The Comparison of Sources of Enjoyment between Young Girl Athletes of Team and Individual Sports

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ABSTRACT The main purpose of the present study was to determine the effect of type of sport on the degree of sport enjoyment from its sources on young athletes. In order to perform this study, 90 students (61 from team and 29 from individual sports) with a mean age of 17.3 ± 1.02 from among high-school girl athletes (from Najaf-Abad’s high school) were asked to fill out Wiersma’s questionnaire of sources of enjoyment in youth sport. The result showed that team girl athletes significantly enjoyed effort expenditure (p≤0.001) and affiliation with peers (p≤0.001) more than individual athletes.

KEYWORDS Source of Enjoyment, Young Athlete, Team Sports, Individual Sports.

INTRODUCTION

Although many sport coaches emphasize that self-confidence, commitment and strong will are necessary to be successful in championship sports, the factor that strongly indicates the presence of one in sport is the chance of enjoying sport (Gao, 2008). Scanlan, Stein and Ravizza (1989) have developed a combination of athletic motivation and enjoyment as the initial reason for starting and continuing athletic partnership (Weiss & Chaumeton, 1992). Conversely, unenjoyment ability of youth sport programs has been evaluated as the main reason of increase in the degree of withdrawal from sport (Petlichkoff, 1992). Enjoyment is theoretically used in research as “a positive emotional response to sport experience that generally reflects emotion such as love and fun (Scanlan et al., 1993; Scanlan & Lewthwaite, 1986). In attempts to theorize enjoy ability of sport, Wiersma (2001) identified sources of enjoyment. By using factorial analysis in his study, Wiersma categorized sources of enjoyment in six groups including self-referenced competency, other-referenced competency and recognition, effort expenditure, competitive excitement, affiliation with peers and positive paternal involvement. In this way, Carroll and Loumidis (2001) indicated that children’s perceived competency in physical activity was associated with their enjoyment. In general, research on enjoy ability of sport is important and critical for understanding patterns of partnership, and it is viewed as a factor to start and
reserve the activity; however, the available information on differences of enjoy ability of various sport fields (e.g. team and individual sports) for young athletes is not completely clear.

In the only effort in this ground, MacCarthy, Jones and Clark Carter (2008) pointed out that athletes of team sports significantly enjoyed self-referenced competency, affiliation with peers, competitive excitement and positive parental involvement more than athletes of individual fields. In their study, MacCarthy et al (2008) considered the age range of participants to be 9-15 that actually is almost incompatible with real conditions (an age range from 12 to 18) of youth competitive sport. Proper identification of source of enjoyment in youth sport is specifically important for increasing the involvement and participation of the athlete in the field in which he/she is active; therefore, this study aimed at the identification of source of enjoyment in youth sport and determination of differences in the type of sport field.

MATERIALS AND METHODS

The present study was of causative-comparative, it is retrospective, and in terms of purpose it was of applied research. Statistical universe of this study included all high-school girl athletes of Najaf-Abad who had experienced different sport competitions at least once. Sampling was performed by using access method and the considered samples included 90 girl athletes with a mean age of 17.3±1.02 and sport background of 5.31±2.10 years, that out of which 61 athletes were from team sports and 29 athletes were from individual sports. In order to collect data, two questionnaires were used: personal information and source of enjoyment in youth sport (Wiersma, 2001).

Questionnaire of sources of enjoyment in youth included six small scales and 28 questions. Answers to this questionnaire were ranked using Likert’s. 5-scale continuum with maxim from I’m agreed to I’m disagreed. Small scales of this questionnaire were self-referenced competency other-referenced competency and recognition, effort expenditure, competitive excitement, affiliation with peers and positive parental involvement. Nominal and content validity of the questionnaire was verified after being translated by university teachers of physical education. Moreover, reliability coefficient of the questionnaire was obtained in under study universe by using Cronbach’s alpha 0.87 method which is indicative of acceptable internal consistency of the questionnaire. Data were collected by using filed method. Totally 90 questionnaires were gathered from among 110 questionnaires distributed between samples. Descriptive statistics methods, including mean and deviation standard were applied to analyze data and deductive statistical tests, at 95% confidence level, were used to investigate hypothesis of the research. In this study independence “t” was used to compare small scales of sources of enjoyment between two groups of team and individual girl athletes. All analyses were performed using SPSS software.

