Playing On

Motivations for Continued Involvement in Youth Sport Programs

Final Report for the AAF/UCLA KidSport Project - 1990

Prepared by the UCLA Sport Psychology Laboratory

Director: Tara K. Scanlan, Ph.D.

Associate Director: Jeffery P. Simons, Ph.D.
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DEDICATION

This report of the KidSport Project is dedicated to the many hundreds of young athletes in Southern California who shared their thoughts and feelings about playing sport. Their contributions will enrich the sport experiences of millions of youth throughout California, across the United States, and around the world.
Acknowledgements

The successful completion of the *Kidsport Project* would not have been possible without the tremendous support of the many athletes, coaches, and program administrators from the various sport programs. Everyone who participated in the *Project* contributed to its success by sharing their time, knowledge, and enthusiasm.

Very special thanks are extended to all the young athletes who participated so willingly in the *Project*. In total, 1,990 youths gave freely of their time to share their thoughts and feelings about their sport experiences. Their valued contributions have significantly enriched our knowledge of the world of youth sport. Thanks to them, youth sport professionals are now in a better position to facilitate positive sport experiences for all young athletes.

Further appreciation is extended to the administrators and coaches for their invaluable help. These individuals were instrumental in arranging the successful administration of the athlete surveys. They assisted in sending out the parental permission forms, they arranged their training sessions to facilitate the administration of the surveys, and spent precious time on the telephone with us to help coordinate survey administration. A great number of these individuals are recognized below. To them, and to the many unnamed others, our heartfelt thanks.

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Motivations for Continued Involvement in Youth Sport Programs

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UCLA Sport Psychology Laboratory

INTRODUCTION

The major challenge, and accomplishment, of the entire KidSport Project was the successful melding of science and professional application. The underlying objective shared by the Amateur Athletic Foundation and the UCLA Sport Psychology Laboratory was to generate a scientifically sound body of knowledge that would significantly enrich two large arenas—the world of youth sport and the scientific community. As this exciting endeavor could only be achieved through a strong partnership between our organizations, we can each take pride in this special unity, and in the outcome it produced.

This final report presents the findings from the KidSport Project. It is divided into seven major sections. Part I: Interaction with Youth Sport Programs and Participants describes the procedures used to interface with the participating programs and administer the surveys to athletes. Part II: Project Development and Implementation details the research framework, describes the KidSport Project athlete sample, and summarizes data processing and analyses. Part III: Sport Commitment Results presents the findings with regard to commitment to sport programs and commitment to sport in general. Part IV: Sport Enjoyment highlights the importance of enjoyment to youth in sport and summarizes the major sources of this enjoyment as indicated by the athletes. Part V: Additional Findings includes additional information of interest from the surveys. Part VI: Implications and Recommendations provides an explanatory summary of the major findings, as well as suggestions for youth sport programs based on this research. Part VII: Scientific Impact of the Project summarizes the contribution of the KidSport Project.
to the field of Sport Psychology. The Appendices include related documents which further detail work on the KidSport Project.

To identify generalizable findings for youth sport in Southern California and beyond, the emphasis of this final report is on the overall results of our research, and not on the relative findings for individual sport programs. Details specific to the individual sport programs sampled can be found in summary reports written for these groups (Appendices C1-C6). However, the findings, implications, and recommendations presented in the body of this report are expressly applicable to the wide range of sport programs such as those typically found in Southern California.
PART I
INTERACTION WITH YOUTH SPORT PROGRAMS AND PARTICIPANTS

General Procedure

An important objective in our research approach was the smooth interaction between KidSport Project personnel and officials of the various sport programs contacted. Considerable care was taken to clearly explain the purpose and methods of the study and to minimize any inconvenience to program officials, coaches, and athletes. The response to these efforts was uniformly positive and enthusiastic. To illustrate the procedures employed, the complete process of program contact and data collection is presented below in generic form. Related documents can be found in Appendix A.

Initially, we developed two program-related documents to be completed by the AAF staff. First, the Preliminary Information on Agency Programs form (see Appendix A-1) provided information needed to select the programs for participation in the Project. The second form, Checklist for Site Visits (see Appendix A-2), provided a formal mechanism for obtaining general background information about the programs.

After careful review of this information, programs were selected and the head of each program was contacted by telephone. The project was described to the program head and questions were answered. Following that initial call, a formal letter of explanation was sent (see Appendix A-3). With the approval of the program head, a member of the UCLA Sport Psychology Laboratory then presented the objectives of the Project to each program's Board of Directors or equivalent (see Appendix A-4). With their cooperation, addresses and telephone numbers of coaches in the organization were obtained.

Coaches were individually contacted by telephone to explain the objectives of the KidSport Project and to set a convenient time for data collection. In addition, a formal letter of explanation was sent to the coaches (see Appendix A-5), along with a set of parent information letters for the athletes to take home (see Appendix A-6).

Before each data collection, a confirmation call was made to each coach to verify the date and time of the survey administration. Depending on the size of the sample, a minimum
of two researchers were present to administer the surveys to the athletes. This greatly facilitated data collection as it allowed prompt response to any questions the athletes might have had about the survey.

Following data collection, the information for each organization was processed and analyzed in the Sport Psychology Laboratory. League officials in each organization received a report summarizing the results from the athletes in their program (see Appendices C1-C6). Also included in the summary report was a letter of thanks to the Program Head, the Board of Directors, the coaches, and the athletes for their cooperation and valuable contributions to the Project.

**Survey Administration**

Sport-specific versions of the Athletes' Opinion Survey were designed for each program (see Appendices B-1 to B-8). The surveys were administered to young athletes during periods set aside by their coaches at regular practice sessions. Adhering to established procedures for the protection of human subjects, the investigators briefly explained the purpose of the research and assured the confidentiality of responses. The athletes were then asked to participate in the study and were given the opportunity to freely decline without need for explanation. (During the entire course of the Project only two athletes chose not to participate.) No time limit was imposed, and athletes were encouraged to ask the UCLA researchers to clarify any questions on the surveys. Coaches and parents agreed to allow the athletes to answer the surveys in private and remained at a distance during their administration. Time to complete the surveys ranged from 20 to 35 minutes, largely dependent on the age and reading ability of the respondent.
PART II
PROJECT DEVELOPMENT AND IMPLEMENTATION

Research Framework

Primary Objectives

The quality of the sport experience available to young athletes is of fundamental interest to both The Foundation and UCLA youth sport researchers. In order to better understand what contributes to a positive experience for youth in sport programs, the purpose of the KidSport Project was to identify those factors which influence sport involvement, and to do so from the perspective of the young athletes themselves. Thus, the information from the KidSport Project provides a window on the experiences which directly influence young athletes' views of organized sport and decisions regarding their continued involvement.

Instrument Development

Building upon the established scientific literature and 16 years of inquiry into psychological aspects of youth sport by the UCLA Sport Psychology Laboratory, preliminary research in the earliest phases of the KidSport Project further provided valuable information for the construction of the survey instruments. The massive quantity of in-depth interview data from a project with former elite figure skaters on the sources of enjoyment and stress in sport contributed a rich information base for the range of questions asked, as well as the development of specific items for our surveys. In addition, an early field study examining the mechanisms underlying the diverse sources of sport enjoyment served as a pilot study for the content and format of our surveys.

Starting from that point, months of work were devoted to designing the surveys so that they could be used to sample participants representing a wide range of ages, ethnic backgrounds, and reading abilities. First, we administered drafts of the questionnaires to a small number of elementary school students and interviewed them about their reactions. Second, we received extensive input from elementary and junior high school teachers.

1 Most of these teachers were "Friends of the AAF" volunteers.
representing ethnically diverse school districts such as Encino, Compton, Santa Monica, and East Los Angeles and significantly revised the surveys based on their feedback. Third, we pilot tested the surveys with basketball players from the Campfire Council program (see Appendix B-1). Fourth, we constructed sport-specific versions for swimming (see Appendix B-2) and badminton (see Appendix B-3). Subsequently, sport-specific surveys were constructed for baseball/softball players (see Appendix B-4) and for tennis players (see Appendix B-5).

Beyond contributing valuable information on the youth sport experience from athletes participating in swimming, badminton, baseball/softball, and tennis, results from these groups were also used to develop and refine the survey instrument and our model for sport involvement. Statistical analyses of the surveys from each group were used to determine the reliability and validity of the questions asked. Items were added, deleted, and modified according to statistical and theoretical decisions to assure the accuracy and utility of our results. The final survey instrument was given to a large sample of athletes from football (see Appendix B-6), soccer (see Appendix B-7), and volleyball (see Appendix B-8) to further illuminate the process of sport involvement and the sources of sport enjoyment.

In summary, the KidSport Project survey instruments were based on thorough reviews of the youth sport literature, a long line of research from the UCLA Sport Psychology Laboratory, and ongoing revision based on data gathering, statistical analysis, and expert evaluation.

SPORT INVOLVEMENT: A MODEL OF SPORT COMMITMENT

To most effectively address the issues of concern previously defined for the Project, sport involvement was investigated using commitment to sport as the focus. A Sport Commitment Model was developed based on Caryle Rusbult's investment model. As our research progressed, the components of the model were refined, changed, and elaborated to fit the youth sport context. The final model of sport commitment is illustrated in Figure 1. The model proposes that commitment to sport is a function of an

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2These samples were used in the first round of data collection that was described in the Interim Report to The Foundation (see Appendix E-1).

athlete's sport enjoyment, the perceived attractiveness of the best available alternative to participation, expenditures that have been invested in participation, potential losses that might be incurred from termination of involvement, and any constraints to continued participation. Because this model is central to the research, each component is explained below.

Sport Commitment

Sport Commitment was used in this study as the measure for continued sport involvement. This measure reflects the degree to which an athlete is dedicated to sport and wants to keep playing. Sport Commitment was evaluated at two levels: (1) Program Commitment--commitment to an athlete's current sport program, and (2) General Sport Commitment--commitment to sport participation in general. The greatest concern for the KidSport Project was Program Commitment and the factors influencing that commitment. Understanding the nature of athletes' commitment to a program provides insight into the motivation for participation and the elements of youth sport programs that affect that motivation. General Sport Commitment was examined at a secondary level to evaluate the effects of current program involvement on the more generalized motivation to participate in future sport activities.
Sport Enjoyment

*Sport Enjoyment* is the positive emotional aspect of participation which draws and holds athletes in sport. It reflects the overall positive emotions that may be present in sport such as having fun or liking the activity. We know that *Enjoyment* is a very important category for the Sport Commitment Model, because young athletes often indicate that they join sport programs for enjoyment reasons. Furthermore, lack of enjoyment is one of the most frequently cited reasons young athletes give for dropping out of sport. Increasing enjoyment is predicted by the model to result in corresponding increases in commitment. Because it is such an important component, the sources of *Sport Enjoyment* are examined in detail in Part IV of this report.

Alternatives

*Alternatives* represent the attractiveness of other available activities. Playing a musical instrument or joining an after school club are examples of alternatives which might pull young athletes away from sport. For this investigation, we measured the attractiveness of the one activity that an athlete would most like to do instead of playing in their sport program. The Sport Commitment Model predicts that commitment to participation will decrease as the attractiveness of alternative activities increase.

Expenditures

*Expenditures* reflect how much young athletes feel they have invested in their sport participation. It was determined that time and effort were important expenditures for athletes in typical youth sport programs in Southern California. Putting time and energy into a sport means not only an investment in that activity, but also that there is less time and effort available for other activities. Such investments cannot be recouped if an athlete decides to leave a program. According to the model, personal investments of time and energy are expected to increase an athlete’s commitment.

Potential Losses

*Potential losses* describe those benefits of participation that would be lost if an athlete were to quit the program. These benefits include being with sport friends, having a
coach, and identifying oneself as a player. Like expenditures, such features of participation cannot be taken from the context if an athlete decides to stop playing. Commitment is predicted to increase as the value of potential losses increases.

Constraints

Constraints are the feelings of participating in sports in order to please other people, like parents or friends. Athletes sometimes feel that they have to continue their involvement because of parental or social pressures. Succumbing to such pressures decreases essential feelings of self-determination, and the personal desire to participate drops. Therefore, as perceptions of constraints increase, the model predicts that Sport Commitment will decrease.

Effects of Model Components on the Quality of Sport Involvement

Beyond the description of increases or decreases in Sport Commitment, the Sport Commitment Model provides some insight concerning the nature of the motivation to continue participation. For example an athlete may stay in a program for positive (e.g., want to be a member of a team: potential losses) or neutral (e.g., best available activity: alternatives) reasons, or discontinue involvement for positive (e.g., preferred alternative activity: alternatives), negative (e.g., lack of enjoyment: enjoyment) or neutral (e.g., little time or effort invested: expenditures) reasons. The reasons for being involved or leaving naturally reflect the quality of the experience. For example, participating for the sake of enjoyment would be considered positive involvement, while participating just to please someone else would be considered negative involvement. Therefore, the relative impact of each of the model's components on Sport Commitment provides some insight as to the nature of the involvement.

Measures of Model Components for Sport Commitment

The questions measuring each component of the Sport Commitment Model are presented below in their generic form. The surveys administered to each group were modified to reflect the specific sport and program (see Appendices B-1 to B-8). For purposes of scientific reliability, more than one question was used to measure most of the categories. A single scale for each category was formed by combining responses to all the questions for that category. For example, five questions were used to measure continued Program
Commitment. Collectively, the questions reflected our definition of this component, such as being determined to continue and not wanting to quit. A higher score on each item indicated a greater sense of commitment. Each athlete's score for continued Program Commitment was his/her average score on these six items. The higher the average score, the greater the expectation of continued participation.

The questions under each component serve to define its meaning. By carefully examining each group of questions below, one may better understand the components of the Sport Commitment Model. Furthermore, the items themselves can be directly employed when evaluating programs since they represent the elements important to continued participation.

Program Commitment:

How determined are you to keep playing in (the program)?
How hard would it be for you to quit (the program)?
How dedicated are you to (the program)?
What would you be willing to do to keep playing in (the program)?
How proud are you to tell other people that you participate in (the program)?

General Sport Commitment:

How much do you want to keep playing sports?
How hard would it be for you to quit sports altogether?

Enjoyment:

Do you enjoy playing in (the program) this season?
Are you happy playing in (the program) this season?
Do you have fun playing in (the program) this season?
Do you like playing for (the program) this season?

4 The name of the specific program or sport were appropriately inserted on the surveys administered to the athletes.
Alternatives:

(Athlete is asked to list the one activity he/she would most like to do instead of the program, and then answer the following question):

How much would you like to do this activity instead of playing (sport)?

Expenditures:

How much of your **time** have you put into playing in (the program) this season?
How much **effort** have you put into playing in (the program) this season?

Potential Losses:

Would you miss being a (sport) player if you left (the program)?
Would you miss your head coach if you left (the program)?
Would you miss the good times you have had playing this season if you left (the program)?
Would you miss your (sport) friends if you left (the program)?

Constraints:

I feel I have to play (the program) so that I can be with my friends.
I feel I have to play in (the program) to please my mom.
I feel I have to play in (the program) to please my dad.
I feel I have to stay in this program so that people won't think I'm a quitter.
Research Sample

The primary goal of the KidSport Project was to identify those factors which influence sport involvement, and to do so from the perspective of the young athletes. To ensure that the voices of a wide spectrum of youth in Southern California were represented in the study, young athletes representing a number of sports, a wide age range, differing ethnic backgrounds, and both genders were surveyed. This range of sampling increased confidence in the generalizability of the Project's findings, both in Southern California and beyond. Furthermore, diversity in the sample allowed identification of some findings unique to certain subgroups, such as gender and age groups. The figures on the following pages present descriptive information about the research sample for the entire KidSport Project.
Surveys from 1,990 athletes contributed to the total data base for the *KidSport Project*. The athletes came from eight youth sports, representing the diversity of popular programs in Southern California: volleyball, soccer, football, tennis, baseball/softball, badminton, swimming, and basketball. Figure 2 shows the distribution of athletes across the eight sports. Variations in the number of athletes from a particular sport reflect availability of athletes within the sampled programs and the differing scientific requirements at different stages of the research process. Final statistical results summarized in this report for *Sport Commitment* and the sources of *Sport Enjoyment* are based on analyses from a large subsample of 1,252 athletes from volleyball, soccer, and football.

**Figure 2. Distribution of the Total Sample According to Sport Groups**

5The pilot sample included basketball and baseball players.
AGES OF ATHLETES

The age range specifically targeted by the KidSport Project was 10 to 17 years. This age range was selected for several reasons. First, it encompasses the typical years of involvement for young athletes, from early participation to extended involvement. Relatedly, the largest concentration of young athletes participate in sport during these years. Finally, to be assured of reliable responses to the Project surveys, athletes needed to be old enough to understand and respond to the questions. Figure 3 presents the age distribution of the total sample. Over 95% of the sample was within the specified age range, with less than 3% aged 18 years or more, and a little over 1% aged 9 years or less.

Figure 3. Distribution of the Total Sample According to Age

6 Total number of subjects differs slightly on each Figure due to a small percentage of athletes not responding to all questions on the surveys.
Increasing concern has been expressed over the level of sport involvement for girls. The KidSport Project sought to ensure that this historically neglected group was sufficiently represented. Despite the higher participation rates for boys in youth sport, a substantial number of girls were included in the total sample. Figure 4 shows the gender split, with 716 girls and 1274 boys surveyed. The high number of girls assessed ensures that responses of girls to their experiences in youth sport are well represented in our analyses.

**Figure 4. Distribution of the Total Sample according to Gender**
Historically, minority ethnic groups have been greatly underrepresented in youth sport research. Since ethnic minorities accounted for over 40% of the sample, these groups were clearly not neglected in our analyses. Ethnicity was divided into five categories: Multi-ethnic minorities (those with mixed ethnic background, e.g., African-American/White, Asian/Hispanic), African-American, Asian, Hispanic, and White. Figure 5 displays the distribution of ethnic membership. This distribution captures the ethnic richness and diversity of Southern California.

**Figure 5. Distribution of the Total Sample According to Ethnicity**

7 Ethnicity data was not collected from the pilot subsample or the tennis subsample.
Data Processing and Analysis

Data from the Athlete Surveys were stored in computer files for use in statistical analyses. As the surveys averaged 75 questions each, and nearly 2000 athletes were surveyed over the course of the KidSport Project, approximately 150,000 data points were entered onto the computer and double checked for accuracy. Once the enormous task of data entry was completed, the data were subjected to rigorous statistical analyses and evaluated for theoretical and practical meanings.

The specific statistical techniques employed in the analyses are briefly described below. For ease of reading, however, the findings in the following sections of the report are presented with minimal reference to the technical aspects of their statistical derivation.

Multiple-item scales for the components of the Sport Commitment Model and the sources of Sport Enjoyment were developed using factor analysis and Cronbach’s alpha coefficient for internal reliability. These statistical methods provide information necessary in determining which questions should be considered together to reliably measure the concepts of interest. Tests of the Sport Commitment Model and the sources of Sport Enjoyment were performed through the use of simultaneous multiple regression. This statistical technique reveals the relative power of the predictor variables (model components or enjoyment sources) to explain the dependent measure (Sport Commitment or Sport Enjoyment). In essence, this method selects the predictors which are most dominant and which, together, make the most accurate prediction.
PART III

SPORT COMMITMENT RESULTS

The Sport Commitment Model provides a framework for examining the motivations that young athletes have toward continued participation in sport. The results presented in this section demonstrate the relative impact of enjoyment, alternatives, expenditures, potential losses, and constraints on Sport Commitment. Analyses were based on the combined sample of 1,252 athletes participating in football, soccer, and volleyball programs. Examination of this combined sample provides results which most generalize to all athletes participating in programs similar to those typically found in Southern California. However, girls and boys may have very different participation histories. Because there are fewer programs for girls and potentially different sociological conditions for girls' participation, analyses of the Sport Commitment Model were also performed on the genders separately. The sample was additionally split according to three age categories to examine the Sport Commitment Model at different levels of athlete maturity.

As determined in the development of the KidSport Project, the primary concern was with perceptions of current program participation. Therefore, analyses for the combined sample and each gender and age subsample were performed for Program Commitment. The effects of current participation on commitment to sport in general was also of interest, even though longitudinal study was beyond the scope of this project. In line with the secondary emphasis, General Sport Commitment was examined using only the total sample, and not divided by gender or age group.

Program Commitment

Ratings of Program Commitment were consistently high across all analyses. On a 5-point scale, with 5 representing the highest score, the average rating for Program Commitment was approximately 4.1 for the total sample and each subgroup division. This demonstrates that the athletes typically felt quite dedicated to their program, were proud of their participation, and wanted to continue playing.
The Figures presented in the following sections display the Sport Commitment Model for *Program Commitment*. Those elements which were found to be significant influences\(^1\) on *Program Commitment* are shaded, with darker shading reflecting stronger impact than lighter shading. Components which failed to demonstrate a significant influence on *Program Commitment* are left unshaded. In addition, plus (+) and minus (-) signs are included for significant components to show the direction of influence. For example, a plus sign within the *enjoyment* box indicates that as higher *enjoyment* is reported, higher levels of *Program Commitment* are also reported. Conversely, a minus sign in the *alternatives* box means that the less attractive the athletes rate their best alternative activity, the higher their *Program Commitment*.

