores identified how proficient each participant felt they were with each statement. The researcher used basic mean and mode functions to describe the results. Data were cross-tabulated using mean values of LEQ scores and participation responses. For each hypothesis, a t-test was used with a P value of .05 to determine statistical significance among factors of
the LEQ and sport participation. A two-tailed t-test was selected to test for statistical significance as it effectively compared mean scores among the participants in two groups within this study for each hypothesis.
CHAPTER 3

RESULTS

Data were collected from 19 participants or approximately 23.75% of the students enrolled in the Prime Time after-school program at Pacific Beach Middle School in San Diego, California, during the spring of 2008. The results are reported using descriptive statistics from the instruments including demographic data with raw numbers, percentages, frequencies, mean scores, and t-test values. Of the 19 participants that completed both questionnaires, eleven were females (58%) and eight were males (42%).

YOUTH SPORT PARTICIPATION

Ten of the participants in the study had played youth sports (n=10, 52.6%). The remaining nine participants had never participated in youth sports (n=9, 47.4%). The mode for years of participation among respondents was four years while the mean for those individuals reporting that they had played youth sports was 3.7 years of participation (see Table 1).

<table>
<thead>
<tr>
<th>Number of Years of Participation</th>
<th>Number of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>9</td>
<td>47.3</td>
</tr>
<tr>
<td>1</td>
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<td>5.3</td>
</tr>
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<td>2</td>
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<td>5.3</td>
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<td>3</td>
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<td>4</td>
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<td>15.8</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td>6 or more</td>
<td>1</td>
<td>5.3</td>
</tr>
</tbody>
</table>
LIFE EFFECTIVENESS QUESTIONNAIRE (LEQ) SCORES

Table 2 contains the participant scores on the 24 statements of the Life Effectiveness Questionnaire (LEQ). Of the 19 participants, the mean score on the LEQ was 135.37. LEQ scores ranged from a high of 170 to a low of 93 (range = 77). Each participant’s score is listed in the Table 2 by their identification number.

Table 2. Life Effectiveness Questionnaire Scores

<table>
<thead>
<tr>
<th>Participant</th>
<th>LEQ Score</th>
<th>Distance from Mean</th>
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<tbody>
<tr>
<td>#1</td>
<td>139</td>
<td>+3.63</td>
</tr>
<tr>
<td>#2</td>
<td>131</td>
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<td>#3</td>
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<td>#4</td>
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</tr>
<tr>
<td>#5</td>
<td>112</td>
<td>-23.37</td>
</tr>
<tr>
<td>#6</td>
<td>134</td>
<td>-1.37</td>
</tr>
<tr>
<td>#7</td>
<td>134</td>
<td>-1.37</td>
</tr>
<tr>
<td>#8</td>
<td>129</td>
<td>-6.37</td>
</tr>
<tr>
<td>#9</td>
<td>137</td>
<td>+1.63</td>
</tr>
<tr>
<td>#10</td>
<td>128</td>
<td>-7.37</td>
</tr>
<tr>
<td>#11</td>
<td>119</td>
<td>-16.37</td>
</tr>
<tr>
<td>#12</td>
<td>141</td>
<td>+5.63</td>
</tr>
<tr>
<td>#13</td>
<td>170</td>
<td>+34.63</td>
</tr>
<tr>
<td>#14</td>
<td>158</td>
<td>+22.63</td>
</tr>
<tr>
<td>#15</td>
<td>160</td>
<td>+24.63</td>
</tr>
<tr>
<td>#16</td>
<td>151</td>
<td>+15.63</td>
</tr>
<tr>
<td>#17</td>
<td>136</td>
<td>+0.63</td>
</tr>
<tr>
<td>#18</td>
<td>145</td>
<td>+9.63</td>
</tr>
<tr>
<td>#19</td>
<td>146</td>
<td>+10.63</td>
</tr>
</tbody>
</table>

TYPE OF YOUTH SPORT PARTICIPANT BY LEQ SCORES

Table 3 contains a comparison of LEQ scores for the participants in youth sports and the non-participants. The first hypothesis stated that middle school students that participated in youth sports would have higher Life Effectiveness Questionnaire scores than middle school students that did not participate in youth sports. The results showed that middle school students that participated in youth sports had an average score of 143.8 and those that did not participate had an average score of 126. Individuals that participated in youth sports had a
Table 3. Type of Participant by LEQ Scores

<table>
<thead>
<tr>
<th>Type of Participant</th>
<th>Number</th>
<th>Mean LEQ Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant in Youth Sports</td>
<td>10</td>
<td>143.8</td>
</tr>
<tr>
<td>Non-Participant</td>
<td>9</td>
<td>126.0</td>
</tr>
</tbody>
</table>

T-value = 2.4561
P-value = .0330

higher mean score on the Life Effectiveness Questionnaire than those that did not participate in youth sports. A two-tailed t-test indicated that the mean value difference was significant at the .05 level and, therefore, the null hypothesis was rejected. Those that participated in sports had an average score of 17.8 points higher (see Table 3).

