



LiFE*sports*
LEARNING IN FITNESS AND EDUCATION

Technical Report: *LiFEsports* Survey Tools

The *LiFEsports* Initiative
College of Social Work
The Ohio State University

LiFEsports Survey Tools
Social Sports Experience Scale



THE OHIO STATE UNIVERSITY
COLLEGE OF SOCIAL WORK

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Social Sports Experience Scale

I. Definition of Construct

Social responsibility refers to attitudes and initiative of respecting the rights of others, being a responsible citizen, and avoiding violent and destructive behaviors (Ford, Wentzel, Wood, Stevens, & Siesfeld, 1989). As such, social responsibility is a goal of many physical activity-based positive youth development programs (*e.g.*, Brunelle, Danish, & Forneris, 2007; Hellison, 2011).

II. Relevance for Practice

Literature in physical activity-based positive youth development has suggested that such programs can foster personal and social responsibility by genuinely caring about, respecting, and listening to youth as well as gradually shifting power and decision-making from adult staff to youth (Hellison, 2000). As such, literature has suggested that social relationship mechanisms are associated with developing social responsibility (McDonough, Ullrich-French, Anderson-Butcher, Amorose, & Riley, 2013).

III. Scale Description and Instructions

A. Items

1. I respect others when playing sports.
2. I work well with my group members when playing sports.
3. I control my temper when playing sports.
4. I play sports fairly even when an adult is not around.
5. I am good at working together with my group members when playing sports.
6. I take responsibility for my actions when playing sports.
7. I act responsibly when playing sports.
8. I cooperate with others when playing sports.

B. Response Options

1. = Not at all true
2. = A little true
3. = Somewhat true
4. = Pretty true
5. = Really true

C. Instructions for Respondents

Please read each statement and decide if the statement is “not at all true” for you, “a little true” for you, “somewhat true” for you, “pretty true” for you, or “really true” for you. Fill in the circle that best shows your answer.

D. Instructions for Scale Administrators

Once each student has a survey, explain that the purpose of the survey is to learn more about their social responsibility in sport. They should mark one answer per statement, selecting the choice that best reflects how they feel.

IV. Scoring Procedures

An average of the response scores from the eight (8) items should be calculated and used as an indicator of social competence, with higher scores reflecting greater levels of social competence.

V. Psychometric Properties of the Scale

Social responsibility was measured using Social Sports Experiences Scale (Anderson-Butcher, Wade-Mdivanian, Riley, & Davis, 2010). This tool was originally developed for use in a sport-based positive youth development program to assess youths' perceptions of acting respectfully, responsibly, fairly, and cooperatively with others in sports activities.

Confirmatory factory analyses (CFAs) supported a one-factor model. There was also evidence of complete invariance across the two different physical activity-based positive youth development programs and gender, and support for configural and metric invariance across age and time. These findings support the factorial validity of the Social Sports Experiences Scale. For further detail analysis of the psychometric properties for the scale, please refer to the published manuscript by McDonough, Ullrich-French, Anderson-Butcher, Amorose, & Riley (2013) titled "Social Responsibility among Low-Income Youth in Physical Activity-Based Positive Youth Development Programs: Scale Development and Associations with Social Relationships" which appears in the *Journal of Applied Sport Psychology*.

VI. Summary

The results of the psychometric testing indicate support for the Social Sports Experience Scale to measure social responsibility for practice and research youth development initiatives.

VII. Recommended Citation of Scale

When using the Social Sports Experience Scale for program evaluation or research purposes, please use the following citation:

Anderson-Butcher, D., Wade-Mdivanian, R., Riley, A., & Davis, J. (2010). *LiFE Sports 2009 annual camp evaluation report*. Columbus, OH: College of Social Work, The Ohio State University.

References

- Brunelle, J., Danish, S. J., & Forneris, T. (2007). The impact of a sport-based life skill program on adolescent prosocial values. *Applied Developmental Science, 11*, 43–55.
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LiFEsports is a university-wide Initiative at The Ohio State University focused on promoting quality youth development experiences through sport, recreation, and play. For more information, please visit our website at: www.osulifesports.org or contact us at LiFESports@buckeyes.ath.ohio-state.edu.