**PREDICTORS OF PROGRAM COMMITMENT: TOTAL SAMPLE**

When the Sport Commitment Model is examined for the total sample of athletes, the results show that all of the components in the model significantly impact *Program Commitment* (Figure 6). The strongest factors are *enjoyment* and *potential losses*. The

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\(^1\)As determined by statistical analysis using simultaneous multiple regression.
plus (+) signs for these components signify positive relationships with Program Commitment. That is, the higher their ratings of enjoyment and potential losses, the greater their reported levels of Program Commitment. Most significantly, these results demonstrate the importance of enjoyment not only to the subjective quality of the experience, but also to motivation for continued involvement in youth sport. The strength of the potential losses component indicates that commitment also arises from feelings of attachment to the activity. As young athletes feel progressively more attached to sport friends and coaches, and identify themselves as a sport participant, they become more committed to participation.

To a lesser, yet still significant extent, alternatives, expenditures, and constraints each influence Program Commitment. The alternatives and constraints components have a negative relationship with Program Commitment, meaning that the more attractive alternative activities are thought to be and the greater the perceptions that one “has to” play for external reasons, the lower the commitment to participation. Athletes who view themselves as having very attractive alternatives available to them are going to be less committed than those who feel that their alternatives to participation are relatively less attractive. The negative relationship of the constraints component indicates that athletes react against feelings of having to play to please other people, and that they feel more committed when they are playing for their own reasons. Finally, the positive relationship between expenditures and Program Commitment demonstrates that when athletes perceive that they are investing greater amounts of time and effort into an activity, they feel a greater commitment to continue participation.

PREDICTORS OF PROGRAM COMMITMENT: GENDER COMPARISONS

Because of the potential sociological and psychological differences for girls and boys in youth sport programs, it was decided to split the total sample for further evaluation. There were 445 girls and 807 boys in the combined sample. Information gathered from females and males was analyzed separately to investigate the possibility of gender differences in the experience of Program Commitment. Figures 7 and 8 display the results of these analyses.
FIGURE 7. SIGNIFICANT INFLUENCES ON PROGRAM COMMITMENT:
FEMALES

FIGURE 8. SIGNIFICANT INFLUENCES ON PROGRAM COMMITMENT:
MALES
Program Commitment is most influenced by enjoyment and potential losses for both females and males. Thus, consistent with the results from the total sample, both genders are most affected by the amount that they enjoy the experience and by those things related to participation that they would miss if they were to quit. Expenditures is also significant for both females and males, indicating that greater perceived investments of time and effort are related to higher levels of Program Commitment.

Differences between the genders were shown only for alternatives and constraints. For girls, having attractive alternatives to their participation serves to decrease their levels of Program Commitment, whereas alternatives has no significant impact for males. For constraints, this relationship was reversed. For boys, the less they feel that they “have to” participate, the more they appear to want to continue participating, whereas for girls constraints has no significant impact. In both cases, the reason underlying these findings may be based on social norms. Girls may be more aware of alternative activities since sport participation is socially less expected of them. Similarly, boys may perceive more pressure to participate because of greater social expectations for them to be involved in sport.

PREDICTORS OF PROGRAM COMMITMENT: AGE GROUP COMPARISONS

It can be expected that perceptions of sport participation are subject to maturational changes as athletes get older. To examine potential differences at different developmental stages, analyses of Program Commitment were performed on each of three age categories. A three-way split divided the sample into 12 years and younger (n = 312), 13 to 14 years (n = 443), and 15 years and older (n = 478). Figures 9, 10, and 11 display the Sport Commitment Model results for these groups.

Across the three age groups, enjoyment and potential losses are consistently the most powerful influences on Program Commitment (Figures 9-11). Once again, it is shown that athletes display higher levels of Program Commitment when they report greater enjoyment from their sport experience and when they have a greater feeling that they would miss aspects of the sport program if they left. The expenditures component is also consistently significant across the groups, although this factor is less potent in its effects. The more that athletes feel they have made an investment of time and effort into their
Figure 9. Significant Influences on Program Commitment: Athletes Aged 12 Years and Younger

Figure 10. Significant Influences on Program Commitment: Athletes Aged 13 to 14 Years
sport, the greater their reported Program Commitment. In sum, enjoyment experienced in the sport setting, attachment to participation, and perceived investments of time and effort are all important factors in creating higher commitment to the sport by athletes across the age groups in our sample.

The differences between the age groups are evidenced for the alternatives and constraints components. At the youngest level (Figure 9), neither of these factors has a significant impact on Program Commitment. The younger athletes apparently do not find other activities to be in competition with their sport participation and they are not, as a general rule, affected by feelings that they “have to” be involved in their sport. It is not known whether these results hold because alternatives and constraints are not considered by these young athletes, or whether they are considered but fail to have any strong impact. The two components may require a certain amount of introspection that is beyond the intellectual capabilities of most athletes at these ages. For the 13 to 14 year olds (Figure 10), alternatives emerges as a significant factor affecting Program Commitment. At these ages, athletes appear to experience the potential pulls of other activities on their time, perhaps viewing their personal options more realistically. The more they view their best alternative as attractive, the less they express commitment to sport participation. Finally,
athletes 15 years of age and older also become aware of the external constraints to their participation (Figure 11). Because constraints has a negative relationship with Program Commitment, we see that the more athletes in the oldest group feel that they “have to” participate, the lower their reported levels of commitment. Conversely, they have an increased intrinsic desire to continue participation when they are not feeling pressured to play. This agrees with the general developmental concept that young people have an increasing need to be self-determining as they grow older.

Overall, there is a progression across age groups, with more factors becoming significant to athletes’ feelings of Sport Commitment as they get older. This progression makes logical sense, because with maturity, athletes are more likely to consider their participation from a broader perspective. Due to increased intellectual capacity, they become more aware of the reality of options available to them, they realize that there are choices to be made and obligations to be fulfilled, and they feel the need to make choices for themselves. The increase in the number of factors affecting commitment underscores the increasing complexity of understanding youth sport involvement as athletes grow older.
General Sport Commitment

One important motivational question is the effect of experience in a particular sport program on commitment to playing sport in the future. To examine this relationship, the Sport Commitment Model was tested for General Sport Commitment. Ratings for enjoyment, alternatives, expenditures, potential losses, and constraints in the current program were used to predict ratings of General Sport Commitment.

As shown in Figure 12, enjoyment and potential losses demonstrate the greatest impact on General Sport Commitment. Just as these factors have the most significant effect on Program Commitment, they also appear to create a carry-over effect to feelings about future participation in sport in general. Experiencing enjoyment in a youth sport program and feeling that one would miss aspects of the program if one were to quit enhances the desire to keep playing sports in the future. In addition, expenditures and constraints have a significant influence on General Sport Commitment, with greater investments of time and effort, and lower feelings of obligation to participate being related to higher ratings for future participation. Alternatives do not appear to be significantly related to General Sport Commitment, perhaps due to the fact that this component is specific to the current situation.

Figure 12. Significant Influences on General Sport Commitment: Total Sample
Our examination of Sport Commitment clearly reveals the significant impact of enjoyment on the commitment to sport programs and the desire to continue participation. Regardless of gender or age, **enjoyment** repeatedly proves to be a strong predictor of *Program Commitment*. Simply stated, young athletes who enjoy their sport experience are more committed to their sport program and thus want to stay involved. These findings extend earlier research which has shown that the desire for fun or enjoyment is a major reason given for joining sport programs, while lack of enjoyment is the most often cited reason for dropping out. Clearly demonstrated here is the crucial importance of enjoyment to the ongoing participation of athletes in youth sport.

It is evident that enjoyment serves as a cornerstone for motivation in sport. Knowledge of what makes the sport experience enjoyable for the participant is therefore critical to understanding and enhancing motivation. Past research has suggested some important elements of the sport experience which make it enjoyable to young athletes. In fact, the in-depth interview study of former elite figure skaters completed by the UCLA Sport Psychology Laboratory has helped to identify a diverse range of these elements, some of which are potential sources of enjoyment in youth sport settings. However, research prior to the *KidSport Project* had not comprehensively tested the enjoyment sources which apply directly to typical program participants. Therefore, in order to better understand the substantial motivating influence of Sport Enjoyment, concentrated research efforts were directed to the identification of important sources of enjoyment.

**Measures of Enjoyment and Sources**

To examine sources of Sport Enjoyment, it was first necessary to develop items for the athlete surveys. The objective was to limit the number of questions to a reasonable quantity, yet still include all sources likely to be most important to the wide range of athletes surveyed. A thorough review of past research, including the recent interview work with elite figure skaters, produced an extensive list of potential sources of enjoyment in youth sport. From this list, the research team consolidated items of similar
meanings and constructed questions suitable for administration to young athletes. During the early phases of the KidSport Project, athletes provided feedback which allowed items to be added, deleted, and modified to better reflect important enjoyment sources.

The final survey contained 29 questions reflecting sources of sport enjoyment relevant to athletes participating in typical youth sport programs in Southern California. Using surveys from the large sample of athletes from football, soccer, and volleyball, these sources were first analyzed to identify common themes or categories. The grouping of items into categories allows the construction of scientifically reliable scales for the measurement of enjoyment sources. These multi-item scales are more dependable than single items and better represent more general concepts. Five categories were identified by multi-item scales, while two categories were most appropriately defined by only one survey item each. For clarity of presentation, the categories will simply be called "sources", with the understanding that some are multi-item scales and others are single item measures.

The questions used in the athlete surveys to measure Sport Enjoyment and enjoyment sources are presented below in their generic form. The surveys administered to each group were modified to reflect the specific sport and program (see Appendices B-1 to B-8). The sources are grouped according to how they were identified in the initial analysis for categories. Inspection of the items reveals that in most cases more than one item was used to measure the enjoyment categories. To evaluate the impact of each category on Sport Enjoyment, a single scale was formed by combining all the items for that category. For example, the Coach Support category was made up of three items. Each athlete’s score for Coach Support was his/her average score on the three item scale. The higher the score, the more the athlete perceived support from the coach.

By examining the questions that make up each scale, one can better understand the meaning of each source category. In addition, the scale items can be used to suggest specific ways in which the sources might be enhanced. For example, the positive influence of parents might be increased through either direct participation (e.g., coming to games or providing help with playing) or through more general support (e.g., expressing...
pleasure with participation or doing or saying things to make the athlete feel good about playing). In this way, the sources provide important scientific information about the bases of sport enjoyment and significant practical information for applications to youth sport settings.

**SPORT ENJOYMENT**

- Do you enjoy playing in (the program)\(^2\) this season?
- Are you happy playing in (the program) this season?
- Do you have fun playing in (the program) this season?
- Do you like playing for (the program) this season?

**ENJOYMENT SOURCES**

**Perceived Sport Ability**

- How good are your (sport) skills?
- Are you a good (sport) player?
- How good are you compared to other players your age who have played for as long as you have?
- Are your teammates pleased with how well you have played (sport) this season?
- Do you feel fast or strong when you play (sport)?

**Positive Team Interactions**

- How many of your teammates are your friends?
- Do your teammates help you with your (sport) playing?
- Have you spent time just having fun with other players this season?
- Do your teammates do or say things to make you feel good about your (sport) playing?
- Have you made new friends by playing (sport) this season?
- Have you gone places or done special things with your team this season?
- Do you feel a part of the team this season?

**Positive Parental Interactions**

- Are your parents proud of the way you have played (sport) this season?
- Do you get to do things with your parents because of playing (sport) this season?
- Do your parents help you with your (sport) playing?
- Do your parents do or say things to make you feel good about your (sport) playing?
- Do your parents come to watch your games this season?
- Are your parents pleased with the way you have played (sport) this season?

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\(^2\) The name of the specific program or sport was inserted as appropriate on the surveys administered to the athletes.
Effort & Learning

Have you tried your hardest this season?
Do you play hard in your (sport) games?
Do you work hard in practices?
Do you get into doing the skills of (sport)?
How much have you learned about (sport) this season?
Have you improved your (sport) playing skills this season?

Coach Support

Is your head coach proud of the way you have played this season?
Does your head coach do or say things to make you feel good about your (sport) playing?
Is your head coach pleased with the way you have played (sport) this season?

Winning

Has your team won games this season?

Feeling Fit

Do you feel fit and healthy because you play (sport)?

Following the identification of the enjoyment sources, statistical analyses were performed in several steps. First, the simple relationship of each source to Sport Enjoyment was examined through correlational analysis. Then, multiple regression analyses tested the impact of the sources on Sport Enjoyment relative to one another. In addition to the analysis of relative impact for the total sample, multiple regression analyses also were performed separately for males and females, and three age divisions in order to check for possible differences due to gender or maturational levels. The results of these analyses are presented next.
**Relationship of Sources to Sport Enjoyment**

Individually, each of the sources was significantly related to Sport Enjoyment. Inspection of Table 1 reveals significant positive correlations in each case. The fact that the correlations are positive indicates that as athletes report more of a given source, they also report greater levels of enjoyment. Furthermore, separate evaluation of each source reinforces the fact that they all have an important influence on the enjoyment experienced in youth sport. Administrators and coaches can enhance their athletes' enjoyment, and therefore motivation and commitment, by facilitating any or all of these sources. Note, however, that Winning was shown to have the weakest relationship to Sport Enjoyment and, therefore, an emphasis on a strong win/loss record is likely to promote the least increase in athletes' enjoyment levels.

**TABLE 1. SIMPLE CORRELATIONS BETWEEN SOURCES AND SPORT ENJOYMENT**

<table>
<thead>
<tr>
<th>SOURCES</th>
<th>CORRELATION WITH SPORT ENJOYMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived Ability</td>
<td>.33*</td>
</tr>
<tr>
<td>Positive Team Interactions</td>
<td>.48</td>
</tr>
<tr>
<td>Positive Parental Interactions</td>
<td>.34</td>
</tr>
<tr>
<td>Positive Coach Support</td>
<td>.49</td>
</tr>
<tr>
<td>Effort/Learning</td>
<td>.48</td>
</tr>
<tr>
<td>Winning</td>
<td>.15</td>
</tr>
<tr>
<td>Feeling Fit</td>
<td>.32</td>
</tr>
</tbody>
</table>

*all correlations are significant (p < .0001).

**Relative Impact of Sources on Sport Enjoyment**

The prediction model for Sport Enjoyment is shown in Figure 13. The sources were considered together in regression analyses to determine the relative impact of each on
Sport Enjoyment. This type of analysis, in essence, pits the sources against one another to see which are of greatest importance. This means that even though all of the sources significantly influence Sport Enjoyment when analyzed separately, some will dominate over others. Consequently, only certain sources will appear significant in the collective analysis.

As in the examination of the Sport Commitment Model, analyses were first performed on the total sample to obtain the most generalizable findings. Then separate analyses were conducted on the two genders and three age groups to investigate potentially unique findings for boys and girls and athletes at different developmental levels. Results of each analysis are discussed in the text and presented graphically in the figures.

In the figures displaying the results of each analysis, those sources with the most significant impact are indicated by bold type and shaded boxes. Lighter shading in a few cases indicates lesser, yet still significant impact. Unshaded sources, with names printed
in plain type, do not add significantly to the prediction of Sport Enjoyment in that particular analysis. While these sources may be independently related to Sport Enjoyment, they are less dominant in this type of analysis.

**PREDICTORS OF SPORT ENJOYMENT: TOTAL SAMPLE**

Results for the total sample are presented in Figure 14. Four sources emerged as significant predictors of Sport Enjoyment: Team Interactions, Coach Support, Effort/Learning, and Feeling Fit. Thus, experiencing more positive interactions with teammates, feeling more positive support from the head coach, putting forth more effort and learning skills, and feeling more fit and healthy as a result of participation each has the effect of increasing levels of reported enjoyment.

![Figure 14. Significant Predictors of Sport Enjoyment: Total Sample](image)

- 33 -
Splitting the sample by gender revealed no differences between male and female athletes (see Figures 15 and 16), and the most important factors were the same as those identified for the total sample. Team Interactions, Coach Support, Effort/Learning, and Feeling Fit were each shown to significantly impact Sport Enjoyment. Perceived Ability, Positive Parental Interactions, and Winning failed to contribute any significant additional influences. In contrast to the differing Sport Commitment results for males and females, it appears that the sources of Sport Enjoyment are the same for both genders.

**Figure 15. Significant Predictors of Sport Enjoyment: Females**
FIGURE 16. SIGNIFICANT PREDICTORS OF SPORT ENJOYMENT: MALES

PREDICTORS OF SPORT ENJOYMENT: AGE GROUP COMPARISONS

To examine possible differences in the sources of enjoyment as a function of age, separate analyses were conducted for athletes 12 years old and younger, athletes 13 - 14 years of age, and athletes 15 years and older (see Figures 17, 18, and 19). These findings reveal both similarities and differences across the sub-groups. In each case, Positive Team Interactions and Coach Support are highly significant forces on the experience of Sport Enjoyment. Furthermore, Perceived Ability, Positive Parental Interactions, and Winning consistently fail to enhance the prediction of Sport Enjoyment. The most notable difference across the three groups is that as the age of the athletes increases, the number of significant sources also increases (see Figures 17, 18, and 19).

The youngest group of athletes (12 years old and younger) had the fewest significant predictors of Sport Enjoyment (Figure 17). Of the three significant sources, Positive Team Interactions and Coach Support were the most dominant. That is, Sport Enjoyment was most predicted by reported levels of positive interactions with teammates and the degree of support received from the coach. Effort/Learning was also a significant
predictor, although it was less powerful. As the athletes 12 years old and younger felt that they tried harder and improved more, they tended to enjoy participation more. The fewer reported sources for these younger athletes may be largely a function of inexperience and maturity level. Many of these younger athletes have only been involved in sport for a short time. Consequently, they have fewer experiences to draw upon, and thus their range of enjoyment sources is more limited.

Figure 17. Significant Predictors of Sport Enjoyment:
Athletes 12 Years Old and Younger
For the 13-14 year old athletes, Effort/Learning was a strong predictor of Sport Enjoyment, along with the Team and Coach sources (Figure 18). Thus, putting forth effort and improving skills has as strong an influence as the social aspects of the team environment. In addition, though not as strong as the other sources, the 13-14 year olds also find enjoyment in the perception that participation makes them feel fit and healthy. The Effort/Learning and Feeling Fit sources indicate that this group begins to derive enjoyment from personal accomplishment and the physical benefits of sport participation.

The athletes in the oldest age group, 15 years and older, show a progression from the previous groups, as Feeling Fit becomes a strong source along with Positive Team Interactions, Coach Support, and Effort/Learning (Figure 19). The physical benefits of participation in sport are a salient reward for these older athletes and contribute significantly to their sport enjoyment. The older athletes appear to be drawing upon more sources in determining their level of enjoyment. This may be due to a combination of general maturity and specific experience in sport which allows a broader perspective on their participation.
In summary, differences between the age groups appear primarily to be a function of maturity. An increasing number of sources impact enjoyment as athletes grow older. Across all the age groups, the social aspects of the sport environment are of major importance to Sport Enjoyment. Having friends on the team and experiencing positive interactions with teammates make participation enjoyable. Furthermore, feeling that the coach is pleased or proud and conveys these feeling through actions and words is critical to enjoyment of sport. As age increases, the personal benefits captured by the Effort/Learning and Feeling Fit sources become increasingly important as well.

CONCLUSIONS

The fact that the Team and Coach sources are consistently important to Sport Enjoyment underscores the important influence of the social environment on youth sport athletes. Young athletes are not participating in a performance vacuum, but rather in a complex social context. In fact, the social aspects of youth sport may well be the most attractive
elements to many participants. The more positive the social interactions, the greater the enjoyment of the experience.

Even though Perceived Ability and Positive Parental Interactions are shown to have individual impact on Sport Enjoyment (see Table 1), these sources did not contribute significantly to the prediction of Sport Enjoyment when all sources were considered collectively. Feeling that one is good at a sport may be a major source of enjoyment for some athletes, but it doesn't appear to be an overriding factor if other important elements (e.g., positive social interactions) are present. Similarly, even though parental input is critical to the lives of young people, the source reflecting positive interactions with parents does not appear as one of the dominant predictors of Sport Enjoyment. This may be because of the immediacy of the coach and teammates in this specific setting. That is, the total backdrop of athletes' life experiences is greatly influenced by parental input, but other people may have more specific impact in the particular sport program environment.

Conspicuous by its lack of influence, Winning was not found to be a major source of Sport Enjoyment. It had the weakest relationship with Sport Enjoyment when taken on its own (see Table 1), and was not significantly predictive for the total sample, either gender, or any of the age groups. This is not to say that winning is not an important goal to young athletes or that winning a game is not enjoyable. Rather, it indicates that there are many other aspects of sport participation which provide enjoyment. There are at least as many losers of contests as winners, and only one team or individual can be in first place. Therefore, the high levels of enjoyment reported by the large majority of young athletes must be derived from sources other than Winning.

Finally, it is interesting that we found Sport Enjoyment to be predicted by more sources as athletes grow older. Past research has shown that enjoyment of sport generally decreases with age. The current findings suggest that this may be because programs fail to expand their focus sufficiently to take advantage of the additional opportunities to create enjoyment. As youth programs become more specialized towards a professional model of sport, with an emphasis on high levels of skill and winning, they may be limiting the sources of enjoyment available to a large number of participants. Given that Perceived Ability and Winning are not particularly strong sources, this emphasis has the least likelihood of promoting enjoyment. And as enjoyment decreases, our earlier results clearly demonstrate that commitment to sport programs decreases as well. One key to
greater involvement would appear to be a more thorough consideration of the significant sources of enjoyment in the design and administration of youth sport programs.
PART V

ADDITIONAL FINDINGS

The preceding sections have reported in detail our findings regarding Sport Commitment and Sport Enjoyment. In this section, additional findings are presented that provide further depth and insight into the forces that influence participation in organized youth sport. Some of the information gathered is quite specific to the particular programs. This has been presented to each participating organization in the form of a summary report (see Appendices C-1 to C-6) and will not be reported here. The summary reports provide each organization with a range of useful and practical information pertinent to their program, such as players’ perceptions of the length and frequency of practices, the time spent learning new skills, how much they get to play in games, and how much they want to continue playing in the program.