**PARTICIPATION FORMAT BY LEQ SCORES**

Participants were asked if they participated in youth sports that were individual in nature, as part of a team, or both types of participation. The second hypothesis dealt with type of sports participation and stated that middle school students that participated in team sports or team and individual sports would have higher LEQ scores than those students that only participated in individual sports. This data was inconclusive as the numbers of participants that only participated in individual sports was too small to test (n=1). Although the data showed that middle school students that participated in team and individual sports had higher mean LEQ scores than students that participated in individual sports only, no testing of significance could be completed with any degree of validity or reliability given the smallness of the sample. Thus, no conclusions could be reached on this hypothesis. Those that participated in team youth sports had the highest mean score on the Life Effectiveness Questionnaire. A two-tailed t-test indicated that the mean value difference was not significant at the .05 level. The greatest number of participants were in the team format (see Table 4).
Table 4. Youth Sport Format by LEQ Scores

<table>
<thead>
<tr>
<th>Participation Format</th>
<th>Number of Participants</th>
<th>Percent of Participants</th>
<th>Mean LEQ Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>1</td>
<td>10%</td>
<td>145.00</td>
</tr>
<tr>
<td>Team/Team and Individual</td>
<td>9</td>
<td>90%</td>
<td>141.63</td>
</tr>
</tbody>
</table>

T-value = 0.5702  
P-value = .9451

**SPORT PARTICIPANT GENDER BY LEQ SCORES**

Of the participants that had participated in youth sport programs, males (n=6) had a higher mean score on the Life Effectiveness Questionnaire than did females (n=4).

Hypothesis three stated that female middle school students that participated in youth sports would have higher LEQ scores than male middle school students that participated in youth sports. The data showed that males that participated in youth sports programs had higher mean LEQ scores than females that participated in youth sports programs. The results indicated that males that participated in youth sports had an mean score of 152.67 and females that participated in youth sports had a mean score of 130.50. The difference between male participants' scores and females participants' scores was significant at the .05 level of confidence. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. A two-tailed t-test indicated that a significant difference existed at the .05 level (see Table 5).

Table 5. Sport Participant Gender by LEQ Scores

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number of participants</th>
<th>Percentage of participants</th>
<th>Mean LEQ Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>4</td>
<td>40%</td>
<td>130.5</td>
</tr>
<tr>
<td>Male</td>
<td>6</td>
<td>60%</td>
<td>152.7</td>
</tr>
</tbody>
</table>

T-value = 2.9228  
P-value = .0302
SPORT PARTICIPATION LENGTH BY PARTICIPANT LEQ SCORES

Table 6 contains participant scores on the LEQ broken down by the number of years respondents had participated in youth sport programs. Hypothesis four stated middle school students that have participated in youth sports for four years or more will have higher LEQ scores than those that participated for less than four years, regardless of gender. The mean score difference between students that had participated for more than four years and students that participated for less than four years scores was not significant at the .05 level of confidence. Therefore, the null hypothesis was accepted. A two-tailed t-test showed a P-value of .2209, which is not significant at the .05 level of confidence.

Table 6. Participant LEQ Scores and Sport Participation Length

<table>
<thead>
<tr>
<th>Length of Participation</th>
<th>Number of Participants</th>
<th>Percent of Participants</th>
<th>Mean LEQ. Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years or longer</td>
<td>6</td>
<td>60%</td>
<td>149.33</td>
</tr>
<tr>
<td>Less than 4 years</td>
<td>4</td>
<td>40%</td>
<td>135.50</td>
</tr>
</tbody>
</table>

T-value = 1.4694  
P-value = .2209

TYPE OF SPORT

From a list of some 16 sports (of which baseball was inadvertently omitted), soccer was reported by the greatest number of participants (n=8) as a sport that they had participated in. Basketball was the next highest sport that was participated in by respondents. The fifth hypothesis posed the question as to which sport would show the highest emotional intelligence competency scores on the LEQ. This hypothesis was dismissed after examining the data. There were not sufficient responses overall to compare LEQ scores sport by sport. Unfortunately, for most sports, only one individual responded that they participated in that particular sport and, therefore, due to a lack of sample data, no tests for significance could be conducted and no conclusion could be determined. Sports that were not identified by any
participants as a sport they participated in have been omitted from the data table (see Table 7).

