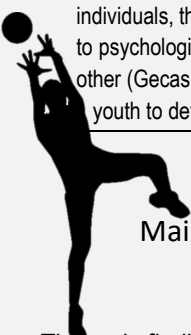


Introduction

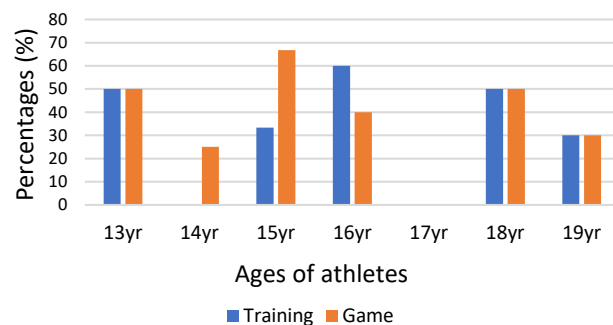
It is important to consider physical activity as it relates to the multiple demands of childhood and adolescence, within their individual physical growth, biological maturation, and behavioural development. These processes vary considerably among individuals, they occur simultaneously and interact, and provide the backdrop against which youth evaluate their own status among peers, especially during adolescents (Strong et al., 2005). The term psychosocial is commonly referred and linked to psychological and social behaviours of individuals of all ages. This psychosocial behaviour plays a key role in individuals and groups by influencing and determining, their relationships, ability to work together and their attitudes towards each other (Gecas, 1982, p. 1). During the last decade, numerous programs designed to enhance youth development through sport have been created. Many of these programs are based on the belief that sport participation provides fertile ground for youth to develop skills and attitudes that have considerable value in adult life (Petipas et al., 2005, p. 63)..



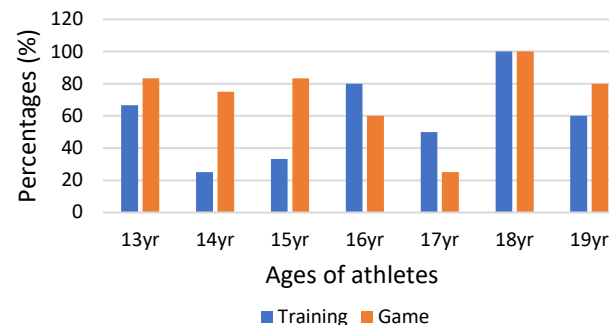
Main findings

The main findings were that how an individual perceives themselves or others, which in turn impacts the individual's psychosocial behaviour in sport participation.

New Learning in training and game scenarios



Personal Enjoyment in training and game scenarios



Purpose

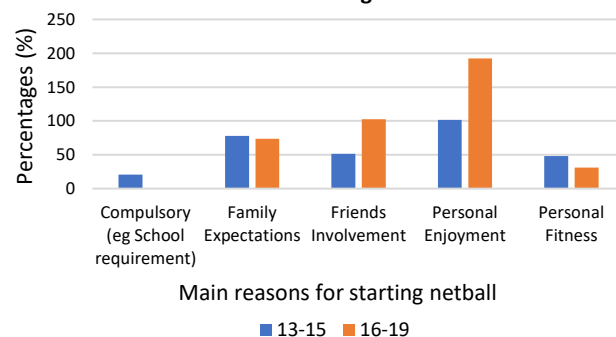
The main aim of this study is to find out if an individual's self-confidence impacts their participation in netball.



Primary Findings

The primary findings of this study showed that certain factors had significant positive and negative influences, on netball participation and self-concept in youth netball players. There were two most significant factors which impacted the level of participation, between both training and game scenarios. The two factors being new learning and personal enjoyment, in personal enjoyment. When looking at the column showing the results for 13,14 and 15 year olds it shows that enjoyment in games were higher than within trainings, 66.7% of 13 year olds answered high/ very high enjoyment in training compared to 83.4% in a game which was a 16.7% difference. 25% of 14-year olds answered high/very high in training compared to 75% in a game which was a 50% difference, and finally 33.3% of 15-year olds answered high/very high in training compared to 83.3% in a game which was a also a 50% difference. When looking at new learning for the 17 year during training 75% stated they had low/neutral levels of learning and within their games there new learning was 75% low/neutral also. While 14-year olds also had a 75% low/neutral level of learning, but the one difference between the two age groups is that in the game scenario 25% of the 14-year olds were in the high levels of learning.

Reason for starting netball



References

- Strong, W., Malina, R., Blimkie, C., Daniels, S., Dishman, R., Gutin, B., . . . Trudeau, F. (2005). Evidence-Based Physical Activity for School-Age Youth. *The Journal of Paediatrics*, 146(6), 732-737.
- Gecas, V. (1982). The Self-Concept. *Annual Review of Sociology*, 8, 1-33.
- Petipas, A., Cornelius, A., Van Raalte, J., Jones, T. (2005). A framework for planning youth sport programs that foster psychosocial development. *The Sport Psychologist*, 19(1), 63-80.

Methods

Participants – 37 youth netballers between the ages of 13-19 years old participated in this questionnaire study.

Protocol – The questionnaire was distributed via social media platforms (eg Facebook & Instagram) and also via the Hamilton City Netball data base, the questionnaire was sent out to as many youth athletes as possible within the inclusion criteria.

Questionnaire – The questionnaire was generated via a software called 'Qualtrics', which produces a clear structured questionnaire ready to be sent out into the general public. The questionnaire is composed of 16 questions ranging multi-choice and general information-based questions.