In this section, results are presented regarding (1) the reasons that young athletes gave for joining their program this season, (2) things that made it difficult for them to participate in their program, and (3) open-ended responses to questions about (i) what young athletes like about their programs, (ii) their freetime activities, and (iii) alternative activities to participating in their program. Also included are comments athletes wrote about playing sports and about taking part in the survey.

Reasons For Joining The Program

The athletes were asked to identify the reasons that were important for joining their respective programs this season by checking “yes” or “no” to a list of items. These items reflected a wide range of reasons for joining. Some reasons reflected goal directed personal choices such as “I wanted to have fun”, “I wanted to improve my skills”. Other reasons reflected an absence of personal choice, for example, “My parents thought I should join”. Finally, some reasons were concerned with practical or circumstantial decisions to join such as, “This is the only program”, “This is the best program”, “I played last year”, and “I wanted something to do”. In addition, the athletes were asked to express, in a free response format, any other important reasons for joining their program in the current season.
As can be seen in Figure 20, the most often cited reasons for joining the program reflected goal directed personal choices. The item, “I wanted to have fun” (79.5%) was the most often cited, validating the typical observation that most athletes join sport programs with the intention and expectation of having fun. Significantly, this reason was closely followed by “I wanted to improve my skills” (77.6%), reinforcing the fact that improving skills in sport is very important to most youth sport participants. Furthermore, since improvement in the sport (Effort/Learning) was earlier shown to be a significant source of enjoyment, “fun” and “improve my skills” are related to one another. Other personal choice reasons reported to be important for joining by the majority of athletes were “I am good at the sport” (64.1%), “I wanted to get in shape” (57.7%), “I wanted to be on the team” (55.7%), “I wanted to learn the sport” (41.5%), and “I wanted to be with
my friends" (37.6%). It would appear that the majority of the athletes join for reasons that represent goal directed personal choices, many of which were earlier shown to be sources of Sport Enjoyment.

It is reassuring to note that not many athletes felt they had to join because of external pressures. Few indicated pressure from parents ("parents thought I should join", 16.9%) as an important factor in their participation. Circumstantial reasons for joining such as a lack of alternatives ("this is the only program", 12.2%), or simple ease of participation ("this program is easy to attend", 10.9%) were also not important to many of the athletes. However, the circumstantial reasons "I played last year" (47.8%), and "This is the best program" (31.5%) were seen as important reasons for joining to a fair number. Although neither of these are goal-directed choices, they do tend to reflect positive draws to participation.

Overall, it is quite enlightening that athletes consistently cited more personal choice reasons for joining than circumstantial or external pressure reasons. It does not appear that athletes feel that they are pushed into sport or just fall into sport for lack of anything else to do. Instead, most athletes are attracted to sport with the expectation of enjoyable experiences.

**Hindrances To Continued Involvement**

Sometimes, the desire to continue participating in a program may be high—that is, a young person is both committed to their program and enjoys participating. However, certain external forces may work to prohibit continued involvement. These forces may be negative in nature such as, "my parents won't let me continue", neutral in that they reflect the constraints of competing responsibilities such as homework or employment, or the result of circumstance, such as moving out of the area. To determine whether the young athletes found it difficult to continue participating, they were asked to respond "yes" or "no" to a variety of potential difficulties. As shown in Figure 21, 25% of the athletes felt that there were no hindrances to their continued involvement. The only major hindrance was the conflicting pressure of homework (55.6%). For a few athletes, lack of time (16.8%), employment (12.3%), and problems getting to practice (11.4%), also created difficulties. Overall, apart from the pressures of homework, few external forces were viewed by the athletes as creating problems for their continued involvement.
Moving My parents won't let me
I have to baby-sit
Equipment/uniforms cost a lot
Program is at a bad time for me
Housework or yard work
It costs a lot to join
Hard to get to practice
I have a job
I don't have time
Nothing caused me problems
Homework

Percentage Of Athletes Responding

FIGURE 21: HINDRANCES TO CONTINUED PROGRAM INVOLVEMENT
Open-Ended Responses

A third source of additional information consisted of responses to open-ended questions. These questions gave the athletes a chance to answer freely, rather than checking or rating responses provided on the survey. For example, in response to the question “what do you like about your program this season”, the athletes wrote out their likes and were not limited to checking a fixed list of items. Some athletes gave as many as five answers to one particular question. These open-ended questions gave the athletes a chance to provide us with information that we may not have specifically targeted, but which is, nevertheless, important to their sport experience. There were three open-ended questions on the surveys. The athletes were asked to write down what they liked about their program, what things they did in their freetime which were not sports, and what they would most like to do but cannot because they participate in their particular program.

What Athletes Liked About Their Program

The athletes were asked to “please list any things you like a lot about this program this season”. Less than 1% of the athletes reported that there was nothing they liked about their program, suggesting that virtually all the athletes viewed their involvement positively (see Figure 22). The things the athletes most liked about playing in their program were related to aspects of participation (47.8%). This included things such as, the action of the sport, practice, and doing the skills of the sport. Also important were having fun (20.1%), affiliation (23.4%; e.g., being with friends and teammates, and being on a team), their coaches (20.1%), and achievement-related aspects of sport (19.2%), such as working hard, learning, and improving sports skills. These free response data reinforce the findings reported earlier showing team, coach, and effort/learning factors as sources of enjoyment.
Percentage of Athletes Responding

**FIGURE 22: THINGS ATHLETES LIKE ABOUT THEIR PROGRAM**
WHAT ATHLETES DO IN THEIR FREE TIME

Sport is only one of many things young persons do in their free time. To get a feel for what some of the non-sport activities are for Southern California youth, the athletes were asked to "please list the things that you do in your free time that are not sports (like playing the piano, singing in a choir, or hanging out with friends)". The results show that while there are a wide range of activities Southern California youth pursue, only two main categories emerge; being with friends (46.6%) and leisure activities (40.6%) such as music or art (see Figure 23). Although these young people do pursue other activities, they pursue them in addition to sport not instead of sport. The importance of friends further highlights how important social relationships are to young people.

![Bar Chart]

**Figure 23: Things Athletes Do in Their Free Time That Are Not Sports**
OTHER ACTIVITIES THAT ATHLETES COULD DO INSTEAD OF PLAYING IN THEIR PROGRAM

Playing in a youth sport program is only one of the ways these young athletes could be spending their time. For example, they could play in another similar program, play a completely different sport, do something other than sports or even do nothing at all. The young athletes were asked to "please write down the one thing you would most like to do, but that you cannot do because you play in this program this season".

In response to this question, 30.3% of the athletes said that there was nothing else they would like to do, but could not do because of playing in their program (see Figure 24). The remainder of the athletes listed alternative activities to participating in their program. These activities ranged from playing another sport (29.5%, see Figure 25 for a breakdown), being with friends (15.9%), leisure activities/hobbies (10.7%), and schoolwork (52%).

![Bar chart showing percentages of athletes responding to what they would do instead of participating in their program]

**Figure 24: Things athletes would do instead of participating in their program**
FIGURE 25: ATHLETES' SPORT ALTERNATIVES TO PARTICIPATING IN THEIR PROGRAM
Reactions To The KidSport Project

An important aspect of the KidSport Project was the chance for young athletes to have their voices heard regarding their sport experiences. At the back of the survey we expressed an interest in the young athletes' reactions to the Project, and to anything else they felt was important about their sport experiences. Many of the young athletes took the time to provide us with their thoughts and comments. These responses ranged from one or two words (for example, “Great survey”) to “mini-essays” about playing sport and the value of sport to life. To bring the Project full circle--back to the young athletes themselves who gave so freely of their time to help further our understanding of youth sport and the needs of young athletes, here are what some of these young people had to say:

“I think it's great that someone is finally interested in what the kids have to say and not just the coaches.”

“I'm glad to see someone actually wants to hear how we really feel! It's a great idea and I hope you continue it.”

“I like these kind of surveys because they really make me think about how much I should appreciate things.”

“I thought that this opinion survey was very in-depth and thorough. I was able to reveal a lot of my inner feelings about playing sports in general.”

“The survey is fun and it was fun to fill out the questions. I think we should do it every year.”

“I enjoyed reading and answering your questions. Keep up the good work to keep us informed. Help inform our world about sports.”

“This survey was interesting and should be continued in order to help other athletes.”

“I think that this survey is a good idea so that you can tell what aspects people do and don't like and maybe the things that aren't liked can be changed.”
"This survey will help me feel good about myself."

"I liked it because it gave me a chance to express my feelings about softball. It's a good survey. Thank-you!"

"I think that it is good for you to have this survey because I feel that I can explain my feelings toward softball. I am glad that we have Little League. Now I can stay out of trouble and learn new skills...Now that I play softball I feel I am a better person for playing and I am now staying out of trouble."

"I have been swimming and competing in sports since I was very young. I have always enjoyed the competitive and fun atmosphere sports brings into my life."

"Sports shouldn't be competition but something you enjoy."

"I have made lasting friendships and have learned many new sides of myself and how I act in pressured situations."

"I think football has also made me confident when I do things."

"I think we should compete and learn to lose and win!"

"I think sports are a good outlet for kids to turn to when things get tough. Sports are an important part to the school and the school's morale."

"All sports should be used to learn important life skills and build friendships."

"For me, sports are a major part of my life. My family has always competed in sports, and for me, training and competing has become a way of life. My life would be dramatically changed if I could no longer participate in sports. I feel I will compete all through life and only an accident would get in my way."
"I believe that competing in sports should be something that everyone should experience because it is beneficial to both one's physical and mental health."

"Competing in sports is one of the best opportunities to make friends and stay fit. It also gets you socially involved with other people."

"Competing in sports is great. It keeps you away from trouble, gets you in shape, and most of all, helps you set goals and be proud of yourself."

"I think Little League helps give kids my age a chance to meet new people and to stay out of trouble. It also gives kids my age a chance to learn a new sport and to have fun in the process."

"Thanks for listening to me."
PART VI

IMPLICATIONS AND RECOMMENDATIONS

Findings from the KidSport Project surveys have direct implications for the design and evaluation of youth sport programs. Many of the factors identified as important to Sport Enjoyment and Sport Commitment can be directly influenced by program planning and administration. Furthermore, it is possible to employ information from the Project to evaluate and monitor sport programs to help maximize their effectiveness for the athletes they serve.

Some of the bases for athletes' motivations can be controlled by program structure and philosophy, while others may not be under a program's direct control. For example, coaches can be taught to provide more of the positive feedback that is essential for athletes to experience positive coach interactions, but a program cannot control the attractiveness of an alternative activity to an athlete. Naturally, efforts should consistently be made to optimize the controllable elements for positive sport experiences. It may also be quite informative to monitor even the uncontrollable elements for a better understanding of the particular sport environment.

Based on the survey findings, we can be confident in a number of basic recommendations to facilitate program effectiveness. These recommendations are relevant to most youth programs. However, to understand young athletes' motivations to continue participating in specific sport programs, it is important to tap their perceptions of the experience. The findings of the KidSport Project are based on reports from young athletes, and therefore, action taken on the basis of these results needs to be monitored at the level of athletes' perceptions or reactions. Such monitoring may be done through interviews or written surveys. Moreover, site observations and evaluations with program personnel should be made with the athletes' perspectives in mind.

The questions used in the Athlete Survey can be viewed as key items for assessment. For example, if one wishes to evaluate the feelings of attachment that athletes have toward their sport program, the four questions from the potential losses component of the Sport Commitment Model can be used as a guide. Answers to these questions will give an indication of how much athletes' would miss participating in the program if they were to leave, and therefore how hard it might be for them to give up their involvement. Because
the items in the Athlete Survey have been specifically designed and tested for such evaluation, they provide a ready monitoring tool.

In the following sections, we review the major findings of the *KidSport Project* with particular emphasis on implications and suggestions for practical applications. In many cases the implications and recommendations reinforce current practices in program development, coaching education, and program implementation. As such, they provide much needed support for sound administrative decisions. In addition, recommendations are provided which may involve new directions or emphases. These should be considered as well-founded suggestions for the future development of youth sport programs.

**Sport Commitment**

From the Sport Commitment Model, there are five areas through which programs can influence athletes' commitment (Fig. 26). *Program Commitment* can be facilitated through four of the areas by concerted efforts in program design, program philosophy, and athlete, coach, and parent education. Youth sport programs have most direct control over athletes' experiences of *sport enjoyment*, followed by athletes' feelings of attachment to the program (*potential losses*). Although the effect may be more indirect, programs can also have some control over *constraints*—the feelings that one has to play to
please other people—and perceptions about *expenditures* of time and effort. The attractiveness of alternative activities are not under a program's control, but if the sport setting is fulfilling the needs of athletes, then athletes will be less likely to be drawn away from their program for negative reasons. Below are specific points for each of the five areas.

**ENJOYMENT**

1) Enjoyment is a major motivator in the youth sport setting. Those things that make participation enjoyable should be emphasized, both because they increase the subjective quality of the experience for the participants and because they enhance commitment to continued participation. Specific suggestions for enhancing enjoyment are offered in the following Sport Enjoyment section, and can be readily incorporated into existing educational programs. Athletes' need for enjoyment should continue to be a focus in educational seminars and literature for coaches and parents. Furthermore, because enjoyment is considered a basic right for young athletes, youth sport programs should be expected to demonstrate a commitment to the enjoyable aspects of the experience.

**POTENTIAL LOSSES**

2) The more attached an athlete feels toward a sport program, the more likely she or he is to continue. Attachment occurs as bonds are created between the athlete and the coach, the athlete and teammates, and the athlete and the activity. Bonds are developed with coaches through teaching, encouragement, and support, and with teammates through encouragement, support, and friendships. This requires an atmosphere that promotes communication and respect. Techniques which enhance team building and the development of self-worth should be taught to coaches to help promote positive attachment to sport programs.

---

3) A sense of personal control is important to commitment to sport. When athletes feel that they are participating to please other people rather than themselves, they feel a lessened sense of commitment. Older athletes and boys appear to be most sensitive to this pressure. Coaches and parents should be encouraged to listen to the athletes and allow them to make choices in their participation. Pressure from adults or peers simply does not increase athletes' commitment to play.

4) Participation in sport often requires considerable time and effort. The more a young athlete perceives such investments into the program, the more he or she is likely to be committed to continued participation. However, it should be made clear that the relationship between the time and effort invested and commitment does not mean that programs should try to demand more investments from athletes. Rather, the important point is that athletes be made aware of the investment they have made. Positive recognition of the time and energy expended should support an athlete's commitment to a program. Coaches may wish to cultivate an appreciation for such investments in the activity. Furthermore, since effort is a strong source of sport enjoyment, recognizing effort and dedication in practices and games should heighten enjoyment of the experience as well as increase the desire to continue playing.

5) Administrators and coaches should be aware that young athletes have numerous options to participating in sport. The alternatives to playing in a program become a greater consideration as athletes grow older, and they appear to be more important to girls than to boys. Programs do not have control over the attractiveness of options available to their athletes, but the relative attractiveness of alternatives is decreased when athletes find value in their current participation. Specifically, if an athlete enjoys the program, feels attached and invested, and does not feel constrained to participate,
he or she will view other activities as relatively less attractive. However, it also should be understood that an athlete may leave sport not because of dissatisfaction but simply because of changing priorities. That is, by no fault of the program, an athlete may simply pursue a different activity. It would be helpful to communicate with athletes who leave a program to see if their desire to drop-out rests with the program or is due to a basic decision to pursue another activity.

6) As athletes mature the number of factors influencing Sport Commitment increase. In line with greater experience and more highly developed intellectual capabilities, older athletes draw their commitment from a wider consideration of the sport domain. It is advisable to maximize the impact of all five factors across all age groups to best promote continued involvement. However, enjoyment and the attachments described through potential losses are consistently important and deserve the most focus for younger groups. As athlete grow older, programs must be aware of the increasing influence of alternatives, expenditures, and constraints.

7) The process of Sport Commitment is essentially the same for boys and girls. The most notable difference is that the perception of constraints has a greater impact on boys than girls (commitment to participation is decreased when greater constraints are reported). Girls, on the other hand appear to be more affected by the attractiveness of their best available alternative activity. Otherwise, there are no striking gender differences. Therefore, the same considerations and evaluations should generally be applied to both genders.
Sport Enjoyment

Seven major categories of enjoyment sources have been identified that are important to athletes in typical youth sport programs (see Figure 27). To enhance enjoyment, it is recommended that these seven sources be considered in program design, implementation, and evaluation.

![Diagram of Sport Enjoyment Sources](image)

**Figure 27. Sources of Sport Enjoyment**

Particular attention should be paid to the four sources shown to be the most dominant: Team Interactions, Coach Support, Effort/Learning, and Feeling Fit. All of the sources can be augmented through concerted efforts of sport programs, and most of them can be directly impacted through program design, education, and coaching applications. The questions from the Athlete Survey can be used in evaluating the effectiveness of programs to provide these sources of enjoyment. Implications for each of the sources of enjoyment are presented below.

1) Social interactions with teammates are very important to sport enjoyment. Furthermore, there are two facets to this important enjoyment source: a) friendships in general, and b) sport-specific
support from teammates. Both facets should be considered in efforts to facilitate athletes' enjoyment of their program. Friendships and team unity should be expressly promoted. Time should be allowed for athletes to get to know one another, including “unstructured” periods at practice or special activities away from the sport (trips, team meals, etc.). In addition, young athletes should be taught to encourage and support teammates, demonstrating respect for one another.

**COACH SUPPORT**

2) The attention of the coach to each athlete is very important to enjoyment. Coaches should realize that the verbal and non-verbal messages conveyed to each athlete play a key role in feelings of self-worth in sport, and often beyond sport. The specific connection between these skills and sport enjoyment and sport commitment should be included in coaching education programs. Coaches should be taught and encouraged to convey caring, respect, and support of all players, regardless of ability.

**PARENT INTERACTIONS**

3) Athletes enjoy sport more when they perceive positive support from their parents. Positive parental involvement includes such things as attending games, helping skill development when appropriate, and most of all, offering unconditional support for their child's efforts. Enjoyment is increased when athletes feel their parents are pleased or proud of their participation. When possible, parents should be educated about the the ways they can be positively involved with their children in sport.

**EFFORT/LEARNING**

4) Putting forth effort and learning or improving skills are enjoyable to young athletes. By defining success in terms of working toward goals and accomplishing realistic personal goals, athletes are encouraged to focus on this rewarding aspect of participation. Coaches should understand that athletes enjoy working hard and putting out effort to learn. To maximize this powerful enjoyment
source, adults and teammates should provide opportunities and reinforcement for individual efforts and accomplishments.

**PERCEIVED ABILITY**

5) Athletes enjoy the feeling that they are good at a sport. Coaches can help by providing opportunities for athletes to successfully demonstrate the skills they have. It is not necessary (or reasonable) for every athlete to believe that he or she is great at the sport. Rather, the important issue is that all athletes can gain a sense of competence if realistic performance goals are set for each individual and practice is designed to facilitate achievement of these goals.

**WINNING**

6) Although winning can be enjoyable to young athletes, sport enjoyment does not depend on win/loss records. Winning was identified as the least important factor influencing enjoyment. In line with the basic philosophy of the American Coaching Effectiveness Program (ACEP)—“Athletes first, winning second”—objectives other than winning are clearly most important to youth sport participants. In fact an overemphasis on winning may decrease the focus on the other sources of enjoyment. The principles of sound coaching education programs are validated by the responses of athletes themselves through the Athlete Survey, and therefore should continue to be conveyed to coaches. It is quite informative that Effort/Learning is a strong source of enjoyment, while Winning is a weak one.

**FEELING FIT**

7) Young athletes report that the health and fitness benefits of playing sport are enjoyable. This is especially true for older athletes (13 years old, and above). The perception of fitness can have a strong impact on a young person’s self-image and self-confidence, and the results from our surveys show that athletes recognize fitness as a reward of participation. Because fitness is important to athletes, coaches should carefully consider their conditioning plans, and may even wish to provide fitness education as a part of their training program. Promoting the connection between exercise and health
benefits may well have far-reaching implications for athletes’ lifetime activity choices.

8) There are no differences in the sources of enjoyment for boys and girls. Consequently, there is no reason to promote different sources based on gender. The only difference according to age levels is that a greater number of sources become relatively significant to athletes as they grow older. Since all sources should be maximized for all athletes, the only recommendation from this finding is that programs for older athletes be particularly aware of the diverse reasons that the athletes may have for enjoying their participation.
PART VII

SCIENTIFIC IMPACT OF THE PROJECT

We anticipate numerous publications and presentations will emerge from the KidSport Project which will significantly enrich the field of sport psychology. Through this dissemination of information, youth sport scientists and practitioners throughout the world will learn about the Project and the findings that it has revealed.