Table 7. Type of Sport by Number and Percentage

<table>
<thead>
<tr>
<th>Sport</th>
<th>Number of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soccer</td>
<td>8</td>
<td>80%</td>
</tr>
<tr>
<td>Football</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Basketball</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>Volleyball</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Tennis</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Golf</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Snowboarding</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Skiing</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Swimming</td>
<td>3</td>
<td>30%</td>
</tr>
</tbody>
</table>
CHAPTER 4

DISCUSSION, RECOMMENDATIONS AND SUMMARY

DISCUSSION

Daniel Goleman (2001) popularized the theory of emotional intelligence that served as a foundation for this study. Goleman defined emotional intelligence as “the ability to monitor one’s own and others’ emotions, to discriminate among them, and to use the information to guide one’s thinking and actions” (p. 28). The relationship between youth sport participation and the development of emotional intelligence as measured by the Life Effectiveness Questionnaire was examined and, although some significant differences did exist, the small number of participants in this study limited the ability to draw any definitive conclusions about youth sport participation and the development of emotional intelligence.

While Salovey and Moyer (1990), Goleman (2001), and Sayeed and Shanker (2009), explained the benefits of a higher emotional intelligence claiming that it could even be a significant predictor of one’s future success, little research had been completed on how one develops emotional intelligence. This study hypothesized that participation in youth sport programs could play a role in E.I. development. The results of this study tended to demonstrate that individuals participating in these types of programs as youth had higher emotional intelligence scores as measured by the LEQ than individuals that did not participate. This appears to be consistent with how Laborde et al., (2011) described a high emotional competency leads to higher performance in sport. The benefits of participating in youth sport activities were identified with researchers (Middleton, 2006; Schewe, 2005;
Seefeldt & Ewing, 1996) agreeing on the obvious physical benefits while some (Fletcher et al., 2003) embraced the positive mental benefits of playing youth sports. Although limited, the previous research on emotional intelligence and sport were consistent with some of the study results. Devonport et al. (2009) described how high emotional intelligence competency could be beneficial to athletes that play at the highest level. Additionally, Perlini and Halverson (2006) illustrated how current professional athletes demonstrated a higher emotional intelligence level than the general population.

As cited in the literature (Chynoweth, 2009; Gibbs, Epperson, Mondi, Graff, & Towle, 1995), people who have higher emotional intelligence competency typically are better at communicating and socially interacting with others, and they do it more effectively than their counterparts. Sport participation, especially in those sports that require communication and direct interaction with teammates and opponents, would theoretically help in developing emotional intelligence skills and competencies as supported by Devonport et al. (2009) and Perlini and Halverson (2006). If young people are placed into a youth sports environment where they are forced to interact with different personalities and work to achieve a common goal, theoretically it will promote long term success in any type of interpersonal relationship. Working together in a team-oriented environment could be beneficial for all that are involved and, since development rates are greater during youth, it may then be assumed that participating in youth sports will have more value than previously thought in developing emotional intelligence. This researcher posed this hypothesis thinking that team sports that required working together towards a common goal and supporting one another would develop the greatest emotional intelligence given the participant interactions and characteristics of the activity, it could not be tested because of the lack of sample size.
After a closer re-examination of the hypotheses and results connected with them, this study showed limited evidence that youth sports can be useful in developing emotional intelligence. Middle school students that participated in youth sports had a higher emotional intelligence competency as measured by the LEQ than the students that did not participate in youth sports. Middle school students that participated in team youth sports had a higher emotional intelligence competency than those who participated in individual sports; however, the sample size was too small to statistically reach any conclusion. Only one participant played individual sports exclusively and that affected the any true testing of this theory. Male middle school students that participated in youth sports had higher emotional intelligence scores than female students that participated in youth sports. And middle school students that participated in sports four years or longer had a higher emotional intelligence level than those that had participated for a shorter length of time. All of these results appeared to support the theory that youth sports participation had a positive effect on emotional intelligence. In spite of the small numbers of participants in this study, and the scarcity of related literature specifically on this topic, this study demonstrated a tentative level of support that a link exists between the development of emotional intelligence and sport participation.

