## SUBMITTED ABSTRACTS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>ABSTRACT</th>
<th>KEYWORDS</th>
<th>PRESENTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Filipino Basic Psychological Needs in Physical Education Scale: Preliminary Psychometric Evaluation</td>
<td>The Basic Psychological Needs in Physical Education Scale (BPNPE Scale: Vlachopoulos, Katarzi, &amp; Kontou, 2011) is a short instrument grounded in Self-Determination Theory (Ryan &amp; Deci, 2000; 2002), designed to measure fulfillment of students’ basic needs for competence, autonomy, and relatedness in physical education context. This scale has only been validated in Greek language. Therefore, the purpose of this study is to evaluate the psychometric properties of the BPNPE Scale adapted to Filipino. Four hundred and eight (n=408) Filipino high school students completed a two-page questionnaire assessing their needs fulfillment in PE, autonomy support, and well-being. Principal Axis Factoring with promax rotation extracted a simple three-factor explaining 61.38% of the variance. These correlated factors (r=0.51 to 0.63) were appropriately labeled as Competence (4 items; ( \alpha = 0.82 )), Relatedness (5 items; ( \alpha = 0.80 )), and Autonomy (2 items; ( \alpha = 0.64 )). Cultural factor was considered to explain the Autonomy item which loaded strongly on Relatedness. Construct validity was also supported but test-retest reliability was weak and inadequate. Findings of this study provide preliminary support to the Filipino BPNPE Scale as a valid and reliable tool to assess basic psychological needs in physical education among Filipino high school students. Nevertheless, further scale revision and item refinement is necessary.</td>
<td>basic needs satisfaction, motivation, physical education, self-determination theory, autonomy, competence, relatedness, adolescents, Filipino</td>
<td>Jonathan Cagas University of Jyväskylä</td>
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</table>
Several studies have illustrated the high prevalence of psychological and physical disease in Pakistan. Health locus of control (HLOC) is also revealed to be contributed to the health issues. Simultaneously, an elevated level of physical inactivity has also been identified among the Pakistani society. Though, the combined interaction of these associations in a single study has not been revealed yet, especially in reference to the university students in Pakistan; who are considered to be at the risk age due to the academic stress and rapid physiological changes. Thus, the study implies four main questions in reference to the university students in Pakistan; 1) the prevalence of PA and psychological distress 2) Gender difference in accordance to PA, Quality of life, psychological distress and HLOC 3) The combine as well as separate association of all these variables. Results reveal a large number of students as physically inactive (37.6%). Male students were more active and having a better quality of life in comparison to the female. The high prevalence of psychological distress (25%) has also been identified. Results indicate a linear positive relationship of Physical activity (PA) with mental health and a negative association with psychological distress. Conversely, Psychological distress was negatively related to overall health related quality of life and PA. Results also demonstrate that Students with a better internal HLOC were discovered to be more physically active. However, the results suggest the replication of study with the larger sample size and with more variables. Additionally, it is also imperative to explore the barrier to PA among the student population in Pakistan.
Early Involvement and Pathway Specialization: A Dropout Track in Youth Cross-country Skiing?

Early specialization is criticized for its potential to impair long-term athletic development, consequently increasing dropout from further sport participation. Early diversification within the Developmental Model of Sport Participation (DMSP) postulates that early sampling and late specialization produce less dropout. Still, empirical evidence supporting it is scarce. This study examined dropout rates among Finnish youth skiers in relationship to their developmental pathways and age of first involvement with organized cross-country skiing. The sample consisted of 152 skiers who raced competitively in 2010. Data concerning demographics and sport history was collected through questionnaires. The participation status was followed-up three years later. Twenty-eight developmental pathways were identified and assigned into specialized and non-specialized pathway categories. Based on the age of first involvement (M=7.41; SD=2.51), skiers were grouped into three categories: early (2-5 years old), normal (6-8 years) and late (9-13 years). The chi-square tests revealed no statistically significant association between dropout and pathway category (p=.099). Only the comparison between normal and late involvement groups showed a significant association between late involvement and dropout (p=.027). The results provide no clear support for early diversification hypothesis; rather they suggest optimal age window for first involvement in cross-country skiing.
The purpose of the study is to conduct an extensive, narrative literature review on existing ways of measuring social and emotional learning. Key skills and attitudes that fall within the CASEL (Collaborative for Academic, Social and Emotional Learning) framework of SEL (Social and Emotional Learning) competencies would be studied as independent constructs. The endeavor is to form a comprehensive picture of the relevant measurement tools and identify gaps in existing literature, if any.