Already, the KidSport Project has made a significant scientific impact. First, the project served an important educational function for several Postdoctoral Fellows and a number of students at all levels of university study. A total of four Postdoctoral Fellows, four graduate students (3 Ph.D. and 1 M.S.) and 13 undergraduates (freshmen through seniors) gained invaluable support and research training through their participation on the Project. Importantly, this educational function is critical to the development of future scientists in the field.

Second, during the 11 month period between October, 1989 and September, 1990, members of the UCLA Sport Psychology Laboratory presented 10 scientific papers related to the KidSport Project at national and international conferences, and completed an invited book chapter. Five of the presentations were invited keynote addresses, lectures, or symposia papers; and five were original data papers accepted for presentation by the two leading scholarly organizations for sport psychology research in the world (Association for the Advancement of Applied Sport Psychology and the North American Society for the Psychology of Sport and Physical Activity). These presentations are listed below. The invited book chapter is for a major text on motivation that will appear in print next March: Scanlan, & Simons, (1991). The Construct of Sport Enjoyment. In G.C. Roberts (Ed.), Motivation in Sport and Exercise. Champaign, IL: Human Kinetics.

INVITED PRESENTATIONS:


**CONFERENCE PRESENTATIONS:**


-63-
Closing Note

In closing, two final points should be noted. First, we will forward copies of subsequent articles and presentation abstracts to the Foundation as they appear in print. Second, the AAF's support has been acknowledged in all publications and presentations and will continue to be in the future. In a typical acknowledgement provided during a presentation, the audience is shown a slide of the AAF logo while the Foundation's legacy and goal to enrich the sport experience of youth are summarized. The Foundation is thanked for their leadership and vision in supporting sport psychology research to better achieve this goal. Then it is stated that the KidSport Project could not have been conducted without the support provided by the AAF.
APPENDICES
APPENDIX A-1
Please complete each item with known facts or best estimation. If information is completely unknown, circle "U". If item does not apply, circle "NA".

| U NA 1. Name of grant administrator: | __________________________________________________________________________ |
| U NA 2. Name of sport organization: | __________________________________________________________________________ |
| U NA 3. Sport(s) supported by organization: | __________________________________________________________________________ |
| U NA 4. Beginning and ending dates: | Of grant - From ______________________ to __________________________ |
| | Of regular season - From ______________________ to __________________________ |
| U NA 5. Extent of organized competition (check one) | __ Regular season of scheduled games |
| | ___ Season of games plus post-season competition |
| | ___ Other (list) __________________________________________________________________________ |
| U NA 6. Is attendance mandatory _____, or on a drop-in basis _____? (check one) |
| U NA 7. # of boys __________ age group(s) __________________________________________________________________________ |
| | # of girls __________ age group(s) __________________________________________________________________________ |
| U NA 8. Ethnic breakdown (%): | ___ Asian ___ Black ___ Caucasian ___ Hispanic |
| | ___ Other |
| U NA 9. Primary language spoken at home by participants: __________________________________________________________________________ |
| U NA 10. Socio-economic status of participants (%): | ___ Upper ___ Upper Middle ___ Middle ___ Lower Middle |
| | ___ Disadvantaged |
| U NA 11. Size of teams: __________________________________________________________________________ |
12. Number of coaches per team: ______________________________________________

13. Training of coaches (check one): _____ AAF _____ Other _____ None

14. Expected percentage of parents attending practices ____%, and games ____%

15. Amount of parental involvement in organization of program (such as scorekeeping, running concessions, serving as officials, etc.):
   _____ High _____ Moderate _____ Low

16. Number of years this program has been in existence: _____________________

17. Do participants pay fees? _____ No _____ Yes
   If yes, amount: __________________

18. Briefly describe the nature of this program, including stated goals, guiding philosophy, and/or unique features or opportunities provided:
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________

19. Names and contact numbers of key program personnel:
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________

20. Location of activities (attach list if necessary):
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________

21. Schedule of practices and games (attach schedule sheets if available):
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________

22. Anything else that you think might be helpful for the UCLA team to know:
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
AMATEUR ATHLETIC FOUNDATION OF LOS ANGELES

CHECKLIST FOR SITE VISIT

Name of visitor: _____________
Date of visit: _____________
time: _____________

1. Grant Name: ________________________________
   a. Sponsoring Organization: ________________________________
   b. Grant Administrator: ________________________________

2. Site visit location: ________________________________

3. Site contact person and title: ________________________________
   Phone number(s): (______)______ (______)______

4. Participants present:
   # boys ____________ age group ____________
   # girls ____________ age group ____________
   Ethnic breakdown (%):
   ____ Asian   ____ Black   ____ Caucasian   ____ Hispanic
   ____ Other

5. Adults present:
   # of coaches _________ # of other responsible persons _________
   # of others not associated with program _________

6. Situation observed: Practice _________ or Competition _________

7. Amount of structure in this situation:
   Too rigid _______ Appropriate _______ Too loose _______

8. Comments on conditions of facilities and/or equipment: ____________
   ____________________________________________________________________
9. Percentage of kids active at any one time: ____________________________

10. Coach/Athlete Interaction:

Overall amount of coach/athlete interaction (Mark the scale)

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<thead>
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<th>Scale</th>
<th>Description</th>
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<td>Moderate Amount</td>
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Comments: ___________________________________________________________

Overall quality of coach/athlete interaction

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<th>Description</th>
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<tr>
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<td>Neutral</td>
</tr>
<tr>
<td>3</td>
<td>Negative/Punishing</td>
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Comments: ___________________________________________________________

11. Parent/Athlete Interaction:

Overall amount of parent/athlete interaction

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</tr>
<tr>
<td>4</td>
<td>Moderate Amount</td>
</tr>
<tr>
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Comments: ___________________________________________________________

Overall quality of parent/athlete interaction

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<th>Description</th>
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</tr>
<tr>
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<td>Negative/Punishing</td>
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Comments: ___________________________________________________________
12. Parent/Coach Interaction:

Overall amount of parent/coach interaction

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Comments: __________________________________________

Overall quality of parent/coach interaction

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<td>Neutral</td>
</tr>
<tr>
<td>3</td>
<td>Negative/Punishing</td>
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Comments: __________________________________________

13. Motivational level of participants in the activity:

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14. Enjoyment level of participants:

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15. Overall subjective rating of the situation:

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</tr>
<tr>
<td>3</td>
<td>Extremely Negative</td>
</tr>
</tbody>
</table>

16. Comments on cooperativeness of organization and personnel: __________________________________________

__________________________________________

__________________________________________
17. Additional comments on this situation, or the program in general:

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

18. Concerns or other communication from the organization to the AAF:

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________
Dear Mr./Ms. _____:

Parents, coaches, league officials, and other individuals involved with youth athletics have shown an increasing interest in understanding the effects of organized sports on young participants. For over a decade UCLA has conducted studies which have provided some of the most extensive information about the competitive youth sport experience ever collected. Importantly, we have shared this information with people who organize and run youth sport programs, with parents and coaches, and with professionals in the fields of physical education and recreation who have a major impact on a variety of school and leisure time sports programs.

In the Spring of 1988, our laboratory teamed up with the Amateur Athletic Foundation to form the AAF/UCLA Kidsport Project. This project will examine factors that create positive involvement in youth sport programs. (Name of Organization) has been selected to be part of this study exploring sources of motivation and commitment to sport programs. We chose your program based on a number of criteria including the nature of the sport, the number of boys and/or girls in the program, and their ages.

We would like to stress that the data collected in this study will be treated with total confidentiality. No information pertaining to any individual child will be released; only group data will be published. This information will be distributed to you at the conclusion of the project so that the study data will be useful to you.
In the next few weeks, we will be contacting you to discuss the project. In addition, a letter describing the study will be sent to parents of athletes in your program approximately two weeks before the study commences. Should you have any questions about this project, please feel free to contact either Dr. Tara Scanlan at UCLA or your grant administrator at the Amateur Athletic Foundation. We look forward to working with you and your athletes. Thank you for your cooperation.

Sincerely,

Tara K. Scanlan, Ph.D.
Associate Professor
Department of Kinesiology
University of California, Los Angeles
Los Angeles, CA 90024-1568
(213) 206-8255

Judith Pinero
Vice President Grants and Programs
Amateur Athletic Foundation
2141 W. Adams Blvd.
Los Angeles, CA 90018

Jeffery P. Simons, Ph.D.
Postdoctoral Scholar
Department of Kinesiology
University of California, Los Angeles

Greg W. Schmidt, Ph.D.
Postdoctoral Scholar
Department of Kinesiology
University of California, Los Angeles
What is the purpose of the survey?

The survey is part of the AAF/UCLA KidSport Project, a joint effort of the Amateur Athletic Foundation of Los Angeles and UCLA examining motivation in youth sport. The key to this project is collecting information from the athletes themselves through opinion surveys. The information gathered will contribute to professional knowledge about youth sport and development of future sport programs.

What does participation in the project entail?

With permission from your club, athletes will complete the opinion survey at one of their practices. All that is requested is one 30 minute period at one practice. A coordinator from UCLA will arrange a convenient date and time with each coach. Members of the UCLA group will take care of all survey administration.

When will this take place?

We would like to begin administering surveys in early March and complete this set by the end of April. We will work with each coach to find the most convenient time.

Which clubs will be chosen?

Participants will be randomly selected from those interested in participating. This means that not all clubs will be surveyed during this season. However, in the future different groups may be asked to take part in another aspect of the project.

Who receives the information from the surveys?

The surveys will be handled by the UCLA research group. Reports of overall findings will be made to the AAF and to other sport researchers. However, individual survey responses will be treated with total confidentiality. No information about any athlete or particular team will be released to anyone. Only combined data will be shared. A summary of important findings will be distributed to the Southern California Volleyball Association and to participating clubs at the conclusion of the study.

UCLA Contact Person: Dr. Jeff Simons (213) 206-8255
I. INTRODUCTION

A. Introduce self

B. Overview of the Meeting:

what -- The KidSport Project
who -- Amateur Athletic Foundation, UCLA
why -- Understanding young athletes' experiences in sport
how -- 1) Opinion surveys, 2) Administration process
when -- Time frame for this organization
Set the process in motion

II. WHAT, WHO, AND WHY -- The KidSport Project

A. KidSport Project: A large scale evaluation of kids' experiences in
organized sport. Involves collecting information from a wide
variety of groups. Focus on Likes, Dislikes, and Motivations in
sport.

B. Amateur Athletic Foundation of Los Angeles: Granting foundation for
Youth Sport in Southern California. Legacy of the 1984 Olympics.
Interested in supporting and maintaining high levels of youth sport
involvement, and working to increase quality programs.

UCLA: Studying youth sports for over a decade. Goal to better
understand youth experiences in sport and provide information to
organizations and professionals.

C. Purpose: Understand sport involvement and motivations in sport
from the athlete's perspective.
III. HOW THE PROJECT WILL BE CARRIED OUT WITH YOUR GROUP

A. Opinion Surveys

- developed for ages 10-18
- simply ask about their experiences and opinions
- some sample questions can be found on the Sample Survey
- Responses are confidential to protect athletes, coaches, and teams

B. Administration Process

1. This meeting: a) provide info to you, b) ask for your support
2. Letters of explanation to your coaches (or managers)
3. Parent letters given to coaches to distribute to players (no return needed)
4. We set up administration time with coach (manager)
5. We come and personally give surveys to athletes prior to a practice (approx. 30 min)
6. Possible follow-ups to get absentees, or to gather additional information (interviews possible)

IV. TIME FRAME

Coach letters out within the next 2 weeks

Parent letters to coaches ______; immediate distribution to athletes.

Surveys administered by us between ______ and ______
V. COMMITMENT (WE APPRECIATE HOW BUSY YOU ALL ARE!!)

A. Coaches (busy)
   1. Parent Letters: a) distribute b) follow-up
   2. Arrange 30 minute time slot at the beginning of a practice
   3. Help organize athletes on survey day (we administer them)

B. Administrators (again, understand other work concerns)
   1. Need your support! - Help convey significance of project
   2. Letters and basic information to coaches (Possibly introductions)
   3. Help to establish contacts with coaches: Phone lists, Schedules
      We will want to use your name when making contact
   4. Additional information as needed

VI. MATERIALS IN PACKET (walk through each item)

A. General Information Sheet - checklist on bottom

B. Coach Letter (enough for all coaches plus yourself)

C. Parent Letter (3 copies)

D. Information Form

E. Self-addressed, stamped envelope to return information to us

VII. BEGIN THE PROCESS

A. Information Form: Fill in as well as possible and give to me at end

B. Envelope: Send any other checklist items to us ASAP

VIII. QUESTIONS (Theirs, Ours)

IX. Thank you's and appropriate bonding activities.
Dear Coach:

Parents, coaches, league officials, and other persons involved with youth programs have shown an increasing interest in understanding the effects of organized sports on young participants. For over a decade UCLA has conducted studies which have provided some of the most extensive information about the competitive youth sport experience ever collected. Importantly, we have shared this information with people who organize and run youth sport programs, with parents and coaches, and with professionals in the fields of physical education and recreation who have a major impact on a variety of school and leisure time sports programs.

In the Spring of 1988, our research group teamed up with the Amateur Athletic Foundation to form the AAF/UCLA KidSport Project. This project will examine factors that create positive involvement in youth sport programs. Your program has been selected to be part of this study based on a number of criteria including the nature of the sport, the number of boys and/or girls in the program, and their ages.

To make the project a success, we need your help. Because we know that you are busy, we are asking for only minimal involvement on your part. You will be asked to distribute information letters for your athletes to take home to their parents, and to help us arrange a 30 minute time slot at the beginning of one of your practices for us to administer the opinion surveys. Beyond that, your enthusiastic support of the project will help to make this a highly successful effort.

We would like to emphasize that the data collected in this study will be treated with total confidentiality. No information pertaining to any individual athlete or team will be released. Only combined data will be published. This information will be distributed to you at the conclusion of the project so that the study may be useful to you.

In the next few weeks, we will be contacting you to discuss the project. In addition, you will be receiving the parent letters for the athletes to take home. Administration of the surveys will be arranged for one of your practices during May or June. Should you have any questions about this project, please feel free to contact Dr. Jeff Simons at UCLA. We look forward to working with you and your athletes. Thank you for your help.

Sincerely,

Jeffery P. Simons, Ph.D.
Supervisor, KidSport Project
University of California, Los Angeles
Department of Kinesiology
Los Angeles, CA 90024-1568
(213) 206-8255
April 1989

Dear Palmdale Baseball Parent or Guardian,

The Amateur Athletic Foundation of Los Angeles and U.C.L.A. have teamed up in an exciting project for youth sport in Southern California. We are asking the most important people in sport programs, the athletes themselves, to provide information important to a better understanding of the youth sport experience. This project provides a unique opportunity for young athletes to have their voices heard and to contribute to the future of sport programs.

The Palmdale program is among those which have been selected to take part in this special project. This means that your child will have the chance to report on his or her experiences in organized sport, including likes and dislikes, what things are important and what things are not important, and what he or she would like to get from participating in sport.

Taking part in this project is easy for the players. At one or more times during the season, they will simply be asked to fill out an opinion survey containing questions about their experiences in organized sport. This will be done during regular team meetings, so no extra time will be required. All answers will be kept confidential, and no information about individual athlete's answers will be given to anyone.

Even though we want to encourage all players to take part in this important project, you are completely free to choose that your child not participate. Your child will also be given this choice when the surveys are passed out. Neither you nor your child have to give a reason for their not participating, and no one will hold it against you or your child. If you would prefer that your child not participate, simply instruct him or her to check the box on the first page of the survey that will look like this:

□ IMPORTANT: A letter about the AAF/UCLA KidSport Project was sent home to your parents. If they do not want you to be in this study, place an X in the box on the left and close your folder. Please sit quietly until one of the people from UCLA comes by.
We hope that you will encourage your child to participate in this exciting project. If you have any questions or concerns, please feel free to contact Dr. Jeff Simons at UCLA. If you leave a message, please mention the KidSport Project.

Sincerely,

Jeffery P. Simons, Ph.D.
Supervisor, KidSport Project
University of California, Los Angeles
Department of Kinesiology
405 Hilgard Avenue
Los Angeles, California 90024-1568
Tel. (213) 206 8255

P.S. There is nothing that needs to be returned in response to this letter.
APPENDIX B-1
AAF/UCLA KidSport Project

Athlete's Opinion Survey II

FALCONS BASKETBALL
AAF/UCLA KIDSPORT PROJECT

Athlete's Opinion Survey II

We would like to know more about what athletes like yourself think and feel about playing sports. In order to do this, we would like you to fill out this survey. Because the questions only ask what you think and feel, none of them should be very hard to answer. All that is important is that you tell how you really think and feel about playing sports. There are no right or wrong answers and you may stop answering the questions at any time. Finally, no one you know will ever see your answers - not your coach, not your parents, not your teammates.

☐ IMPORTANT: A letter about the AAF/UCLA KidSport Project was sent home to your parents. If they do not want you to be in this study, place an X in the box on the left and close your folder. Please sit quietly until one of the people from UCLA comes by.

If you have a question, please raise your hand.

Before you begin, please sign your name on the line below if you agree to fill out this survey. Otherwise, close your folder and sit quietly until one of the people from UCLA comes by.

__________________________
Your Name

Thank You.
Section A

1. Name ________________________________________________________

2. Birthdate: Month ________ Day ________ Year ________

3. Grade level ________________

4. Sex (circle one) .......... Male    Female

5. Family background (please circle all that describe you)
   a. Black/African-American    g. White
   b. Hispanic (Mexican-American)  h. Chinese
   c. Latino (Central or South American)  i. Filipino
   d. Pacific Islander          j. Southeast Asian
   e. Japanese                 k. Other (write down) ________________
   f. Korean
6. Please circle all of the people who live in your home.

   a. Father
   b. Man who is like a father to me
   c. Mother
   d. Woman who is like a mother to me
   e. Brother(s) (How many)
   f. Sister(s) (How many)
   g. Aunt(s) (How many)
   h. Uncle(s) (How many)
   i. Grandmother(s) (How many)
   j. Grandfather(s) (How many)
   k. Others (please list)

Section B

The following questions ask you about playing organized sports. Organized sports are those sports and activities where you have a coach and competitions.

1. How old were you when you first played organized sports? _______________
2. How many years have you played organized sports? _______________
3. How many years have you played this sport? _______________
4. How many years have you played in this program? _______________

-- PLEASE STOP HERE AND WAIT FOR DIRECTIONS --
DIRECTIONS: When we use the word "enjoy" we mean good feelings like having fun, having a good time, and liking what you are doing. For each question, draw a circle around the number that best tells what you think or feel. The higher the number you circle, the more you think or feel that way.

Here are some example questions.

HOW MUCH DO YOU ENJOY IT?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>A little</th>
<th>Sort of</th>
<th>Pretty much</th>
<th>Very much</th>
</tr>
</thead>
</table>

1. Do you enjoy eating carrots? ................. 1
   
   Not at all | 2 | 3 | 4 | 5
   
   If you really do not enjoy eating carrots, you would circle a lower number.

2. Do you enjoy going to the movies? .......... 1
   
   Not at all | 2 | 3 | 4 | 5
   
   If you enjoy going to the movies a little or pretty much, you would circle a number that was not high but also not low.

3. Do you enjoy playing video games? .......... 1
   
   Not at all | 2 | 3 | 4 | 5
   
   Circle the number that tells how much you enjoy playing video games.