**Recommendations**

The results for all the hypotheses were encouraging that youth sports could possibly promote a greater development of emotional intelligence among participants. However, there were limitations and problems encountered in this study that, if overcome or eliminated, could produce more definitive results as to the effects of youth sport participation on the development of emotional intelligence. There were only 19 participants in this study.
A minimum of 50 participants would enhance the credibility of future research studies in this area and larger numbers that included a greater cross section of participants would be even more apt to produce results that could substantiate a relationship between emotional intelligence developments through sport participation. Additionally, the study population should be expanded to include not only a greater number of participants overall, but students at both elementary and middle or junior high schools with a broader range of ages. A suggested age range for participants would be 10 to 14 years of age.

The Life Effectiveness Questionnaire in which the participants rate themselves on certain areas of their lives may not be the most reliable or valid way to measure emotional competency. Possibly another measurement tool, or the LEQ coupled with supplemental testing and/or additional cross tabulation, would give researchers a more complete assessment of participants' emotional competency. Any test will have limitations and questions about its validity, but while determining emotional intelligence competency may be difficult, this researcher believes that by capturing a larger, more well-rounded set of data, future studies will be able to produce better or more significant results. Expanding the data set to include other geographically and socioeconomic areas would give the researchers more data to work with. This researcher believes that if future researchers were able to expand their data set and substantiate the validity of their testing or measurement devices, they might find results that could statistically demonstrate the impact that sport participation has on the development or attainment of emotional intelligence.

For future studies, sport participation should be defined more specifically. The definition in this study was too open-ended and too open to interpretation by the respondents. Sport participation should be defined as regular participation in sport, not just an introduction
to or a one-time class in sport. It is also recommended that in future studies sport participation be clearly explained by the researchers to the subjects to ensure the highest degree of accuracy when the respondents are completing the questionnaire or other data collection instrument. Additionally, the Assent Form and Informed Consent Letter frightened many of the potential participants' parents and confused them about this study. It prevented this study from achieving its desired or optimal number of study participants and that was a difficult barrier to overcome. This fear and confusion was attributed to the parents' primary language being Spanish with the letter and form being in English and, therefore, data collection suffered as a result. This researcher recommends that a clear description of the study be outlined in the Informed Consent Letter as opposed to a required general statement that was mandated by the university. Both the Informed Consent Letter and Assent Form should be written in both English and Spanish or other appropriate languages for parents of potential study participants. Avoiding areas where parents might struggle to understand what is required to participate in the study would be another strong recommendation. These recommendations would help tremendously to ensure that there are enough participants in the study so that statistical measures are valid and based on a large enough sample size to improve reliability.

Lastly, this researcher recommends that a more comprehensive listing of sports be developed for use in a study of this nature. Several "new" sports have developed over the last decade that are now included in youth sport programs and are gaining popularity among 10-15 year olds. Sports such as lacrosse, competitive cheerleading, rowing, badminton, wrestling, and water polo have all either appeared on the scene or gained in popularity or recognition for children and youth to participate in. This researcher inadvertently left
baseball off of the choices available to respondents and this, in itself, most likely affected the results of this study negatively. Little League baseball is the largest youth sports organization in the world and should have been included with all the other major youth sports as well as though those are somewhat new. The recommended list of sports should be as broad and comprehensive as possible and should include all sports that are offered to children and youth regardless of gender or regional differences. The inclusion of this kind of a sports list would provide the best data for future researchers.

**SUMMARY**

Although this study was limited by its data set, both breadth and size, this researcher continues to believe that sport has a significant impact on youth development, particularly in the area of psychosocial development. The review of literature on the theory of emotional intelligence and the benefits of participation in youth sports demonstrated the importance of research of this type and nature. Unfortunately, this study, although well intentioned and solid in theoretical construct, contributed little to the foundation needed to substantiate the role sport participation plays in the development of emotional intelligence. This study would be considered a decent pilot to a bigger and more focused study of a similar nature. This study did establish that (1) children that participated in youth sports appeared to have benefited mentally from participation; (2) children that participated and who continued to participate in sport also continued to develop emotionally at a higher levels than non-participants; (3) males that participated in youth sports tended to possess greater emotional intelligence levels than females that participated in youth sports; and (4) children and youth that participated in a variety of sport experiences such as team and individual sports had
greater emotional intelligence competencies than those that just chose individual sports or those that did not chose any sport in which to participate.

