

## Learning Climate Questionnaire

### OVERVIEW

- This scale measures how well participants perceive their needs of autonomy, competence, and relatedness as being met through program participation.
- Autonomy refers to the ability to make choices and acting in accordance with one's sense of self
- Competence refers to feeling a sense of mastery within one's environment and experiencing opportunities to display skills
- Relatedness refers to a sense of belonging both with other individuals and with one's community
- When these three needs are fostered, there is potential to foster positive psychological development and well-being

### SUBSCALES

- **Autonomy (15 items)**
  - » *The [staff] encourage us to ask questions*
- **Competence (4 items)**
  - » *I felt that the [staff] liked us to do well*
- **Relatedness (5 items)**
  - » *I felt that the [staff] were friendly towards us*

### STEPPING UP THEME(S) & OUTCOME(S)

- **Strong, Supportive Friends & Families**
  - » Youth have at least one consistent, caring adult in their lives

### TARGET POPULATION

- General
- Used in youth populations (10-18 years of age)

### LENGTH & HOW IT IS MEASURED

- 24 items
- Response scale ranges from 1 (strongly disagree) to 7 (strongly agree)
- Self-report, paper-pencil version
- Negatively-worded item needs to be reverse coded
- Available in: English

### DEVELOPER

- Standage, Duda, & Ntoumanis, 2005
- Williams & Deci, 1996 (original)



### GOOD TO KNOW

- The wording of each question can be modified slightly to contextualize the questionnaire to the appropriate term of who is responsible for providing support of participant's basic needs (e.g., leaders, staff, coaches, mentors)
- Research has outlined the importance of having a balance of all three needs in order to achieve well-being



### PSYCHOMETRICS

- **Reliability**  
High reliability (internal consistency  $\alpha = .82-.92$ )
- **Validity**  
None



### LEARN MORE

- Standage, M., Duda, J. L., & Ntoumanis, N. (2005). A test of self-determination theory in school physical education. *British Journal of Educational Psychology*, 75, 411-433. doi:10.1348/000709904X22359
- Bean, C., Harlow, M., & Forneris, T. (2016). Examining the importance of supporting youth's basic needs in one youth leadership program: A case study exploring program quality. *International Journal of Adolescence and Youth*. doi:10.1080/02673843.2016.1152986

## The Learning Climate Questionnaire

### In the program:

1	2	3	4	5	6	7
Very Strongly Disagree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Very Strongly Agree

#### *(Autonomy Support)*

1. I felt that the leaders provided us with choices and options.
2. I felt understood by the leaders.
3. I was able to be open with the leaders during the sessions.
4. The leaders showed confidence in our abilities to do well.
5. I feel that the leaders accepted us.
6. The leaders helped us to really understand the goals of the session and what we need to do.
7. The leaders encouraged us to ask questions.
8. I feel a lot of trust in our leaders.
9. The leaders answered our questions fully and carefully.
10. The leaders handled our emotions very well.
11. I felt that the leaders care about us as people.
12. I don't feel very good about the way the leaders talked to us.
13. The leaders tried to understand how we see things before suggesting new ways to do things.
14. I felt that I could share my feelings with the leaders.
15. The leaders listened to how we would like to do things.

#### *(Competence support)*

16. The leaders helped us to improve.
17. The leaders made us feel like we are good at physical activity.
18. I felt that the leaders liked us to do well.
19. The leaders made us feel like we are able to do the activities in the program.

#### *(Relatedness support)*

20. The leaders supported us.
21. The leaders encouraged us to work together in practice.
22. The leaders had respect for us.
23. The leaders were interested in us.
24. I felt that the leaders were friendly towards us.

\*Note. The wording of the individual responsible for facilitating the program can change within each item based on the term used within the given program context (e.g., leader, staff, mentor, coach)