Remember, there are no right or wrong answers, just put down what you really think or feel about playing sports. Please read each question carefully and make sure you answer all of the questions.
Section 1

HOW MUCH DO YOU ENJOY IT?
When you play organized sports, DO YOU ENJOY:

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>A little</th>
<th>Sort of</th>
<th>Pretty much</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. having your mom be proud of you</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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<tr>
<td>(answer for whoever is like a mom to you)</td>
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<tr>
<td>2. playing for the fun of it</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>3. hearing the crowd cheer</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>4. doing the skills of the sport</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>5. adults being interested in you because you play sport</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>6. getting the chance to prove to yourself how good you are at the sport</td>
<td>2</td>
<td>3</td>
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<tr>
<td>7. having adults see how well you can play</td>
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<tr>
<td>When you play organized sports, DO YOU ENJOY:</td>
<td>HOW MUCH DO YOU ENJOY IT?</td>
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<tr>
<td>1. getting the crowd cheering because of your performance</td>
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<td>2. having your coach be proud of you</td>
<td>2</td>
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<tr>
<td>3. doing something that no one else in your family does</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>4. doing drills in practice</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>5. getting in shape and feeling fit (fast, strong)</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>6. working hard in practice</td>
<td>2</td>
<td>3</td>
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<tr>
<td>7. being better at the sport than other kids your age</td>
<td>2</td>
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<td>1. winning games</td>
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<td>2. doing things with your team off the field</td>
<td>2</td>
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<td>3. being with your friends</td>
<td>2</td>
<td>3</td>
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<td>4. doing something on your own away from home</td>
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<tr>
<td>5. playing games in practice</td>
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<tr>
<td>6. other kids being interested in you because you play sport</td>
<td>2</td>
<td>3</td>
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<td></td>
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<tr>
<td>7. improving your sport skills</td>
<td>2</td>
<td>3</td>
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<tr>
<td><strong>When you play organized sports, DO YOU ENJOY:</strong></td>
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<tr>
<td>1. having your parents come to practices ..........1</td>
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<tr>
<td>2. competing against other kids ......................1</td>
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<tr>
<td>3. being part of a team ................................1</td>
<td>2</td>
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<tr>
<td>4. getting help from your parents ....................1</td>
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<td>5. feeling good about yourself ......................1</td>
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<td>6. feeling your body move as you play ..............1</td>
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<td>7. having your dad be proud of you ..................1</td>
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(answer for whoever is like a dad to you)
<table>
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<tr>
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<th>HOW MUCH DO YOU ENJOY IT?</th>
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<tbody>
<tr>
<td></td>
<td>Not at all</td>
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<tr>
<td>1. having other kids see how well you can play</td>
<td>2</td>
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<td></td>
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<tr>
<td>2. being on a team that is very serious</td>
<td>2</td>
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<tr>
<td>3. being on a team that is mostly interested in winning</td>
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<td>4. having your dad come to games</td>
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<td>(answer for whoever is like a dad to you)</td>
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<td>5. getting help from your coach</td>
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<td>6. knowing that you are really good at something</td>
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<td>7. playing your favorite position</td>
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<tr>
<td>When you play organized sports, DO YOU ENJOY:</td>
<td>Not at all</td>
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<td>---------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>1. doing something that not many other kids in school do</td>
<td>2</td>
</tr>
<tr>
<td>2. getting awards (ribbons, trophies, etc.)</td>
<td>2</td>
</tr>
<tr>
<td>3. moving fast</td>
<td>2</td>
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<tr>
<td>4. feeling the excitement of the game</td>
<td>2</td>
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<tr>
<td>5. getting the chance to do something that you want to do</td>
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<tr>
<td>6. having your mom come to games (answer for whoever is like a mom to you)</td>
<td>2</td>
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<tr>
<td>7. playing in games against other teams</td>
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</tbody>
</table>
When you play organized sports, DO YOU ENJOY:

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<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. having the chance to get out, run around, and let out your energy</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2. doing something that not many other kids in school can do as well</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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<tr>
<td>3. having the crowd notice when you do well in games</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>4. being known as an athlete</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>5. learning to play the sport better</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tr>
<tr>
<td>6. being better at the sport than your teammates</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td></td>
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<tr>
<td>7. feeling tired after a good practice</td>
<td>2</td>
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<td>4</td>
<td>5</td>
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</tbody>
</table>
Section 2

HOW MUCH DO YOU DISLIKE IT?
Now we want you to think about things you may not enjoy in organized sports.

<table>
<thead>
<tr>
<th>When you play organized sports, DO YOU DISLIKE:</th>
<th>HOW MUCH DO YOU DISLIKE IT?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not at all</td>
</tr>
<tr>
<td>1. getting hurt or injured</td>
<td>2</td>
</tr>
<tr>
<td>2. not getting to play</td>
<td>2</td>
</tr>
<tr>
<td>3. being criticized by your coach</td>
<td>2</td>
</tr>
<tr>
<td>4. receiving bad calls from officials</td>
<td>2</td>
</tr>
<tr>
<td>5. feeling that people are ashamed of you</td>
<td>2</td>
</tr>
<tr>
<td>6. losing games</td>
<td>2</td>
</tr>
<tr>
<td>When you play organized sports, DO YOU DISLIKE:</td>
<td>HOW MUCH DO YOU DISLIKE IT?</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>1. making your dad upset if you don't play well (answer for whoever is like a dad to you)...</td>
<td>A little</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>2. having to play to please your mom ..........</td>
<td>2</td>
</tr>
<tr>
<td>(answer for whoever is like a mom to you)</td>
<td></td>
</tr>
<tr>
<td>3. being criticized by your teammates ..........</td>
<td>2</td>
</tr>
<tr>
<td>4. the crowd yelling at you ....................</td>
<td>2</td>
</tr>
<tr>
<td>5. having to play to please your dad ..........</td>
<td>2</td>
</tr>
<tr>
<td>(answer for whoever is like a dad to you)</td>
<td></td>
</tr>
<tr>
<td>6. not performing well in games ...............</td>
<td>2</td>
</tr>
</tbody>
</table>
When you play organized sports, DO YOU DISLIKE:

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>A little</th>
<th>Sort of</th>
<th>Pretty much</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. your coach getting upset if you don't play well</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2. giving up your free time to play the sport</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>3. your teammates getting upset if you don't play well</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4. being criticized by your parents</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>5. not being good enough at the sport</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6. other players breaking rules (cheating)</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>7. making your mom upset if you don't play well (answer for whoever is like a mom to you)</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
Section 3

WHAT IS YOUR OPINION ABOUT PLAYING SPORTS?
### What Is Your Opinion About Playing Sports?

#### Do You Enjoy It?

Remember, when we use the word "enjoy" we mean good feelings like having fun, having a good time, and liking what you are doing.

<table>
<thead>
<tr>
<th>Not at all</th>
<th>A little</th>
<th>Sort of</th>
<th>Pretty much</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you enjoy playing sports? ..................</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Do you enjoy playing basketball? .............</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Do you enjoy playing basketball in this program this season? ................</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Do You Get Worried or Uptight?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>A little</th>
<th>Sort of</th>
<th>Pretty much</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you get worried or uptight when you play sports? ..................</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Do you get worried or uptight when you play basketball? .............</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Do you get worried or uptight when you play basketball in this program? .............</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
### Are You Committed?

When we use the word "committed" we mean the feeling that you really want to stick with something and not quit.

<table>
<thead>
<tr>
<th>Not at all</th>
<th>A little</th>
<th>Sort of</th>
<th>Pretty much</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are you committed to playing sports? ........... 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Are you committed to playing basketball? ....... 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Are you committed to playing in this program this season? .................. 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Please use this page to write down anything you would like to say about this opinion survey, or about playing sports. You can also use this page to draw something.

--THANK YOU VERY MUCH--
APPENDIX B-2
AAF/UCLA KIDSPORT PROJECT

Athlete's Opinion Survey A

We would like to know more about what athletes like yourself think and feel about participating in organized sports. In order to do this, we would like you to fill out this survey. Because the questions only ask what you think and feel, none of them should be very hard to answer. All that is important is that you tell how you really think and feel about being in a sport program. There are no right or wrong answers and you may stop answering the questions at any time. Finally, no one you know will ever see your answers - not your coach, not your parents, not your teammates.

☐ IMPORTANT: A letter about the AAF/UCLA KidSport Project was sent home to your parents. If they do not want you to be in this study, place an X in the box on the left and close your folder. Please sit quietly until one of the people from UCLA comes by.

If you have a question, please raise your hand.

Before you begin, please sign your name on the line below if you agree to fill out this survey. Otherwise, close your folder and sit quietly until one of the people from UCLA comes by.

__________________________________

Your Name

Thank You.
Section A

1. Birthdate: Month ________ Day ________ Year ________

2. Grade level ______________

3. Sex (circle one) ............ Male   Female

4. Family background (please circle all that describe you)
   a. Black/African-American
   b. Hispanic (Mexican-American)
   c. Latino (Central or South American)
   d. Pacific Islander
   e. Japanese
   f. Korean
   g. White
   h. Chinese
   i. Filipino
   j. Southeast Asian
   k. Other (write down) ______________

5. Please circle all of the people who live in your home
   a. Father
   b. Man who is like a father to me
   c. Mother
   d. Woman who is like a mother to me
   e. Brother(s) (How many) ______
   f. Sister(s) (How many) ______
   g. Aunt(s) (How many) ______
   h. Uncle(s) (How many) ______
   i. Grandmother(s) (How many) ______
   j. Grandfather(s) (How many) ______
   k. Others (please list) ___________________
Section B

The following questions ask you about playing organized sports. Organized sports are those sports and activities where you have a coach and competitions.

1. How many years have you participated in any type of organized sports? _______________

2. How old were you when you first played organized sports? _______________

3. How many years have you been swimming for Santa Barbara Swim Club? _____________

4. How many years have you participated in any competitive swimming program? ______________

-- PLEASE STOP HERE AND WAIT FOR DIRECTIONS --
DIRECTIONS: For each question, draw a circle around the number that best tells what you think or feel. The higher the number you circle, the more you think or feel that way.

Here are some example questions.

1. Do you like eating carrots?

   1  Not at all  2  A little  3  Sort of  4  Pretty much  5  Very much

   If you really do not like eating carrots, you would circle a lower number.

2. Do you like going to the movies?

   1  Not at all  2  A little  3  Sort of  4  Pretty much  5  Very much

   If you like going to the movies a little or pretty much, you would circle a number that is not high but is also not low.

3. Do you like playing video games?

   1  Not at all  2  A little  3  Sort of  4  Pretty much  5  Very much

   Circle the number that tells how you feel about playing video games.

Remember, there are no right or wrong answers. Just put down how you really think or feel. Please read each question carefully and make sure you answer all of the questions.
SECTION C

1. Has it been fun for you to be in organized sports in the past?
   1  2  3  4  5
   No fun at all  A little fun  Sort of fun  fun  Very fun

2. Is participating in sports important to you?
   1  2  3  4  5
   Not at all  A little important  Sort of important  Important  Very important

3. Please circle the one sentence that best tells what you think about swimming.
   a. It is a boy's sport.
   b. It is a girl's sport.
   c. It is both a boy's and a girl's sport.

4. Please circle the one sentence that best tells what you think about swimming.
   a. It is an adult sport.
   b. It is a kid's sport.
   c. It is both an adult and a kid's sport.

5. Does your family talk about or watch sports?
   1  2  3  4  5
   Never  Hardly ever  Sometimes  Often  Always

6. Do you spend your free time playing or watching sports?
   1  2  3  4  5
   Never  Hardly ever  Sometimes  Often  Always
7. Please circle all those people in your family who now or in the past have competed in sports.

   a. Father  
   b. Man who is like a father to me  
   c. Mother  
   d. Woman who is like a mother to me  
   e. Brother(s)  
   f. Sister(s)  
   g. Aunt(s)  
   h. Uncle(s)  
   i. Grandmother(s)  
   j. Grandfather(s)  
   k. Others (list) ______________________________  
   l. Nobody in my family has competed in sports

8. Please list the things that you do in your free time that are not sports (like playing the piano, singing in a choir, or hanging out with friends).

   ________________________________________________  
   ________________________________________________  
   ________________________________________________

SECTION D

1. Please circle all of the things below that were important reasons why you decided to swim for the Santa Barbara Swim Club this season.

   a. I was in SBSC last year  
   b. I wanted to learn to swim  
   c. I wanted to be with my friends  
   d. I am good at swimming  
   e. This is the best swimming program  
   f. I wanted to be on the team  
   g. This is the only swimming program  
   h. This program is easiest for me to attend  
   i. I wanted to have fun  
   j. I wanted to improve my swimming skills  
   k. My parents thought I should join  
   l. I wanted something to do  
   m. Other (write down)_________________________  
   ________________________________________________  
   ________________________________________________
2. Athletes like you may find that some things make it difficult to swim for programs like this one. Please circle all of those things that have caused you problems in swimming for SBSC.

a. Transportation
b. Program is at a bad time for me
c. Homework
d. Housework or yard work
e. Have a job
f. It costs a lot to join
g. Equipment or uniforms cost a lot
h. Have to baby-sit
i. Other things (list)_____________________
j. Nothing caused me problems

3. Did your friends want you to join SBSC this season?


4. Did your brother (or favorite brother) want you to join SBSC this season? If no brothers, check here ( ).


5. Did your sister (or favorite sister) want you to join SBSC this season? If no sisters, check here ( ).

SECTION E

Answer the next four questions for your father, stepfather, or whoever is like a father to you. If there is no person like this for you, go to section F.

Please circle the person you are answering for.

a. Father  

b. Stepfather  

c. Other man (who?) _______________________

Answer the next 4 questions about the man you just circled.

2. How important is this man to your wanting to play sports?

1 Not at all important  

2 A little important  

3 Sort of important  

4 Important  

5 Very important

3. Did this man want you to join SBSC this season?

1 Not at all  

2 Not much  

3 Did not care if I joined or not  

4 Pretty much  

5 Very much

4. Does this man come to see your meets this season?

1 Never  

2 Hardly ever  

3 Sometimes  

4 Often  

5 Always

5. Compared to what you would like, how often does this man come to see your meets this season?

1 Much less often than I like  

2 Less often than I like  

3 Just as often as I like  

4 More often than I like  

5 Much more often than I like
SECTION F

Answer the next four questions for your mother, stepmother, or whoever is like a mother to you. If there is no person like this for you, go to section G.

Please circle the person you are answering for.

a. Mother  
c. Other woman (who?) __________________

b. Stepmother

Answer the next 4 questions about the woman you just circled.

2. How important is this woman to your wanting to play sports?

1 2 3 4 5
Not at all A little Sort of Important Important Very important

3. Did this woman want you to join SBSC this season?

1 2 3 4 5
Not at all Not much Did not care Pretty much Very much if I joined or not

4. Does this woman come to see your meets this season?

1 2 3 4 5
Never Hardly ever Sometimes Often Always

5. Compared to what you would like, how often does this woman come to see your meets this season?

1 2 3 4 5
Much less often than I like Less often than I like Just as often as I like More often than I like Much more often than I like

sbsc 1.0 - 3/13/1989
SECTION G

Please answer the following questions by thinking about how things are in SBSC compared to what you would like. If things are just the way you like, circle the number 3.

1. Compared to what you would like, how many workouts does your team have?

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Way too few</td>
</tr>
<tr>
<td>2</td>
<td>Too few</td>
</tr>
<tr>
<td>3</td>
<td>Just the right number</td>
</tr>
<tr>
<td>4</td>
<td>Too many</td>
</tr>
<tr>
<td>5</td>
<td>Far too many</td>
</tr>
</tbody>
</table>

2. Compared to what you would like, how long are your workouts?

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Way too short</td>
</tr>
<tr>
<td>2</td>
<td>Too short</td>
</tr>
<tr>
<td>3</td>
<td>Just the right length</td>
</tr>
<tr>
<td>4</td>
<td>Too long</td>
</tr>
<tr>
<td>5</td>
<td>Much too long</td>
</tr>
</tbody>
</table>

3. Compared to what you would like, how often does your team compete at meets?

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A lot less often than I like</td>
</tr>
<tr>
<td>2</td>
<td>Less often than I like</td>
</tr>
<tr>
<td>3</td>
<td>Just as often as I like</td>
</tr>
<tr>
<td>4</td>
<td>More often than I like</td>
</tr>
<tr>
<td>5</td>
<td>Much more often than I like</td>
</tr>
</tbody>
</table>

4. Compared to what you would like, how often do you get to swim at meets?

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A lot less often than I like</td>
</tr>
<tr>
<td>2</td>
<td>Less often than I like</td>
</tr>
<tr>
<td>3</td>
<td>Just as often as I like</td>
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<tr>
<td>4</td>
<td>More often than I like</td>
</tr>
<tr>
<td>5</td>
<td>Much more often than I like</td>
</tr>
</tbody>
</table>

5. Compared to what you would like, how often does your team spend time just having fun?

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A lot less often than I like</td>
</tr>
<tr>
<td>2</td>
<td>Less often than I like</td>
</tr>
<tr>
<td>3</td>
<td>Just as often as I like</td>
</tr>
<tr>
<td>4</td>
<td>More often than I like</td>
</tr>
<tr>
<td>5</td>
<td>Much more often than I like</td>
</tr>
</tbody>
</table>
6. Compared to what you would like, how often does your coach do or say things to try to make you feel good about your swimming?

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<th></th>
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<td>A lot less often than I like</td>
<td>Less often than I like</td>
<td>Just as often as I like</td>
<td>More often than I like</td>
<td>Much more often than I like</td>
</tr>
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</table>

7. Compared to what you would like, how often does your family do or say things to try to make you feel good about your swimming?

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<tbody>
<tr>
<td></td>
<td>A lot less often than I like</td>
<td>Less often than I like</td>
<td>Just as often as I like</td>
<td>More often than I like</td>
<td>Much more often than I like</td>
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</table>

8. Compared to what you would like, how often do your friends do or say things to try to make you feel good about your swimming?

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<th>5</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A lot less often than I like</td>
<td>Less often than I like</td>
<td>Just as often as I like</td>
<td>More often than I like</td>
<td>Much more often than I like</td>
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</table>

9. Compared to what you would like, how often do you spend time learning new skills during workouts?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A lot less often than I like</td>
<td>Less often than I like</td>
<td>Just as often as I like</td>
<td>More often than I like</td>
<td>Much more often than I like</td>
</tr>
</tbody>
</table>

10. Compared to what you would like, how often do you get to practice swimming your event?

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<tr>
<th></th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A lot less often than I like</td>
<td>Less often than I like</td>
<td>Just as often as I like</td>
<td>More often than I like</td>
<td>Much more often than I like</td>
</tr>
</tbody>
</table>
11. Compared to what you would like, how much importance does your team put on winning?

1 A lot less importance than I like
2 Less importance than I like
3 Just as much importance as I like
4 More importance than I like
5 Much more importance than I like

SECTION H

1. How good are you compared to other swimmers your age who have competed as long as you have?

1 A lot worse
2 worse
3 Just as good
4 better
5 Much better

2. Would you tell people your age that this is a good program to swim in? (circle one)

Yes No Not sure

3. Would you swim in this program again next year if you had the chance? (circle one)

Yes No Not sure

4. Do you want to continue swimming in this program this season?

1 Not at all
2 A little
3 Sort of
4 Pretty much
5 Very much

5. Please list any reasons why you might not swim in this program next season.

__________________________________________
__________________________________________
__________________________________________
6. Please list any things that you do not like about this program this season.

   
   

7. Do you get worried or uptight when you compete for this program?

   1  2  3  4  5
   Not at all  A little  Sort of  Pretty much  Very much

8. Please list any things that you like a lot about this program this season.

   
   
   

9. Do you enjoy swimming for the Santa Barbara Swim Club?

   1  2  3  4  5
   Not at all  A little  Sort of  Pretty much  Very much
Section I

What Do You Think About Staying in the Santa Barbara Swim Club?

1. How proud are you to tell other people that you swim for SBSC?
   
   1. Not at all proud
   2. A little proud
   3. Sort of proud
   4. Proud
   5. Very proud

2. Do you want to keep swimming for SBSC?
   
   1. Don't want to at all
   2. Want to a little
   3. Sort of want to
   4. Pretty much want to
   5. Want to very much

3. How dedicated are you to swimming for SBSC?
   
   1. Not at all dedicated
   2. A little dedicated
   3. Sort of dedicated
   4. Dedicated
   5. Very dedicated

4. What would you be willing to do to keep swimming for SBSC?
   
   1. Nothing
   2. A few things
   3. Some things
   4. Many things
   5. A lot of things

5. How hard would it be for you to quit SBSC?
   
   1. Not at all hard
   2. A little hard
   3. Sort of hard
   4. Hard
   5. Very hard
6. How determined are you to keep swimming for SBSC?

<table>
<thead>
<tr>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>A little</td>
<td>Sort of</td>
<td>Determined</td>
<td>Very determined</td>
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</tbody>
</table>

How Do You Feel About the Swim Season So Far?

1. Do you **enjoy** swimming for SBSC this season?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>A little</td>
<td>Sort of</td>
<td>Pretty much</td>
<td>Very much</td>
</tr>
</tbody>
</table>

2. Are you **happy** swimming for SBSC this season?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>A little</td>
<td>Sort of</td>
<td>Pretty much</td>
<td>Very much</td>
</tr>
</tbody>
</table>

3. Do you have **fun** swimming for SBSC this season?

<table>
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<tr>
<th>1</th>
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<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Not at all</td>
<td>A little</td>
<td>Sort of</td>
<td>Pretty much</td>
<td>Very much</td>
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</tbody>
</table>

4. Do you **like** swimming for SBSC this season?

<table>
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<th>5</th>
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<tbody>
<tr>
<td>Not at all</td>
<td>A little</td>
<td>Sort of</td>
<td>Pretty much</td>
<td>Very much</td>
</tr>
</tbody>
</table>
What Things Could You Be Doing Instead of Swimming for SBSC?

Swimming for SBSC is only one of the ways you could be spending your free time. For example, you could swim in another program or play another sport, do something other than sports (like play the piano), or even do nothing at all. Think of some of these other ways you could be spending your free time. Then write down the one thing you would most like to do, if you were not swimming for SBSC this season.

(Write your answer here)

Now answer the next two questions about the activity you just wrote down.

1. How interesting do you think this activity would be?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all interesting</td>
<td>A little interesting</td>
<td>Sort of interesting</td>
<td>Interesting</td>
<td>Very interesting</td>
</tr>
</tbody>
</table>

2. How much fun do you think this activity would be?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not fun at all</td>
<td>A little fun</td>
<td>Sort of fun</td>
<td>Fun</td>
<td>Very fun</td>
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</table>

What Kinds of Things Do You Do When You Swim in This Program?

1. Do you compare your swimming ability to other swimmers?

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<tbody>
<tr>
<td>Never</td>
<td>Hardly ever</td>
<td>Sometimes</td>
<td>Often</td>
<td>Always</td>
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</table>

2. Have you worked hard this season?

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<tr>
<td>Never</td>
<td>Hardly ever</td>
<td>Sometimes</td>
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</table>
3. Is competition exciting for you?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Hardly ever</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
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4. Do adults talk to you about your swimming?

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<tr>
<th></th>
<th>Never</th>
<th>Hardly ever</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
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</table>

5. Have you been able to be with your good friends while swimming for SBSC this season?

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<tr>
<th></th>
<th>Never</th>
<th>Hardly ever</th>
<th>Sometimes</th>
<th>Often</th>
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6. How often have you done your best this season?