This researcher believes that more vital learning takes place while participating in team sports than in a formal classroom setting. Whereas most individuals are required to interact, communicate, and demonstrate skills to colleagues at their workplace, team sports have the potential to develop these skills in a more significant manner than does formal educational training. The ability to clearly communicate and understand others emotions and interactions appears to be an essential element to success. The dedication of more resources to the study of the emotional component of individuals appears warranted at this time.
REFERENCES


L.E.Q. - H

PLEASE DO NOT TURN PAGE YET

READ THESE INSTRUCTIONS

This is a chance for you to consider how you think and feel about yourself in some ways. This is not a test - there are no right or wrong answers, and everyone will have different responses. It is important that you give your own views and that you be honest in your answers and do not talk to others while you think about your answers. They will be used only for research purposes and will in no way be used to refer to you as an individual at any time.

Over the page there are a number of statements that are more or less true (that is like you) or more or less false (that is unlike you). Please use the eight point scale to indicate how true (like you) or how false (unlike you), each statement is as a description of you. Answer the statements as you feel now, even if you have felt differently at some other time in your life. Please do not leave any statements blank.

FALSE
NOT LIKE ME

TRUE
LIKE ME

1 2 3 4 5 6 7 8
This statement doesn’t describe me at all; it isn’t like me at all
More false than true
More true than false
This statement describes me very well; it is very much like me.

SOME EXAMPLES

A. I am a fast thinker.
   (The 6 has been circled because the person answering believes the statement “I am a fast thinker” is sometimes true. That is, the statement is sometimes like him/her.)
   1 2 3 4 5 6 7 8

B. I am a good storyteller.
   (The 2 has been circled because the person answering believes that the statement is mostly false as far as he/she is concerned. That is, he/she feels he/she does not tell good stories.)
   1 2 3 4 5 6 7 8

C. I enjoy working on puzzles.
   (The 8 has been circled because the person really enjoys working on puzzles a great deal, therefore the statement is definitely true about him/her.)
   1 2 3 4 5 6 7 8

** ARE YOU SURE WHAT TO DO? **

If yes, then please turn the page over and circle your answers for all the statements.

If still unsure about what to do, ASK FOR HELP.

PLEASE GIVE HONEST, PRIVATE ANSWERS
## L.E.Q. - H®

### Emotional Intelligence

**Please Circle the Appropriate Response:**

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>FALSE Not like me</th>
<th>TRUE Like me</th>
</tr>
</thead>
<tbody>
<tr>
<td>01. I plan and use my time efficiently.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>02. I am successful in social situations.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>03. When working on a project, I do my best to get the details right.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>04. I change my thinking or opinions easily if there is a better idea.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>05. I can get people to work for me.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>06. I can stay calm in stressful situations.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>07. I like to be busy and actively involved in things.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>08. I know I have the ability to do anything I want to do.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>09. I do not waste time.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>10. I am competent in social situations.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>11. I try to get the best results when I do things.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>12. I am open to new ideas.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>13. I am a good leader when a task needs to be done.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>14. I stay calm and overcome anxiety in new or changing situations.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>15. I like to be active and energetic.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>16. When I apply myself to something I am confident I will succeed.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>17. I manage the way I use my time well.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>18. I communicate well with people.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>19. I try to do the best that I possibly can.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>20. I am adaptable and flexible in my thinking and ideas.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>21. As a leader I motivate other people well when tasks need to be done.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>22. I stay calm when things go wrong.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>23. I like to be an active, 'get into it' person.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
<tr>
<td>24. I believe I can do it.</td>
<td>1 2 3 4 5 6 7 8</td>
<td></td>
</tr>
</tbody>
</table>
Youth Sports Questionnaire

Definition of Terms:

Youth Sport(s)- Organized sport with competitions with Coach present between the ages of 5 and 18 years old

Individual Sport(s)- If you competed individually, for example, Tennis, Golf, Snowboarding, Skiing, Swimming, Cross Country, Track, Wrestling, Diving, Gymnastics, Motor Cross, etc.

Team Sport(s)- If you competed as a team, for example, soccer, basketball, football, hockey, water polo, lacrosse, rugby, volleyball, etc.