At this stage, the research question is to determine which psychometric tools currently exist. The strengths and weaknesses of each will be described, to understand in greater depth the variables that they measure. The study also lays the foundation for the development of a single, consolidated instrument that could lend an added perspective to a real-world practitioner. Going forward, the objective is to provide a basis for further research in the field of social and emotional learning.
| Translation and Validation of the Basic Psychological Needs in Physical Education Scale from Greek to German | Based on the self-determination theory (Ryan & Deci, 2002), which is one of the most important concepts in explaining motivation, students need to be emotionally satisfied in order put effort towards a certain goal. The Basic Psychological Needs Theory is one part of the self-determination theory and it includes concepts of autonomy, competence, and relatedness. A validated and adapted scale should help to investigate societal problems of a decrease in physical activity and demotivation in physical education classes. Purpose Statement: The purpose of this study was to translate the Greek Basic Psychological Needs in Physical Education Scale (BPN-PE: Vlachopulos, Katartzi, & Kontou, 2011) to German, to evaluate cross-cultural validity for the specific German culture. Hypotheses about possible results: The hypothesis is that this instrument will be comparable to the original Greek version in terms of validity and reliability. Furthermore, results should be etic in comparison to Greek culture. Implication and Importance of my study: Testing a scale for reliability and validity is commonly important in research because of cross-cultural differences between countries. The validated scale can be used to examine students’ attitude regarding physical activity and further in any school context in organized environments. Methodology: After getting permission from the German Board of Education, a pilot test with 5th grade students (n = 20, at least), age 11-12, was conducted at Realschule Schuettorf, Germany. Feedback will be evaluated and after one month secondary educational institutions (Grafschaft Bentheim, Germany) were used to collect data from 6th to 10th grade students (n = 372). After receiving the data, besides demographics, descriptives of the basic needs fulfillment; subjective vitality, and perceived autonomy support are reported. Also the instruments; internal consistency and test-retest reliability is analyzed. Finally, factorial and construct validity of the BPN-PE scale was examined. | Self-Determination Theory, SDT, Basic Psychological Needs in Physical Education Scale, BPN-PE, adolescents, German, translation, validation | Philip Heckmann |

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explained. Results: Overall, the questionnaire was internally positively correlated and all tests for reliability could be confirmed. The Principal Component Analysis revealed that three specific sets of items (autonomy, competence and relatedness explained 68 % of the variance) could be determined with strong loadings for the four items in each subscale of BPN-PE which means that the questionnaire is validated. Further, limitations of the study and further suggestions are discussed.
Women in sports have historically been marginalised. Feminist studies have revealed a struggle to balance athletic and feminine identities in “conventionally masculine” sports. However, there is a need to explore women’s experiences in a variety of sports. Interpretative Phenomenological Analysis was used to explore the experiences of three highly skilled Finnish female athletes of Japanese kendo in order to better understand personal and social meanings of gender and sport. Participants were asked to write a personal story based on a prompt statement “A woman in kendo” and comment on other participant’s stories. The data was then interpreted and the following broad themes emerged: personal, socio-cultural, gender and sports framework. The findings reveal that personal motivations to do kendo are related with the process of personal development and learning skills that can be transferred into other areas of life; perceptions of gender construction and gender differences vary among the participants; kendo sports framework is seen as facilitating non-gendered interactions through promotion of equality and respect; differences between Finnish and Japanese socio-cultural contexts become evident as participants discuss gendered cultural encounters. The findings can be relevant to those committed to creating bias-free sporting environment, assuring equal access and increasing participation in sports.
| Enhancing Coaches’ Professional Development Through Goal Setting Program: An Action Research Cross-Case Study |

Coaches have mentioned lack of knowledge and practical training as main barriers for not using mental training in their everyday practice. It has also been stated that the educational programs should include relevant topics and hands-on experiences to increase motivation in further education among coaches. Among a variety of mental training techniques, goal setting has been shown to result in positive outcomes, e.g. enhanced performance, increased team cohesion, enhanced mood, increased self-confidence etc. Therefore, the study served two purposes. Firstly, to develop a goal setting program and evaluate its applicability from the coaches’ perspective. Secondly, to evaluate the process of educational workshops in order to make improvements to the goal setting program as well as providing information on coaches’ education. Thus, action research approach was adopted and cross-case analysis on interventions with two team coaches was conducted. Results of the study confirmed the applicability of the developed goal setting program in a team setting. In addition, the coaches evaluated the educational process based on action research as effective in their further education. Therefore, the results of the study support the practical approach in coaches’ education that takes into account coaches experiences and their needs. Since the program was evaluated as applicable in a team setting, future studies could be aimed at validating the program in different sports.