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<th></th>
<th>Never</th>
<th>Hardly ever</th>
<th>Sometimes</th>
<th>Often</th>
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7. Have you competed in meets this season?

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<th></th>
<th>Never</th>
<th>Hardly ever</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
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</table>

8. Does your coach spend time helping you become a better swimmer?

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<th></th>
<th>Never</th>
<th>Hardly ever</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
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</table>
9. Have you won races this season?

1. Never  
2. Hardly ever  
3. Sometimes  
4. Often  
5. Always

10. Have you tried your hardest this season?

1. Never  
2. Hardly ever  
3. Sometimes  
4. Often  
5. Always

11. Do people at school talk to you about your swimming?

1. Never  
2. Hardly ever  
3. Sometimes  
4. Often  
5. Always

12. Are your parents happy with your swimming so far this season?

1. Not at all happy  
2. A little happy  
3. Sort of happy  
4. Happy  
5. Very happy

13. Have you improved your swimming skills this season?

1. Not at all improved  
2. A little improved  
3. Sort of improved  
4. Improved  
5. Very much improved

14. Do you know the skills required for your event?

1. Not at all  
2. A little  
3. Sort of  
4. Pretty much  
5. Very much
15. Do you get along with people in the club who are important to you?

1. Don't get along at all  
2. Get along a little  
3. Sort of get along  
4. Get along pretty much  
5. Get along very well

16. Is your head coach happy with your swimming so far this season?

1. Not at all happy  
2. A little happy  
3. Sort of happy  
4. Happy  
5. Very happy

17. How good are you compared to other swimmers your age who have competed as long as you have?

1. A lot worse  
2. Worse  
3. Just as good  
4. Better  
5. Much better

18. Have you made any new friends swimming in SBSC this season?

1. None  
2. A few  
3. Some  
4. Many  
5. A lot

How Much Have You Put Into Swimming for Santa Barbara Swim Club?

1. How much of your time have you put into swimming for SBSC this season?

1. None  
2. A little  
3. Some  
4. Pretty much  
5. Very much

2. How much effort have you put into swimming for SBSC this season?

1. None  
2. A little  
3. Some  
4. Pretty much  
5. Very much
3. How much of your own money have you put into swimming for SBSC this season for things like entrance fees or equipment?

1. None  
2. A little  
3. Some  
4. Pretty much  
5. Very much  

Why Do You Feel You Are Swimming for the Santa Barbara Swim Club?

1. I feel I have to swim for SBSC so that I can be with my friends.

1. Not at all how I feel  
2. A little how I feel  
3. Sort of how I feel  
4. Pretty much how I feel  
5. Very much how I feel  

2. I feel I have to swim for SBSC to please my friends.

1. Not at all how I feel  
2. A little how I feel  
3. Sort of how I feel  
4. Pretty much how I feel  
5. Very much how I feel  

3. I feel I have to stay in SBSC because my parents have done so much.

1. Not at all how I feel  
2. A little how I feel  
3. Sort of how I feel  
4. Pretty much how I feel  
5. Very much how I feel  

4. I feel I have to swim for SBSC to please my mom. (Answer for your mom, stepmom, or someone who is like a mother to you. If there is no person like this for you, go on to the next question.)

1. Not at all how I feel  
2. A little how I feel  
3. Sort of how I feel  
4. Pretty much how I feel  
5. Very much how I feel
5. I feel I have to swim for SBSC to please my dad. (Answer for your dad, stepdad, or someone who is like a father to you. If there is no person like this for you, go on to the next question.)

1. Not at all  
2. A little  
3. Sort of  
4. Pretty much  
5. Very much

how I feel  
how I feel  
how I feel  
how I feel  
how I feel

6. I feel I have to swim for SBSC to please my head coach.

1. Not at all  
2. A little  
3. Sort of  
4. Pretty much  
5. Very much

how I feel  
how I feel  
how I feel  
how I feel  
how I feel

7. I feel I have to stay in this program so that people won't think I'm a quitter.

1. Not at all  
2. A little  
3. Sort of  
4. Pretty much  
5. Very much

how I feel  
how I feel  
how I feel  
how I feel  
how I feel

Why Would You Not Be Able to Stay in the Santa Barbara Swim Club?

Here are some things that might stop athletes from swimming for SBSC. Please circle all of the things below that are likely to make you stop swimming for the program this season.

a. cannot get to practice  
b. SBSC costs too much  
c. parents won't let me keep swimming  
d. my family will be moving  
e. no time  
f. I have to babysit  
g. SBSC interferes with my schoolwork  
h. SBSC interferes with my work or job  
i. List anything else.  
j. I don't think anything will keep me from swimming this season.
What Things Would You Miss If You Stopped Swimming for SBSC?

1. Would you miss being a swimmer if you left SBSC?

   1 Not at all          2 A little          3 Sort of          4 Pretty much          5 Very much

2. Would you miss your head coach if you left SBSC?

   1 Not at all          2 A little          3 Sort of          4 Pretty much          5 Very much

3. Would you miss the good times you have had swimming this season if you left SBSC?

   0 No good times        1 Not at all          2 A little          3 Sort of          4 Pretty much          5 Very much

4. Would you miss your new friends in SBSC if you left the program?

   0 No new friends        1 Not at all          2 A little          3 Sort of          4 Pretty much          5 Very much

What I Tell Other People.

1. I tell my friends that swimming is a good sport.

   1 Never          2 Hardly ever          3 Sometimes          4 Often          5 Always

2. I tell my friends that SBSC is a good program to swim for.

   1 Never          2 Hardly ever          3 Sometimes          4 Often          5 Always

sbsc 1.0 - 3/13/1989
Put an X on the lines next to all of the statements below that tell how long you think you are going to swim for SBSC.

____ I don't think I will finish this season.
____ I think I will finish this season.
____ I will swim next season.
____ I would swim next season, but I will be too old.

What Do You Think About Staying in Sports?

Now, we would like you to answer some questions about playing any sports. We are interested in what you think about playing sports, not just swimming for SBSC.

1. How hard would it be for you to quit sports altogether?

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<tr>
<td>1</td>
<td>Not at all hard</td>
<td>2</td>
<td>A little hard</td>
<td>3</td>
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2. How determined are you to stay involved with sports?

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<tbody>
<tr>
<td>1</td>
<td>Not at all determined</td>
<td>2</td>
<td>A little determined</td>
<td>3</td>
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3. Do you want to keep playing sports?

<p>| | | | | |</p>
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<tbody>
<tr>
<td>1</td>
<td>Don't want to at all</td>
<td>2</td>
<td>Want to a little</td>
<td>3</td>
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</table>

Please make sure you have answered all the questions, then turn to the next page.
If there is anything you would like to tell us about this opinion survey or about competing in sports, please write it on this page.

Thank You Very Much
APPENDIX B - 3
KidSport Project

Athlete's Opinion Survey

SOUTHERN CALIFORNIA BADMINTON ASSOCIATION
We would like to know more about what athletes like yourself think and feel about participating in organized sports. In order to do this, we would like you to fill out this survey. Because the questions only ask what you think and feel, none of them should be very hard to answer. All that is important is that you tell how you really think and feel about being in a sport program. There are no right or wrong answers and you may stop answering the questions at any time. Finally, no one you know will ever see your answers - not your coach, not your parents, not your teammates.

IMPORTANT: A letter about the AAF/UCLA KidSport Project was sent home to your parents. If they do not want you to be in this study, place an X in the box on the left and close your folder. Please sit quietly until one of the people from UCLA comes by.

If you have a question, please raise your hand.

Before you begin, please sign your name on the line below if you agree to fill out this survey. Otherwise, close your folder and sit quietly until one of the people from UCLA comes by.

__________________________
Your Name

Thank You.
Section A

1. Birthdate: Month _______ Day ________ Year ______

2. Grade level _________________

3. Sex (circle one) ............. Male       Female

4. Family background (please circle all that describe you)
   a. Black/African-American
   b. Hispanic (Mexican-American)
   c. Latino (Central or South American)
   d. Pacific Islander
   e. Japanese
   f. Korean
   g. White
   h. Chinese
   i. Filipino
   j. Southeast Asian
   k. Other (write down) _________________

5. Please circle all of the people who live in your home

   a. Father
   b. Man who is like a father to me who? _________________
   c. Mother
   d. Woman who is like a mother to me who? _________________
   e. Brother(s) (How many) ______
   f. Sister(s) (How many) ______
   k. Others (please list) ____________________________
Section B

The following questions ask you about playing organized sports. Organized sports are those sports and activities where you have a coach and competitions.

1. How old were you when you first played any type of organized sports? _______________

2. How many years have you participated in any organized badminton program? _______________

EXAMPLE QUESTION

1. Do you like playing video games?

   1  2  3  4  5
   Not at all  A little  Sort of  Pretty much  Very much

Circle the number that tells how you feel about playing video games.

Remember, there are no right or wrong answers. Just put down how you really think or feel. Please read each question carefully and make sure you answer all of the questions.
SECTION C

1. Has it been fun for you to be in organized sports in the past?
   1  No fun at all  2  A little fun  3  Sort of fun  4  fun  5  Very fun

2. Is participating in sports important to you?
   1  Not at all important  2  A little important  3  Sort of important  4  Important  5  Very important

3. Please circle the one sentence that best tells what you think about badminton.
   a. It is a boy's sport.
   b. It is a girl's sport.
   c. It is both a boy's and a girl's sport.

4. Please circle the one sentence that best tells what you think about badminton.
   a. It is an adult sport.
   b. It is a kid's sport.
   c. It is both an adult and a kid's sport.

5. Does your family talk about or watch sports?
   1  Never  2  Hardly ever  3  Sometimes  4  Often  5  Always

6. How much time do you spend practicing, playing, and watching sports?
   1  None  2  A little  3  Some  4  Pretty much  5  Very much
7. Please circle all those people in your family who now or in the past have competed in sports.
   a. Father
   b. Man who is like a father to me
   c. Mother
   d. Woman who is like a mother to me
   e. Brother(s)
   f. Sister(s)
   k. Others (list) ___________________________
   l. Nobody in my family has competed in sports

8. Please list the things that you do in your free time that are not sports (like playing the piano, singing in a choir, or hanging out with friends).

   __________________________________________
   __________________________________________
   __________________________________________

SECTION D

1. How many years have you played in Southern California Badminton Association? (If this is your first year, write "new"). ____________

2. Please circle all of the things below that were important reasons why you decided to play in the Southern California Badminton Association program this season.
   a. I was in SCBA last year
   b. I wanted to learn badminton
   c. I wanted to be with my friends
   d. I am good at badminton
   e. This is the best badminton program
   f. I wanted to be on a team
   g. This is the only badminton program
   h. This program is easiest for me to attend
   i. I wanted to have fun
   j. I wanted to improve my badminton skills
   k. My parents thought I should join
   l. I wanted something to do
   m. Other (write down)___________________

   ________________________________
   __________________________________________
3. Athletes like you may find that some things make it difficult to play in programs like this one. Please circle all of those things that have caused you problems in playing in SCBA.

a. Cannot get to practice
b. Program is at a bad time for me
c. Homework
d. Housework or yard work
e. Have a job
f. Parents won't let me keep playing
g. My family will be moving
h. No time
i. It costs a lot to join
j. Equipment or uniforms cost a lot
k. I have to baby-sit
l. Other things (list)__________________
m. Nothing caused me problems

4. Did your friends want you to join SCBA this season?

<table>
<thead>
<tr>
<th></th>
<th>1 Not at all</th>
<th>2 Not much</th>
<th>3 Did not care if I joined or not</th>
<th>4 Pretty much</th>
<th>5 Very much</th>
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</table>

5. Did your brother (or favorite brother) want you to join SCBA this season? If no brothers or too young, check here ( )

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<tr>
<th></th>
<th>1 Not at all</th>
<th>2 Not much</th>
<th>3 Did not care if I joined or not</th>
<th>4 Pretty much</th>
<th>5 Very much</th>
</tr>
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</table>

6. Did your sister (or favorite sister) want you to join SCBA this season? If no sisters or too young, check here ( )

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<tr>
<th></th>
<th>1 Not at all</th>
<th>2 Not much</th>
<th>3 Did not care if I joined or not</th>
<th>4 Pretty much</th>
<th>5 Very much</th>
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</table>
SECTION E

Answer the next four questions for your father, stepfather, or whoever is like a father to you. If there is no person like this for you, go to section F.

Please circle the person you are answering for.

a. Father  

b. Stepfather

c. Other man (who?) _____________________

Answer the next 4 questions about the man you just circled.

1. How much did this man have to do with your wanting to play sports?

1  2  3  4  5
Nothing at all A little Some Pretty much A lot

2. How much did this man have to do with your joining SCBA this season?

1  2  3  4  5
Nothing at all A little Some Pretty much A lot

3. Does this man come to see your tournaments this season?

1  2  3  4  5
Never Hardly ever Sometimes Often Always

4. Compared to what you would like, how often does this man come to see your tournaments this season?

1  2  3  4  5
Much less often than I like Less often than I like Just as often as I like More often than I like Much more often than I like
SECTION F

Answer the next four questions for your mother, stepmother, or whoever is like a mother to you. If there is no person like this for you, go to section G.

Please circle the person you are answering for.

a. Mother                c. Other woman (who?) ___________________
b. Stepmother

Answer the next 4 questions about the woman you just circled.

1. How much did this woman have to do with your wanting to play sports?

   1  2  3  4  5
   Nothing at all A little Some Pretty much A lot

2. How much did this woman have to do with your joining SCBA this season?

   1  2  3  4  5
   Nothing at all A little Some Pretty much A lot

3. Does this woman come to see your tournaments this season?

   1  2  3  4  5
   Never Hardly ever Sometimes Often Always

4. Compared to what you would like, how often does this woman come to see your tournaments this season?

   1  2  3  4  5
   Much less often than I like Less often than I like Just as often as I like More often than I like Much more often than I like
SECTION G

Please answer the following questions by thinking about how things are in SCBA compared to what you would like. If things are just the way you like, circle the number 3.

1. Compared to what you would like, how many practice sessions do you have?

1  Way too few  2  Too few  3  Just the right number  4  Too many  5  Far too many

2. Compared to what you would like, how long are your practices?

1  Way too short  2  Too short  3  Just the right length  4  Too long  5  Much too long

3. Compared to what you would like, how often are their tournaments?

1  A lot less often than I like  2  Less often than I like  3  Just as often as I like  4  More often than I like  5  Much more often than I like

4. Compared to what you would like, how often do you get to compete at tournaments?

1  A lot less often than I like  2  Less often than I like  3  Just as often as I like  4  More often than I like  5  Much more often than I like

5. Compared to what you would like, how often does your group spend time just having fun?

1  A lot less often than I like  2  Less often than I like  3  Just as often as I like  4  More often than I like  5  Much more often than I like
6. Compared to what you would like, how often does your coach do or say things to try to make you feel good about your badminton playing?

1  2  3  4  5
A lot less often Less often Just as often More often Much more often than I like than I like as I like than I like than I like

7. Compared to what you would like, how often does your family do or say things to try to make you feel good about your badminton playing?

1  2  3  4  5
A lot less often Less often Just as often More often Much more often than I like than I like as I like than I like than I like

8. Compared to what you would like, how often do your friends do or say things to try to make you feel good about your badminton playing?

1  2  3  4  5
A lot less often Less often Just as often More often Much more often than I like than I like as I like than I like than I like

9. Compared to what you would like, how often do you spend time learning new skills during practices?

1  2  3  4  5
A lot less often Less often Just as often More often Much more often than I like than I like as I like than I like than I like

10. Compared to what you would like, how often do you get to play games or matches during practice?

1  2  3  4  5
A lot less often Less often Just as often More often Much more often than I like than I like as I like than I like than I like
11. Compared to what you would like, how much importance does your badminton group put on winning?

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<tbody>
<tr>
<td></td>
<td>A lot less importance than I like</td>
<td>Less importance than I like</td>
<td>Just as much importance as I like</td>
<td>More importance than I like</td>
<td>Much more importance than I like</td>
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**SECTION H**

1. Would you tell people your age that this is a good program to play in? (circle one)

   Yes  No  Not sure

2. Please list any reasons why you might not play badminton in this program next season.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. Please list any things that you do not like about this program this season.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. Do you get worried or uptight when you compete in tournaments?

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<tbody>
<tr>
<td></td>
<td>Not at all</td>
<td>A little</td>
<td>Sort of</td>
<td>Pretty much</td>
<td>Very much</td>
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</table>

5. Please list any things that you like a lot about this program this season.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Section I

What Do You Think About Staying in the Southern California Badminton Association?

1. How proud are you to tell other people that you play badminton for SCBA?

   1  2  3  4  5
   Not at all A little Sort of Proud Very proud
   proud proud proud

2. Do you want to keep playing in SCBA?

   1  2  3  4  5
   Don't want A little Sort of Pretty much Want to
   want to at all want to want to want to
   at all a little want to very much

3. How dedicated are you to playing in SCBA?

   1  2  3  4  5
   Not at all A little Sort of Dedicated Very dedicated
   dedicated dedicated dedicated

4. What would you be willing to do to keep playing in SCBA?

   1  2  3  4  5
   Nothing A few things Some things Many things A lot of things

5. How hard would it be for you to quit SCBA?

   1  2  3  4  5
   Not at all A little Sort of Hard Very hard
   hard hard hard
6. How determined are you to keep playing in SCBA?

1  2  3  4
Not at all  A little  Sort of  Determined  Very determined

determined determined determined

How Do You Feel About the Badminton Season So Far?

1. Do you enjoy playing in SCBA this season?

1  2  3  4
Not at all  A little  Sort of  Pretty much  Very much

2. Are you happy playing in SCBA this season?

1  2  3  4
Not at all  A little  Sort of  Pretty much  Very much

3. Do you have fun playing in SCBA this season?

1  2  3  4
Not at all  A little  Sort of  Pretty much  Very much

4. Do you like playing for SCBA this season?

1  2  3  4
Not at all  A little  Sort of  Pretty much  Very much

scba 1.1 - 3/17/1989
What Things Could You Be Doing Instead of Playing Badminton in SCBA?

Playing in SCBA is only one of the ways you could be spending your free time. For example, you could play badminton in another program or play another sport, do something other than sports (like play the piano), or even do nothing at all. Think of some of these other ways you could be spending your free time. Then write down the one thing you would most like to do, if you were not playing in SCBA this season.

(Write your answer here) ____________________________________________

Now answer the next two questions about the activity you just wrote down.

1. How interesting do you think this activity would be?

1  2  3  4  5
Not at all interesting A little interesting Sort of interesting Interesting Very interesting

2. How much fun do you think this activity would be?

1  2  3  4  5
Not fun at all A little fun Sort of fun Fun Very fun

What Kinds of Things Do You Do When You Play in This Program?

1. Do you compare your badminton ability to other players?

1  2  3  4  5
Never Hardly ever Sometimes Often Always

2. Have you worked hard this season?

1  2  3  4  5
Never Hardly ever Sometimes Often Always
3. Is competition exciting for you?


4. Do adults talk to you about your badminton playing?


5. Have you been able to be with your good friends while playing in SCBA this season?


6. How often have you done your best this season?


7. Have you competed in tournaments this season?


8. Does your coach spend time helping you become a better badminton player?

9. Have you won matches this season?

1  Never  2  Hardly ever  3  Sometimes  4  Often  5  Always

10. Have you tried your hardest this season?

1  Never  2  Hardly ever  3  Sometimes  4  Often  5  Always

11. Do people at school talk to you about your badminton playing?

1  Never  2  Hardly ever  3  Sometimes  4  Often  5  Always

12. Are your parents happy with your badminton playing so far this season?

1  Not at all happy  2  A little happy  3  Sort of happy  4  Happy  5  Very happy

13. Have you improved your badminton playing skills this season?

1  Not at all improved  2  A little improved  3  Sort of improved  4  Improved  5  Very much improved

14. Do you know the skills required for playing badminton?

1  Not at all  2  A little  3  Sort of  4  Pretty much  5  Very much
15. Do you get along with people in SCBA who are important to you?

1 2 3 4 5
Don't get
along at all
Get along
a little
Sort of
get along
Get along
pretty much
Get along
very well

16. Is your head coach happy with your playing so far this season?

1 2 3 4 5
Not at all
happy
A little
happy
Sort of
happy
Happy
Very happy

17. How good are you compared to other badminton players your age who have competed as long as you have?

1 2 3 4 5
A lot worse
Worse
Just as good
Better
Much better

18. Have you made any new friends playing in SCBA this season?

1 2 3 4 5
None
A few
Some
Many
A lot

How Much Have You Put Into Playing in Southern California Badminton Association?

1. How much of your time have you put into playing in SCBA this season?

1 2 3 4 5
None
A little
Some
Pretty much
Very much

2. How much effort have you put into playing in SCBA this season?

1 2 3 4 5
None
A little
Some
Pretty much
Very much
3. How much of your own money have you put into playing in SCBA this season for things like entrance fees or equipment?

1. None
2. A little
3. Some
4. Pretty much
5. Very much

Why Do You Feel You Are Playing in Southern California Badminton Association?