RESULTS

Table 1 shows the data of enjoyment's sub scales in girl athletes in two types of sports (team sports and individual sports). Based on the facts obtained from table 1, it can be concluded that there was a significant difference between two groups of athletes of team sports and individual sports in two sub scales of effort expenditure (4.59 ± 0.51 Vs. 3.78 ± 0.49, P=0.00) and affiliation with peers (4.43±0.51 Vs. 3.98±0.67, P=0.00). Table 1 indicates that the mean and standard deviation scores of enjoying effort expenditure and affiliation with peers were at a higher level for athletes of team sports than girl athletes of individual sports. In other words, team girl athletes feel significantly more enjoyment from effort expenditure and affiliation with peers rather than individual girl athletes. There were no significant differences between other sub scales of enjoyment source in girls who play in team sports and other girl athletes who participate in individual sports.
Table 1. The description of sub scales of sources of enjoyment in girl athletes of team and individual sports.

<table>
<thead>
<tr>
<th>Sources of enjoyment</th>
<th>Type of sport</th>
<th>No.</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-referenced competency</strong></td>
<td>Team</td>
<td>61</td>
<td>4.34</td>
<td>0.54</td>
<td>0.10</td>
<td>0.68</td>
</tr>
<tr>
<td></td>
<td>Individual</td>
<td>29</td>
<td>4.38</td>
<td>0.68</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other-referenced competency and recognition</strong></td>
<td>Team</td>
<td>61</td>
<td>4.21</td>
<td>0.58</td>
<td>0.52</td>
<td>0.53</td>
</tr>
<tr>
<td></td>
<td>Individual</td>
<td>29</td>
<td>4.01</td>
<td>0.67</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Effort expenditure</strong></td>
<td>Team</td>
<td>61</td>
<td>4.59</td>
<td>0.51</td>
<td>17.58</td>
<td>*0.00</td>
</tr>
<tr>
<td></td>
<td>Individual</td>
<td>29</td>
<td>3.78</td>
<td>0.49</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Competitive excitement</strong></td>
<td>Team</td>
<td>61</td>
<td>4.38</td>
<td>0.46</td>
<td>0.47</td>
<td>0.46</td>
</tr>
<tr>
<td></td>
<td>Individual</td>
<td>29</td>
<td>4.10</td>
<td>0.37</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Affiliation with peers</strong></td>
<td>Team</td>
<td>61</td>
<td>4.43</td>
<td>0.51</td>
<td>16.99</td>
<td>*0.00</td>
</tr>
<tr>
<td></td>
<td>Individual</td>
<td>29</td>
<td>3.98</td>
<td>0.67</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Positive parental involvement</strong></td>
<td>Team</td>
<td>61</td>
<td>4.22</td>
<td>0.75</td>
<td>0.02</td>
<td>0.76</td>
</tr>
<tr>
<td></td>
<td>Individual</td>
<td>29</td>
<td>4.39</td>
<td>0.45</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant Difference at p<0.05

Although the mean and standard deviation scores of Self-referenced competency (4.34±0.54 in team sports Vs. 4.38±0.68 in individual sports) and Positive parental involvement (4.22±0.75 in team sports Vs. 4.39±0.45 in individual sports) were higher in individual sports rather than team sports, they were not significant.

**DISCUSSION AND CONCLUSION**

Recently, sport enjoyment has suggested as a determining factor of sport partnership, especially in age group of youth. The findings of this study indicate that team athletes enjoy effort expenditure and affiliation with peers more than individual athletes. These findings are consistent with those of MacCarthy et al (2008) concerning more enjoyment in team fields and small scale of affiliation with peers; however, differences were observed in different small scales. MacCarthy et al (2008) reported that team athletes significantly enjoyed self-referenced competency, affiliation with peers, competitive excitement and positive parental involvement more than individual athletes. Differences in the results obtained from the present study may be associated with age, competition level and cultural differences of participants of two research groups.

As to enjoyment in team and individual sports, research result showed that team athletes enjoyed effort expenditure and affiliation with peers significantly more than individual athletes, whereas in other sources no significant difference was observed between team and individual athletes. Collective nature of team sports seems to act in a manner that causes more achievements for athletes resulting from effort expenditure. For example social evaluation in team condition causes the athlete to gain more competencies by expending more effort. Pointing out that social popularity is an important source of enjoyment in youth sport, Yoo and Kim (2002) suggested that social popularity led to more sport enjoyment, depending on the degree of athlete’s goal-orientation (self-centeredness). Furthermore, being with peers and having more social interaction with them causes more enjoyment in team sports.

Regarding slight information about sport enjoyment in student athletes of difference field sports, findings of the present study are crucial in motivating young athletes and they are suggested to parents, teachers, coaches psychologists. According to the results...
obtained from the study and regarding more enjoyment in team sports, teachers and physical trainers are suggested to put more emphasis on collective activities to encourage youth to exercise.

REFERENCES