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Sport is perceived to be “the last fortress” of heteronormative and homonegative attitudes. This can cause various psychological issues in LGBT athletes and difficulties to participate in organized sport and physical activity. Therefore it’s vital for sport practitioners to consider the issues that LGBT athletes might struggle with throughout their sporting careers. This study strives to understand a gay male athlete’s experiences in sport domains in Finland, and how these experiences are reflected in his identity development and management, and relationships to others in sport. Autoethnography and narrative analysis was utilized in this study as it enables the reader to vicariously share author’s own experiences in sports. Self-observational and self-reflective data was gathered from author’s exercise and personal memory logs. Findings are presented in the form of a realistic story, which is constructed based on the data produced by the author. The story reveals the athlete’s development and differentiation of his ‘sport life’ and ‘social life’ -identities, and the struggle in managing and integrating them due to homosexuality. Study shows albeit there are general positive change of attitudes towards LGBT people in Finland, homosexual athletes can still have various difficulties to express their sexuality in organized sport and physical activity.
| Health-related behaviors among university students in Finland | Literature shows that particular lifestyle modifiable behaviours, like diet, physical activity, smoking and alcohol consumption are risk factors for the development of many diseases in adulthood. Health-related behaviors and their association with physical and mental health have been studied among school children but not among university students in Finland. The purpose of this study is to explore the association of health-related behaviors with physical health, mental health, locus of control and quality of life among university students in Finland. It is a qualitative study and data is being collected through questionnaire from university students. Sample size for this study is 350 students. Four lifestyle modifiable behaviors and three psychological variables are being measured. Findings will provide information to the university authorities about these health-related behaviors so that they can develop curriculum to overcome/avoid these behaviors among the students. In future, the results can be compared with the study simultaneously being performed in Pakistan and the study which had been conducted in Greece to see the cross-cultural differences among university students. | Health-related behaviors, University students, locus of control, Dietary habits, Physical health, Mental health, Physical activity | Muhammad Tayyab Minhas |
Exploring the Relationships between Flow, Mindfulness, & Self-Talk: A Correlational Study

Flow (peak performance) and mindfulness (nonjudgemental present-moment awareness) appear to be conceptually closely related to one another (e.g., Gardner & Moore, 2004). Theoretically, self-talk can be reasoned to play a key role in influencing the afore mentioned constructs. Therefore, the main purpose of the current correlational study was to explore the relationships between flow, mindfulness, and self-talk. 212 international participants with experience in competitive sports completed an on-line questionnaire comprising the Dispositional Flow Scale 2 (DFS-2; Jackson & Eklund, 2004), the Five Facet Mindfulness Questionnaire (FFMQ; Baer et al., 2006), and the Automatic Self-Talk Questionnaire for Sports (ASTQS; Zourbanos et al., 2009). Results confirmed the moderate, positive connection between flow and mindfulness ($r = .44$). Moreover, linear regression analysis indicated that mindfulness appeared to significantly predict flow ($F = 50.395 [1, 211]$, $p < .001$). Furthermore, negative- and positive self-talk moderately correlated with both flow ($r = -.52$ and $r = .59$, respectively) and mindfulness ($r = -.45$ and $r = .23$, respectively). Additionally, self-talk (negative and positive combined) significantly predicted flow and mindfulness, accounting for 51% and 22% of the variance, respectively. Future research could benefit greatly from looking into the potential mediating influence mindfulness has on self-talk, and consequently how these two concepts affect athletic peak performance, flow.

Joachim Bervoets
Emotion and its relationship with athletic performance have been emphasized in research of sport psychology during recent decades. Anger and its influences have also received more and more concerns in western. Yet, no study has been conducted to analyze anger and how it affects performance in sport context based on theoretical framework of the Individual Zone of Optimal Functioning (IZOF) model in China. Therefore, this study was conducted within IZOF model, aimed at examining individualized subjective situational anger profiles, dispositional anger and anger expression index of 21 highly skilled Chinese taekwondo athletes through assessment tool State-Trait Anger Expression Inventory-2 (STAXI-2, Chinese version). Semi-structured interviews were conducted with 4 athletes to investigate the reasons of being angry related to athletic performance and perceived impact of anger toward performance. Lastly, this study also explored the effect of coach and the Chinese culture on athletes’ attitude toward anger. Data are analyzed through mixed methods. Quantitative results revealed that in best performance, the anger intensity was different between mid-game and post-game. In worst performance, there were differences between pre-game and mid-game as well as between pre-game and post-game. In terms of anger profiles, the results represented six distinct types of state anger profiles in the best and worst pre-game, mid-game and post-game. Qualitative data indicated that anger domains were different across situations. In addition, results also indicated that Chinese athletes have relatively less frequency to be angry and they intend to suppress anger rather than express it.

| Experiences and Meta-Experiences of Anger in Highly-Skilled Chinese Athletes: An Application of the IZOF Model | IZOF model, anger, Chinese athletes, taekwondo | Daisy Xiong Qingyang |

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Implementation of a Social and Emotional Learning Programme in Physical Education

The importance of Social and Emotional Learning has been widely studied and its impact on the holistic development of youth is indisputable. The teaching of social and emotional skills through Physical Education (PE) is a pertinent context though it remains an under-explored domain. This study aims to address the gap by offering insights into the educational process of implementing a socio-emotional skills intervention programme in PE, encompassing socio-emotional competencies of impulse control, effective communication, empathy and behavior management. The study was conducted using a qualitative action research case study approach. Data was collected from researcher’s log as well as semi-structured interviews with PE teachers and pupils. Inductive content analysis was used to interpret the data. Results revealed that Social and Emotional skills, like motor skills, had to be explicitly taught, modelled and practised in order for mastery to occur. In addition, facilitative teaching styles with an affective focus enhanced the teacher-pupil relationship, and led to pupils’ perception of a positive school experience. Finally, this study also shed some light on the need for adequate support in teachers’ pedagogical knowledge, resources and training in carrying out a SEL curriculum effectively.

Social and Emotional Learning, Physical Education, Action Research

Jessica Ho Soo Fern

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