1. I feel I have to play in SCBA so that I can be with my friends.

1. Not at all
2. A little
3. Sort of
4. Pretty much
5. Very much

2. I feel I have to play SCBA to please my friends.

1. Not at all
2. A little
3. Sort of
4. Pretty much
5. Very much

3. I feel I have to stay in SCBA because my parents have done so much.

1. Not at all
2. A little
3. Sort of
4. Pretty much
5. Very much

4. I feel I have to play in SCBA to please my mom. (Answer for your mom, stepmom, or someone who is like a mother to you. If there is no person like this for you, go on to the next question.)

1. Not at all
2. A little
3. Sort of
4. Pretty much
5. Very much
5. I feel I have to play in SCBA to please my dad. (Answer for your dad, stepdad, or someone who is like a father to you. If there is no person like this for you, go on to the next question.)

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<td>How I feel</td>
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6. I feel I have to play in SCBA to please my head coach.

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<td>How I feel</td>
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<td>Very much</td>
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7. I feel I have to stay in this program so that people won’t think I’m a quitter.

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<td>Sort of</td>
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What Things Would You Miss If You Stopped Playing in SCBA?

1. Would you miss being a badminton player if you left SCBA?

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<td>Sort of</td>
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2. Would you miss your head coach if you left SCBA?

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<td>How</td>
<td>Not at all</td>
<td>A little</td>
<td>Sort of</td>
<td>Pretty much</td>
<td>Very much</td>
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</table>
3. Would you miss the good times you have had playing badminton this season if you left SCBA?

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<tr>
<td>No good times</td>
<td>Not all</td>
<td>A little</td>
<td>Sort of</td>
<td>Pretty much</td>
<td>Very much</td>
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4. Would you miss your new friends in SCBA if you left the program?

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<tr>
<td>No new friends</td>
<td>Not all</td>
<td>A little</td>
<td>Sort of</td>
<td>Pretty much</td>
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**What I Tell Other People.**

1. I tell my friends that badminton is a good sport.

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<tr>
<td>Never</td>
<td>Hardly ever</td>
<td>Sometimes</td>
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2. I tell my friends that SCBA is a good program to play for.

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<tr>
<td>Never</td>
<td>Hardly ever</td>
<td>Sometimes</td>
<td>Often</td>
<td>Always</td>
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Put an X on the lines next to all of the statements below that tell how long you think you are going to play badminton in SCBA.

- [ ] I don't think I will finish this season.
- [ ] I think I will finish this season.
- [ ] I will play next season.
- [ ] I would play next season, but I will be too old.
What Do You Think About Staying in Sports?

Now, we would like you to answer some questions about playing any sports. We are interested in what you think about playing sports, not just playing badminton in SCBA.

1. Do you want to keep playing sports?

1  Don't want to at all  2  Want to a little  3  Sort of want to  4  Pretty much want to  5  Want to very much

2. How determined are you to stay involved with sports?

1  Not at all determined  2  A little determined  3  Sort of determined  4  Determined  5  Very determined

3. How hard would it be for you to quit sports altogether?

1  Not at all hard  2  A little hard  3  Sort of hard  4  Hard  5  Very hard

Please make sure you have answered all the questions, then turn to the next page.
If there is anything you would like to tell us about this opinion survey or about competing in sports, please write it on this page.

Thank You Very Much
KidSport Project

Athlete's Opinion Survey B

PALMDALE LITTLE LEAGUE
We would like to know more about what athletes like yourself **think and feel** about participating in organized sports. In order to do this, we would like you to fill out this survey. Because the questions only ask what **you** think and feel, none of them should be very hard to answer. All that is important is that you tell how you really think and feel about being in a sport program. There are no right or wrong answers and you may stop answering the questions at any time. Finally, **no one you know will ever see your answers** - not your coach, not your parents, not your teammates.

_IMPORTANT_: A letter about the AAF/UCLA KidSport Project was sent home to your parents. If they do not want you to be in this study, place an X in the box on the left and close your folder. Please sit quietly until one of the people from UCLA comes by.

If you have a question, please raise your hand.

Before you begin, please sign your name on the line below if you agree to fill out this survey. Otherwise, close your folder and sit quietly until one of the people from UCLA comes by.

______________________________
Your Name

Thank You.
Section A

1. Birthdate: Month _______ Day _______ Year _______

2. Grade level _____________

3. Sex (circle one) ..........Male    Female

4. Family background (please circle all that describe you).
   a. Black/African-American
   b. Hispanic/Latino
   c. Pacific Islander
   d. Japanese
   e. Korean
   f. White
   g. Chinese
   h. Filipino
   i. Southeast Asian
   j. Other (write down) __________

5. Please circle the parent or parents who live in your home.
   a. Father
     b. Man who is like a father to me who? ________________
   c. Mother
     d. Woman who is like a mother to me who? ________________
Section B

The following questions ask you about playing organized sports. Organized sports are those sports and activities where you have a coach and competitions.

1. How old were you when you first played any type of organized sports? _______________

2. How many years have you participated in any organized baseball program? _______________

- PLEASE STOP HERE AND WAIT FOR INSTRUCTIONS -

EXAMPLE QUESTION

1. Do you like playing video games?

1  2 3 4 5
Not at all A little Sort of Pretty much Very much

Circle the number that tells how you feel about playing video games.

Remember, there are no right or wrong answers. Just put down how you really think or feel. Please read each question carefully and make sure you answer all of the questions.
SECTION C

1. Has it been fun for you to be in organized sports in the past?

   1  2  3  4  5
   No fun at all  A little fun  Sort of fun  Fun  Very fun

2. Is participating in sports important to you?

   1  2  3  4  5
   Not at all important  A little important  Sort of important  Important  Very important

3. Please circle the one sentence that best tells what you think about baseball.

   a. It is a boy's sport.
   b. It is a girl's sport.
   c. It is both a boy's and a girl's sport.

4. Please circle the one sentence that best tells what you think about baseball.

   a. It is an adult sport.
   b. It is a kid's sport.
   c. It is both an adult and a kid's sport.

5. How much does your family talk about or watch sports?

   1  2  3  4  5
   Not at all  A little  Some  Pretty much  A lot
6. Please list the things that you do in your free time that are not sports (like playing the piano, singing in a choir, or hanging out with friends).

__________________________________________

__________________________________________

SECTION D

1. How many years have you played in Palmdale Little League? (If this is your first year, write "new").

___________

2. Please circle all of the things below that were important reasons why you decided to play in the Palmdale Little League program this season.

a. I was in Little League last year
b. I wanted to learn baseball
c. I wanted to be with my friends
d. I am good at baseball
e. This is the best baseball program
f. I wanted to be on a team
g. This is the only baseball program
h. This program is easiest for me to attend
i. I wanted to have fun
j. I wanted to improve my baseball skills
k. My parents thought I should join
l. I wanted something to do
m. I wanted to get in shape
n. Other (write down)

__________________________
3. Athletes like you may find that some things make it difficult to play in programs like this one. Please circle all of those things that have caused you problems in playing in Little League.

   a. Hard to get to practice
   b. Program is at a bad time for me
   c. Homework
   d. Housework or yard work
   e. Have a job
   f. Parents won't let me keep playing
   g. Family moving
   h. No time
   i. It costs a lot to join
   j. Equipment or uniforms cost a lot
   k. I have to baby-sit
   l. Other things (list)__________________________
   m. Nothing caused me problems

4. How much did your friends have to do with your joining Little League this season?

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<td>Nothing at all</td>
<td>A little</td>
<td>Some</td>
<td>Pretty much</td>
<td>A lot</td>
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</table>
SECTION E

Answer the next five questions for your father, stepfather, or whoever is like a father to you. If there is no person like this for you, go to section F.

Please circle the person you are answering for.

a. Father
b. Stepfather
c. Other man (who?)

Answer the next 5 questions about the man you just circled.

1. How much did this man have to do with your wanting to play sports?


2. How much did this man have to do with your wanting to join Little League this season?


3. How much did this man pressure you to join Little League this season?


4. How often has this man come to watch your games this season?


5. Compared to what you would like, how often has this man come to watch your games this season?

1. Much less often than I like  2. Less often than I like  3. Just as often as I like  4. More often than I like  5. Much more often than I like
SECTION F

Answer the next five questions for your mother, stepmother, or whoever is like a mother to you. If there is no person like this for you, go to section G.

Please circle the person you are answering for.

a. Mother  

b. Stepmother  

c. Other woman (who?) ____________

Answer the next 5 questions about the woman you just circled.

1. How much did this woman have to do with your wanting to play sports?

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<td>Nothing at all</td>
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<td>Some</td>
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2. How much did this woman have to do with your wanting to join Little League this season?

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3. How much did this woman pressure you to join Little League this season?

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4. How often has this woman come to watch your games this season?

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<tr>
<td>Never</td>
<td>Hardly ever</td>
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5. Compared to what you would like, how often has this woman come to watch your games this season?

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<tr>
<td>Much less often than I like</td>
<td>Less often than I like</td>
<td>Just as often as I like</td>
<td>More often than I like</td>
<td>Much more often than I like</td>
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SECTION G

Please answer the following questions by thinking about how things are in Little League compared to what you would like. If things are just the way you like, circle the number 3.

1. Compared to what you would like, how many practices does your team have?
   
   1  Way too few   2  Too few   3  Just the right number   4  Too many   5  Far too many

2. Compared to what you would like, how long are your practices?

   1  Way too short   2  Too short   3  Just the right length   4  Too long   5  Much too long

3. Compared to what you would like, how much time do you spend learning new skills during practice?

   1  A lot less time than I like   2  Less time than I like   3  Just as much time as I like   4  More time than I like   5  Much more time than I like

4. Compared to what you would like, how often do you get to practice game-like situations?

   1  A lot less often than I like   2  Less often than I like   3  Just as often as I like   4  More often than I like   5  Much more often than I like

5. Compared to what you would like, how often does your team play games?

   1  A lot less often than I like   2  Less often than I like   3  Just as often as I like   4  More often than I like   5  Much more often than I like
6. Compared to what you would like, how much do you get to play in games?

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7. Compared to what you would like, how often does your team spend time just having fun?

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<td>Just as often as I like</td>
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8. Compared to what you would like, how often do your coaches do or say things to make you feel good about your baseball playing?

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9. Compared to what you would like, how often does your family do or say things to make you feel good about your baseball playing?

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10. Compared to what you would like, how often do your friends do or say things to make you feel good about your baseball playing?

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<td>Just as often as I like</td>
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11. Compared to what you would like, how much importance does your team put on winning? 

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<th>Just as much importance as I like</th>
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SECTION H

1. Please list any reasons why you might not play baseball in this program next season.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Please list any things that you do not like about this program this season.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Do you get worried or uptight when you compete in games?

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4. Please list any things that you like a lot about this program this season.

________________________________________________________________________
________________________________________________________________________
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# Section I

**What Do You Think About Staying in Little League?**

1. **How proud are you to tell other people that you play Little League?**

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<td>Not at all proud</td>
<td>A little proud</td>
<td>Sort of proud</td>
<td>Proud</td>
<td>Very proud</td>
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2. **How much do you want to keep playing in Little League?**

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<tr>
<td>Don't want to at all</td>
<td>Want to a little</td>
<td>Sort of want to</td>
<td>Pretty much want to</td>
<td>Want to very much</td>
</tr>
</tbody>
</table>

3. **How dedicated are you to playing in Little League?**

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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all dedicated</td>
<td>A little dedicated</td>
<td>Sort of dedicated</td>
<td>Dedicated</td>
<td>Very dedicated</td>
</tr>
</tbody>
</table>

4. **What would you be willing to do to keep playing in Little League?**

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<tbody>
<tr>
<td>Nothing at all</td>
<td>A few things</td>
<td>Some things</td>
<td>Many things</td>
<td>A lot of things</td>
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</table>

5. **How hard would it be for you to quit Little League?**

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<tbody>
<tr>
<td>Not at all hard</td>
<td>A little hard</td>
<td>Sort of hard</td>
<td>Hard</td>
<td>Very hard</td>
</tr>
</tbody>
</table>
6. How determined are you to keep playing in Little League?

1  2  3  4  5
Not at all  A little  Sort of  Determined  Very determined
determined  determined  determined

7. How much do you want to play baseball next season?

1  2  3  4  5
Not at all  A little  Sort of  Pretty much  Very much

Put an X in the box if you will be too old to play next season. □

How Do You Feel About the Baseball Season So Far?

1. Do you enjoy playing in Little League this season?

1  2  3  4  5
Not at all  A little  Sort of  Pretty much  Very much

2. Are you happy playing in Little League this season?

1  2  3  4  5
Not at all  A little  Sort of  Pretty much  Very much

3. Do you have fun playing in Little League this season?

1  2  3  4  5
Not at all  A little  Sort of  Pretty much  Very much
4. Do you like playing in Little League this season?

1  2  3  4  5
Not at all  A little  Sort of  Pretty much  Very much

What Things Could You Be Doing Instead of Playing Baseball in Little League?

Playing in Little League is only one of the ways you could be spending your time. For example, you could play baseball in another program or play another sport, do something other than sports (like play the piano), or even do nothing at all. Please write down the one thing you would most like to do, if you were not playing in Little League this season.

(Write your answer here) _______________________________________

Now answer the next three questions about the activity you just wrote down.

1. How interesting do you think this activity is?

1  2  3  4  5
Not at all  A little  Sort of  Interesting  Very interesting

2. How much would you like to do this activity, instead of playing in Little League?

1  2  3  4  5
Not at all  A little  Sort of  Pretty much  Very much

3. How difficult was it to choose playing baseball over this activity?

1  2  3  4  5
Not at all  A little  Sort of  Difficult  Very Difficult
**What Do You Think About Playing This Season?**

1. How much do you look forward to practices?

<table>
<thead>
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<th></th>
<th>1 Not at all</th>
<th>2 A little</th>
<th>3 Some</th>
<th>4 Pretty much</th>
<th>5 Very much</th>
</tr>
</thead>
</table>

2. How hard have you played in games this season?

|   | 1 Not at all hard | 2 A little hard | 3 Sort of hard | 4 Hard | 5 Very hard |

3. Are your parents pleased with the way you have played baseball this season?

|   | 1 Not at all pleased | 2 A little pleased | 3 Sort of pleased | 4 Pleased | 5 Very pleased |

4. How good of a player do your teammates think you are?

|   | 1 Not good at all | 2 Not too good | 3 Sort of good | 4 Good | 5 Very good |

5. How much do kids at school talk to you because you are in Little League?

|   | 1 Not at all | 2 A little | 3 Some | 4 Pretty much | 5 Very much |

PLL.B 1.3 - 5/12/89
6. How good of a player do your coaches think you are?

1. Not good at all  
2. Not too good  
3. Sort of good  
4. Good  
5. Very good

7. How hard have you worked in practices this season?

1. Not at all hard  
2. A little hard  
3. Sort of hard  
4. Hard  
5. Very hard

8. How much have you improved your baseball playing skills this season?

1. Not at all improved  
2. A little improved  
3. Sort of improved  
4. Improved  
5. Very much improved

9. How good are your baseball skills?

1. Not good at all  
2. Not too good  
3. Sort of good  
4. Good  
5. Very good

10. How good of a player do your parents think you are?

1. Not good at all  
2. Not too good  
3. Sort of good  
4. Good  
5. Very good
11. Are your teammates pleased with the way you have played baseball this season?

<table>
<thead>
<tr>
<th></th>
<th>1 Not at all pleased</th>
<th>2 A little pleased</th>
<th>3 Sort of pleased</th>
<th>4 Pleased</th>
<th>5 Very pleased</th>
</tr>
</thead>
</table>

12. How well are you known as a good baseball player?

<table>
<thead>
<tr>
<th></th>
<th>1 Not at all</th>
<th>2 A little</th>
<th>3 Some</th>
<th>4 Pretty much</th>
<th>5 Very much</th>
</tr>
</thead>
</table>

13. How often has your team won games this season?

<table>
<thead>
<tr>
<th></th>
<th>1 Never</th>
<th>2 Hardly ever</th>
<th>3 Sometimes</th>
<th>4 Often</th>
<th>5 All of the time</th>
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</thead>
</table>

14. Are your coaches pleased with the way you have played baseball this season?

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<tr>
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<th>1 Not at all pleased</th>
<th>2 A little pleased</th>
<th>3 Sort of pleased</th>
<th>4 Pleased</th>
<th>5 Very pleased</th>
</tr>
</thead>
</table>

15. How many new friends have you made in Little League this season?

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<tr>
<th></th>
<th>1 None</th>
<th>2 A few</th>
<th>3 Some</th>
<th>4 Many</th>
<th>5 A lot</th>
</tr>
</thead>
</table>

16. How much do you look forward to competition?

<table>
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<th></th>
<th>1 Not at all</th>
<th>2 A little</th>
<th>3 Some</th>
<th>4 Pretty much</th>
<th>5 Very much</th>
</tr>
</thead>
</table>
17. How often have you tried your hardest this season?

1  Never  
2  Hardly ever  
3  Sometimes  
4  Often  
5  All of the time

18. How much have you been with your friends while playing Little League this season?

1  Not at all  
2  A little  
3  Some  
4  Pretty much  
5  A lot

19. How much do adults talk to you because you are in Little League?

1  Not at all  
2  A little  
3  Some  
4  Pretty much  
5  Very much

20. How often have you played your best this season?

1  Never  
2  Hardly ever  
3  Sometimes  
4  Often  
5  All of the time

21. How much do you get to be with your parents because of Little League?

1  Not at all  
2  A little  
3  Some  
4  Pretty much  
5  A lot

22. How good are you compared to other baseball players your age who have competed for as long as you have?

1  A lot worse  
2  Worse  
3  A little worse  
4  Just as good  
5  A little better  
6  Better  
7  Much better
How Much Have You Put Into Playing in Little League?

1. How much of your **time** have you put into playing in Little League this season?
   
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<tr>
<td>None</td>
<td>A little</td>
<td>Some</td>
<td>Pretty much</td>
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2. How much **effort** have you put into playing in Little League this season?

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<tr>
<td>None</td>
<td>A little</td>
<td>Some</td>
<td>Pretty much</td>
<td>Very much</td>
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3. How much of your **own money** have you put into playing in Little League this season for things like entrance fees or equipment?

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<td>None</td>
<td>A little</td>
<td>Some</td>
<td>Pretty much</td>
<td>Very much</td>
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Why Do You Feel You Are Playing in Little League?

1. I feel I have to play in Little League so that I can be with my friends.

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<tr>
<td>Not at all</td>
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<td>Pretty much</td>
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2. I feel I have to play Little League to please my friends.

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3. I feel I have to stay in Little League because my parents have done so much.

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</tbody>
</table>
4. I feel I have to play in Little League to please my mom. (Answer for your mom, stepmom, or someone who is like a mother to you. If there is no person like this for you, go on to the next question.)

1  2  3  4  5
Not at all A little Sort of Pretty much Very much
how I feel how I feel how I feel how I feel how I feel

5. I feel I have to play in Little League to please my dad. (Answer for your dad, stepdad, or someone who is like a father to you. If there is no person like this for you, go on to the next question.)

1  2  3  4  5
Not at all A little Sort of Pretty much Very much
how I feel how I feel how I feel how I feel how I feel

6. I feel I have to play in Little League to please my coaches.

1  2  3  4  5
Not at all A little Sort of Pretty much Very much
how I feel how I feel how I feel how I feel how I feel

7. I feel I have to stay in this program so that people won’t think I’m a quitter.

1  2  3  4  5
Not at all A little Sort of Pretty much Very much
how I feel how I feel how I feel how I feel how I feel

What Things Would You Miss If You Stopped Playing in Little League?

1. Would you miss being a baseball player if you left Little League?

1  2  3  4  5
Not at all A little Sort of Pretty much Very much
2. Would you miss your head coach if you left Little League?

1  Not at all  2  A little  3  Sort of  4  Pretty much  5  Very much

3. Would you miss the good times you have had playing baseball this season if you left Little League?

1  Not at all  2  A little  3  Sort of  4  Pretty much  5  Very much

4. Would you miss your friends in Little League if you left the program?

1  Not at all  2  A little  3  Sort of  4  Pretty much  5  Very much

What I Tell Other People.

1. I tell my friends that baseball is a good sport.

1  Never  2  Hardly ever  3  Sometimes  4  Often  5  All of the time

2. I tell my friends that Little League is a good program to play for.

1  Never  2  Hardly ever  3  Sometimes  4  Often  5  All of the time

What Do You Think About Staying in Sports?

Now, we would like you to answer some questions about playing any sport. We are interested in what you think about playing sports, not just playing baseball in Little League.

1. How much do you want to keep playing sports?

1  Don't want to at all  2  Want to a little  3  Sort of want to  4  Pretty much want to  5  Want to very much

PL.L.B 1.3 - 5/12/89
2. How determined are you to stay involved with sports?

1. Not at all determined
2. A little determined
3. Sort of determined
4. Determined
5. Very determined

3. How hard would it be for you to quit sports altogether?

1. Not at all hard
2. A little hard
3. Sort of hard
4. Hard
5. Very hard

Please make sure you have answered all the questions, then turn to the next page.
If there is anything you would like to tell us about this opinion survey or about competing in sports, please write it on this page.

Thank You Very Much
KidSport Project

Athlete's Opinion Survey C

NATIONAL JUNIOR TENNIS LEAGUE
We would like to know more about what athletes like yourself think and feel about participating in organized sports. In order to do this, we would like you to fill out this survey. Because the questions only ask what you think and feel, none of them should be very hard to answer. All that is important is that you tell how you really think and feel about being in a sport program.