Please Circle the Appropriate Response:

1. What is your gender?
   Male         Female

2. How old are you?
   11  12  13  14  15

3. Did you participate in organized youth sports?
   Yes         No

If yes to Question #3, then go to Question #4, If No, survey is completed...thank you!

4. If you have participated in organized youth sports, did you play as an individual or as a team?
   Individual      Team      Both

5. How many years have you participated in organized youth sports?
   1  2  3  4  5  5+

6. Please mark any youth sport(s) you have participated in:

   Team        Individual
   ___Soccer     ___Tennis
   ___Football   ___Golf
   ___Hockey     ___Snowboarding
   ___Basketball ___Skiing
   ___Water Polo ___Swimming
   ___Rugby      ___Cross Country
   ___Lacrosse   ___Track
   ___Volleyball ___Wrestling
   ___Other: _____________  ___Other: _____________

THANK YOU!
APPENDIX B

ASSENT TO PARTICPATE IN
RESEARCH FORM
SAN DIEGO STATE UNIVERSITY
Assent to Participate in Research
(13-18 year olds)

You are being asked to participate in a research study. Before you agree to be a volunteer, it is important that you read the following information and ask as many questions as necessary to be sure you understand what you will be asked to do.

**Description of the Study**

If you decide to participate, you will be asked complete a questionnaire with 24 statements and additional information about your participation in sports.

If you decide to participate, I will be using the results to find out how sports affect youth development.

**Confidentiality**

All information will be kept strictly confidential to the extent allowed by law. Your name will not be revealed in any connection with this study, in public or in print.

**Voluntary Nature of Participation**

Participation in this study is voluntary. This means that you do not have to participate if you don’t want to. You may also change your mind at any time.

Please circle yes or no for choice below to tell us what you want to do:

I want to participate in this study  **YES or NO**

__________________________  __________
CHILD’S SIGNATURE  DATE

__________________________  __________
SIGNATURE OF PROJECT REPRESENTATIVE  DATE
APPENDIX C

INFORMED CONSENT LETTER
The effects of Youth Sports Participation on Emotional Intelligence in Middle Schooler's

You are being asked to allow your child to participate in a research study. Before you give your permission for your child to participate, it is important that you read the following information and ask as many questions as necessary to be sure you understand what your child will be asked to do.

A research study on emotional intelligence is being conducted by Brendan B. Gail, a Sports Business Management Major at San Diego State University. The purpose of this study is to determine if participation in youth sports influences emotional intelligence. Your child is being asked to take part in this study by completing a questionnaire. The questionnaire should only take about 3-5 minutes to complete. There will be statements on the questionnaire that will use a likert scale to determine whether or not that particular statement describes the child. Grades will not be affected in any way regardless of what you decide. If you have any questions about the research now, please ask. If you have questions later about the research, you may contact me at bg.gail@gmail.com or (619) 594-6130. It is unlikely that participation in this project will result in harm to participants. If any complications arise, we will assist your child in obtaining appropriate attention. If your child needs treatment or hospitalization as a result of being in this study, you are responsible for payment of the cost for that care. If you have insurance, you may bill your insurance company. You will have to pay any costs not covered by your insurance. San Diego State University will not pay for any care, lost wages, or provide other financial compensation. However, if you feel you have a claim which you wish to file against the State, please contact the Office of Research Administration at (619) 594-6622 to obtain the appropriate claim form.

Participation in this study is voluntary. Your decision of whether or not to allow your child to participate will not prejudice your future relations with San Diego State University. If you decide to allow your child to participate, you are free to withdraw your consent and to discontinue his/her participation at any time without penalty or loss of benefits to which you are otherwise entitled. Potential benefits associated with the study include a correlation between youth sport participation and emotional intelligence competency. If you have questions regarding your child's rights as a human subject and participant in this study, you may contact an IRB representative in the Division of Research Administration at San Diego State University (telephone: 619-594-6622; email: irb@mail.sdsu.edu). If you agree to allow your child to voluntarily participate in this
research project as described, please indicate your agreement by signing the permission slip on this page.

Your signature below indicates that you have read the information in this document and have had a chance to ask any questions you have about the study. Your signature also indicates that you agree to allow your child to be in the study and have been told that you can change your mind and withdraw your consent to participate at any time. You have been given a copy of this agreement. You have been told that by signing this consent document you are not giving up any of your legal rights.

Name of Participant (please print)

_____________________________________ __________________
Signature of Parent or Guardian Date

_____________________________________ __________________
Signature of Investigator Date