Finally, no one you know will ever see your answers - not your coach, not your parents, not your teammates.

IMPORTANT: A letter about the AAF/UCLA KidSport Project was sent home to your parents. If they do not want you to be in this study, place an X in the box on the left and close your folder. Please sit quietly until one of the people from UCLA comes by.

If you have a question, please raise your hand.

Before you begin, please sign your name on the line below if you agree to fill out this survey. Otherwise, close your folder and sit quietly until one of the people from UCLA comes by.

________________________________________
Your Name

Thank You.
Section A

How old are you? __________ years

Sex (circle one) Male Female

How many years have you played organized tennis (where you have had a coach, played regularly and/or competed)?
(If this is your first year, write "new"). __________ years

- PLEASE STOP HERE AND WAIT FOR INSTRUCTIONS -

- EXAMPLE QUESTION -

Do you like playing video games?

1 2 3 4 5
Not at all A little Sort of Pretty much Very much

Circle the number that tells how you feel about playing video games.

Remember, there are no right or wrong answers. Just put down how you think or feel. Please read each question very carefully and make sure you answer all of the questions.
Section B

How much have you learned about tennis this season?


How much do you look forward to practice?


How often do your parents do or say things to make you feel good about your tennis playing?


How good of a tennis player do you think your practice partners think you are?


Do you feel powerful when you play tennis?


How well do you know the skills of tennis?


How often do your parents come to watch you play tennis?

How proud is your head coach with the way you have played tennis this season?
1  Not proud at all  2  A little proud  3  Sort of proud  4  Proud  5  Very proud

How much do you get to let out your energy when you play tennis?
1  Not at all  2  A little  3  Some  4  Pretty much  5  Very much

How much do you get to do things with your parents because you play tennis?
1  Not at all  2  A little  3  Some  4  Pretty much  5  Very much

How often does your head coach do or say things to make you feel good about your tennis playing?
1  Never  2  Hardly ever  3  Sometimes  4  Often  5  Very often

How much have you challenged yourself to become a better tennis player this season?
1  Not at all  2  A little  3  Some  4  Pretty much  5  Very much

How often have you tried your hardest this season?
1  Never  2  Hardly ever  3  Sometimes  4  Often  5  All of the time

How much do you get "into" the action of the match?
1  Not at all  2  A little  3  Some  4  Pretty much  5  Very much
Do you feel strong when you play tennis?

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<td>Not strong at all</td>
<td>A little strong</td>
<td>Sort of strong</td>
<td>Strong</td>
<td>Very strong</td>
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Do you enjoy playing tennis this season?

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How often do you get to compete in tournaments?

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<td>Hardly ever</td>
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How much does playing tennis make you feel fit and healthy?

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<td>Not at all</td>
<td>A little</td>
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How hard have you worked in tennis practices this season?

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<td>Not hard at all</td>
<td>A little hard</td>
<td>Sort of hard</td>
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<td>Very hard</td>
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How much do you get "into" doing the skills of tennis?

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How often have you played your best this season?

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<tr>
<td>Never</td>
<td>Hardly ever</td>
<td>Sometimes</td>
<td>Often</td>
<td>All of the time</td>
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How often do you have practice?

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How much do you look forward to competition?

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Are you happy playing tennis this season?

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How often have you won tennis matches this season?

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How good are your tennis skills?

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<td></td>
<td>Not good at all</td>
<td>Not too good</td>
<td>Sort of good</td>
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How much have you improved your tennis playing skills this season?

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<td>Improved</td>
<td>Very much improved</td>
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</table>
How much special attention did you get for your tennis playing this season (such as ribbons, medals, or being in the newspaper)?

1. None  
2. A little  
3. Some  
4. Pretty much  
5. Very much

Is your head coach pleased with the way you have played tennis this season?

1. Not pleased at all  
2. A little pleased  
3. Sort of pleased  
4. Pleased  
5. Very pleased

How excited do you get while playing tennis?

1. Not excited at all  
2. A little excited  
3. Sort of excited  
4. Excited  
5. Very excited

How good of a tennis player do you think your head coach thinks you are?

1. Not good at all  
2. Not too good  
3. Sort of good  
4. Good  
5. Very good

How often have you gone places or done special things with the tennis program this season?

1. Never  
2. Hardly ever  
3. Sometimes  
4. Often  
5. Very often

How much does your head coach help you with your tennis playing?

1. Not at all  
2. A little  
3. Some  
4. Pretty much  
5. Very much
How often do other players do or say things to make you feel good about your tennis playing?

1. Never
2. Hardly ever
3. Sometimes
4. Often
5. Very often

How good are you compared to other tennis players your age who have competed for as long as you have?

1. A lot worse
2. A little worse
3. Just as good
4. A little better
5. Much better

How pleased are your parents with the way you have played tennis this season?

1. Not pleased at all
2. A little pleased
3. Sort of pleased
4. Pleased
5. Very pleased

How well are you known as a good tennis player?

1. Not at all
2. A little
3. Some
4. Pretty much
5. Very much

Do you have fun playing tennis this season?

1. Not at all
2. A little
3. Some
4. Pretty much
5. Very much

How many of the players at your tennis practices are your friends?

1. None
2. A few
3. Some
4. Many
5. A lot

How hard have you played in tennis matches this season?

1. Not hard at all
2. A little hard
3. Sort of hard
4. Hard
5. Very hard
How good of a tennis player are you?

1  Not good at all  
2  Not too good  
3  Sort of good  
4  Good  
5  Very good

How many new friends have you made while playing tennis this season?

1  None  
2  A few  
3  Some  
4  Many  
5  A lot

How often do you help decide what you do in practices and matches?

1  Never  
2  Hardly ever  
3  Sometimes  
4  Often  
5  Very often

How physically active are you when you play tennis?

1  Not at all  
2  A little  
3  Some  
4  Pretty much  
5  Very much

How often do you get to practice match-like situations?

1  Never  
2  Hardly ever  
3  Sometimes  
4  Often  
5  Very often

How much do you feel a part of the tennis program this season?

1  Not at all  
2  A little  
3  Some  
4  Pretty much  
5  Very much

How long are your practices?

1  Not long at all  
2  A little long  
3  Sort of long  
4  Long  
5  Very long

EnjQ.Tennis - 8/23/89
How often does the crowd notice you when you do well in matches?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Hardly ever</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very often</th>
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</table>

How much do your parents help you with your tennis playing?

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<tr>
<th></th>
<th>Not at all</th>
<th>A little</th>
<th>Some</th>
<th>Pretty much</th>
<th>Very much</th>
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</table>

Do you feel fast when you play tennis?

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<thead>
<tr>
<th></th>
<th>Not fast at all</th>
<th>A little fast</th>
<th>Sort of fast</th>
<th>Fast</th>
<th>Very fast</th>
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</table>

How good of a tennis player do you think your parents think you are?

<table>
<thead>
<tr>
<th></th>
<th>Not good at all</th>
<th>Not too good</th>
<th>Sort of good</th>
<th>Good</th>
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</table>

How important is winning to the players you practice with?

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<th>Not important at all</th>
<th>A little important</th>
<th>Sort of important</th>
<th>Important</th>
<th>Very important</th>
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</table>

How often have you tried your hardest to win this season?

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<th>Never</th>
<th>Hardly ever</th>
<th>Sometimes</th>
<th>Often</th>
<th>All of the time</th>
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</table>

How much do other players help you with your tennis playing?

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<th>Not at all</th>
<th>A little</th>
<th>Some</th>
<th>Pretty much</th>
<th>Very much</th>
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</thead>
</table>

EnjQ.Tennis - 8/23/89
Do you like playing tennis this season?

1. Not at all
2. A little
3. Some
4. Pretty much
5. Very much

How proud are your parents with the way you have played tennis this season?

1. Not proud at all
2. A little proud
3. Sort of proud
4. Proud
5. Very proud

How often have you spent time just having fun with other players this season?

1. Never
2. Hardly ever
3. Sometimes
4. Often
5. Very often

How much does playing tennis help you to get rid of tension?

1. Not at all
2. A little
3. Some
4. Pretty much
5. Very much

How much do you want to play tennis in this program next year?

1. Not at all
2. A little
3. Some
4. Pretty much
5. Very much

How much pressure do you feel to play tennis in this program next year?

1. Not at all
2. A little
3. Some
4. Pretty much
5. Very much

How sure are you that you will play in this tennis program next year?

1. Very sure
2. Sort of sure
3. Not sure
4. Sort of sure
5. Very sure

I won't play next year
I won't play next year
whether I will play or not
I will play next year
I will play next year
How hard would it be for you to quit playing tennis in this program?

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How dedicated are you to playing tennis in this program?

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How determined are you to keep playing tennis in this program?

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What would you be willing to do to keep playing tennis in this program?

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How proud are you to tell other people that you play tennis in this program?

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<td>at all</td>
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How many matches have you played today? (Please write down the number) __________

How many matches have you won today? (Please write down the number) __________
Because you are an athlete, we would like you to complete this opinion survey telling us what you think and feel about participating in organized sports. The questions in this survey are not hard to answer. They are simply questions about your sport experiences. There are no right or wrong answers, only your own opinions.

**NO ONE YOU KNOW WILL EVER SEE YOUR ANSWERS** - not your coach, not your parents, not your teammates.

[ ] IMPORTANT: A letter about the AAF/UCLA KidSport Project was sent home to your parents. If they do not want you to be in this study, place an X in the box on the left and close your folder. Please sit quietly until one of the people from UCLA comes by.

If you have a question, please raise your hand.

If you agree to fill out this survey, please sign your name on the line below. Otherwise, close your folder and sit quietly until one of the people from UCLA comes by.

______________________________
Your Name

Thank You.
Section A

1. Birthdate: Month ________ Day _________ Year _________

2. Grade in school ________________

3. Sex (circle one) Male Female

4. Family background (please circle all that describe you).
   a. Black/African-American
   b. Hispanic/Latino
   c. Pacific Islander
   d. Japanese
   e. Korean
   f. White
   g. Chinese
   h. Filipino
   i. Southeast Asian
   j. Other (write down) ____________

5. How many years have you played in your football program? (If this is your first year, write "new".) ____________

6. How many years have you played in any type of organized sport? ____________________

- PLEASE STOP HERE AND WAIT FOR INSTRUCTIONS -
EXAMPLE QUESTION

1. Do you like playing video games?

1  2  3  4  5
Not at all  A little  Sort of  Pretty much  Very much

Circle the number that tells how much you like playing video games.

Remember, there are no right or wrong answers. Just put down how you think or feel. Your own opinions are very important.

Please read each question carefully and make sure you answer all of the questions. Now, turn the page and go on.
**SECTION B**

**What Things Have Happened This Season?**

Have you made new friends by playing football this season?

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<th></th>
<th>None</th>
<th>A few</th>
<th>Some</th>
<th>Many</th>
<th>A lot</th>
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Have you improved your football playing skills this season?

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<th>Not at all</th>
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<th>Improved</th>
<th>Very much</th>
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Have you tried your hardest this season?

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<th></th>
<th>Never</th>
<th>Hardly ever</th>
<th>Sometimes</th>
<th>Often</th>
<th>All of the time</th>
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How much have you learned about football this season?

<table>
<thead>
<tr>
<th></th>
<th>Nothing at all</th>
<th>A little</th>
<th>Some</th>
<th>Pretty much</th>
<th>Very much</th>
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Has the crowd noticed you when you did well in games?

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<th></th>
<th>Never</th>
<th>Hardly ever</th>
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**JAAB 1.0 - 10/19/89**
Have you gotten special attention for your football playing this season (such as ribbons, medals, or being in the newspaper)?

1  2  3  4  5
None   A little   Some   Pretty much   Very much

Has your team won games this season?

1  2  3  4  5
Never   Hardly ever   Sometimes   Often   All of the time

What Is It Like When You Play Football?

Do you play hard in your football games?

1  2  3  4  5
Never   Hardly ever   Sometimes   Often   All of the time

Do you work hard in practices?

1  2  3  4  5
Never   Hardly ever   Sometimes   Often   All of the time

Do you get into the action of the games?

1  2  3  4  5
Never   Hardly ever   Sometimes   Often   All of the time

Do you feel fast or strong when you play football?

1  2  3  4  5
Never   Hardly ever   Sometimes   Often   All of the time
Do you get into doing the skills of football?

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<tr>
<td>Never</td>
<td>Hardly ever</td>
<td>Sometimes</td>
<td>Often</td>
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Do you help decide what you do in practices and games?

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<td>Never</td>
<td>Hardly ever</td>
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Do you feel fit and healthy because you play football?

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<tbody>
<tr>
<td>Not at all</td>
<td>A little</td>
<td>Sort of</td>
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**How Are Your Soccer Skills?**

How good are your football skills?

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<tr>
<td>Not at all good</td>
<td>A little bit good</td>
<td>Sort of good</td>
<td>Good</td>
<td>Very good</td>
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Are you a good football player?

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<td>Sort of good</td>
<td>Good</td>
<td>Very good</td>
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</tbody>
</table>
How good are you compared to other players your age who have played for as long as you have?

1  2  3  4  5  6  7
I'm a lot worse I'm worse I'm a little worse I'm just as good I'm a little better I'm better I'm much better

What About Your Parents This Season? (answer for your parents or whoever is like a parent to you)

Are your parents pleased with the way you have played football this season?

1  2  3  4  5
Not at all pleased A little pleased Sort of pleased Pleased Very pleased

Do your parents come to watch your games this season?

1  2  3  4  5
Never Hardly ever Sometimes Often Always

Do your parents do or say things to make you feel good about your football playing?

1  2  3  4  5
Never Hardly ever Sometimes Often All of the time

Do your parents help you with your football playing?

1  2  3  4  5
Not at all A little Sort of Pretty much Very much
Do you get to do things with your parents because of playing football this season?

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Are your parents proud of the way you have played football this season?

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<td>Not proud at all</td>
<td>A little proud</td>
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What About Your Head Coach This Season?

Is your head coach proud of the way you have played football this season?

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Does your head coach do or say things to make you feel good about your football playing?

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Is your head coach pleased with the way you have played football this season?

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<td>Very pleased</td>
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</table>
What About Your Teammates This Season?

Do your teammates help you with your football playing?

1  Not at all  2  A little  3  Sort of  4  Pretty much  5  Very much

Have you spent time just having fun with other players this season?

1  Never  2  Hardly ever  3  Sometimes  4  Often  5  Very often

Have you gone places or done special things with your team this season?

1  Never  2  Hardly ever  3  Sometimes  4  Often  5  Very often

Do your teammates do or say things to make you feel good about your football playing?

1  Never  2  Hardly ever  3  Sometimes  4  Often  5  Very often

Do you feel a part of the team this season?

1  Not at all  2  A little  3  Sort of  4  Pretty much  5  Very much

Are your teammates pleased with the way you have played football this season?

1  Not at all pleased  2  A little pleased  3  Sort of pleased  4  Pleased  5  Very pleased
How many of your teammates are your friends?

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<td>None of them</td>
<td>A few of them</td>
<td>Some of them</td>
<td>Many of them</td>
<td>All of them</td>
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GO ON TO NEXT PAGE --->
SECTION C

Please answer the following questions by thinking about how things are in the football league compared to what you would like. If things are just the way you like, circle the number 3.

Compared to what you would like, **how many practices does your team have?**

1 Way too few  
2 Too few  
3 Just the right number  
4 Too many  
5 Far too many

Compared to what you would like, **how long are your practices?**

1 Way too short  
2 Too short  
3 Just the right length  
4 Too long  
5 Much too long

Compared to what you would like, **how often do you get to practice game-like situations?**

1 A lot less often than I like  
2 Less often than I like  
3 Just as often as I like  
4 More often than I like  
5 Much more often than I like

Compared to what you would like, **how much do you get to play in games?**

1 A lot less than I like  
2 Less than I like  
3 Just as much as I like  
4 More than I like  
5 Much more than I like

Compared to what you would like, **how much importance does your team put on winning?**

1 A lot less importance than I like  
2 Less importance than I like  
3 Just as much importance as I like  
4 More importance than I like  
5 Much more importance than I like

Compared to what you would like, **how often does your father come to watch your games this season?** (Answer for your father or someone who is like a father to you. If there is no person like this for you, go on to the next question).

1  
2  
3  
4  
5
Compared to what you would like, **how often does your mother come to watch your games this season?** (Answer for your mother or someone who is like a mother to you. If there is no person like this for you, go on to the next question).

1  Much less often than I like  2  Less often than I like  3  Just as often as I like  4  More often than I like  5  Much more often than I like

**Section D**

**How Do You Feel About Playing Football In Your League This Season?**

Do you **enjoy** playing football this season?

1  Not at all  2  A little  3  Sort of  4  Pretty much  5  Very much

Are you **happy** playing football this season?

1  Not at all  2  A little  3  Sort of  4  Pretty much  5  Very much

Do you have **fun** playing football this season?

1  Not at all  2  A little  3  Sort of  4  Pretty much  5  Very much

Do you **like** playing football this season?

1  Not at all  2  A little  3  Sort of  4  Pretty much  5  Very much
Do you get worried or uptight when you compete in games?

1 Not at all  2 A little  3 Sort of  4 Pretty much  5 Very much

SECTION E

What Things Could You Be Doing Instead of Playing in Your Football Program?

Playing in the football league is only one of the ways you could be spending your time. For example, you could play football in another program or play another sport, do something other than sports, or even do nothing at all.

Please write down the one thing you would most like to do, but that you cannot do because you play in this league this season.

How much would you like to do this activity, instead of playing in your football league?

1 Not at all  2 A little  3 Sort of  4 Pretty much  5 Very much

How Much Have You Put Into Playing In The football league?

How much of your time have you put into playing in this league this season?

1 None  2 A little  3 Some  4 Pretty much  5 Very much

(How much effort have you had to put into getting to practices and games this season?)
How much effort have you put out in order to play in this league this season?

1 None  2 A little  3 Some  4 Pretty much  5 Very much

How much of your own money have you put into playing in this league this season for things like entrance fees or equipment?

1 None  2 A little  3 Some  4 Pretty much  5 Very much

JAAF 1.0 - 10/19/89
Do You Feel You Have To Play In The football league?

I feel I have to play in this league so that I can be with my friends.

1  Not at all
2  A little
3  Sort of
4  Pretty much
5  Very much

I feel I have to play in this league to please my mom. (Answer for your mom or someone who is like a mother to you. If there is no person like this for you, go on to the next question.)

1  Not at all
2  A little
3  Sort of
4  Pretty much
5  Very much

I feel I have to play in this league to please my dad. (Answer for your dad or someone who is like a father to you. If there is no person like this for you, go on to the next question.)

1  Not at all
2  A little
3  Sort of
4  Pretty much
5  Very much

I feel I have to keep playing in this league so that people won't think I'm a quitter.

1  Not at all
2  A little
3  Sort of
4  Pretty much
5  Very much

What Things Would You Miss If You Stopped Playing In The football league?

Would you miss being a football player if you left this league?

1  Not at all
2  A little
3  Sort of
4  Pretty much
5  Very much
Would you miss your head coach if you left this league?

1 2 3 4
Not at all  A little  Sort of  Pretty much  Very much

Would you miss the good times you have playing football if you left this league?

1 2 3 4 5
Not at all  A little  Sort of  Pretty much  Very much

Would you miss your friends in this league if you left the program?

1 2 3 4 5
Not at all  A little  Sort of  Pretty much  Very much

What Do You Think About Staying in the football league?

How much do you want to keep playing in this league?

1 2 3 4 5
Don't want  Want to  Sort of  Pretty much  Want to
      to at all      want to      want to      very much

How dedicated are you to playing in this league?

1 2 3 4 5
Not at all  A little  Sort of  Dedicated  Very dedicated
dedicated  dedicated  dedicated
What would you be willing to do to keep playing in this league?

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<tr>
<td></td>
<td>Nothing at all</td>
<td>A few things</td>
<td>Some things</td>
<td>Many things</td>
<td>A lot of things</td>
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How hard would it be for you to quit this league?

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<td>Not at all hard</td>
<td>A little hard</td>
<td>Sort of hard</td>
<td>Hard</td>
<td>Very hard</td>
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How proud are you to tell other people that you play your football program?

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<tr>
<td>Not at all proud</td>
<td>A little proud</td>
<td>Sort of proud</td>
<td>Proud</td>
<td>Very proud</td>
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How determined are you to keep playing in this league?

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<tr>
<td>Not at all determined</td>
<td>A little determined</td>
<td>Sort of determined</td>
<td>Determined</td>
<td>Very determined</td>
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How sure are you that you will play in this football league next year?

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<tr>
<td>Very sure</td>
<td>Sort of sure</td>
<td>Not sure whether I will play or not</td>
<td>Sort of sure</td>
<td>Very sure</td>
<td></td>
</tr>
<tr>
<td>I WON'T play next year</td>
<td>I WON'T play next year</td>
<td>I WILL play next year</td>
<td>I WILL play next year</td>
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JAAF 1.0 - 10/19/89
Put an X in the box if you will be too old to play in this league next season. ☐

**Section E**

**What Do You Think About Sports In General?**

Now, we would like you to answer some questions about playing any sport. We are interested in what you think about playing sports, not just playing football in this league.

Has it been fun for you to be in organized sports in the past?

1. No fun at all  
2. A little fun  
3. Sort of fun  
4. Fun  
5. Very fun

How much do you want to keep playing sports?

1. Don't want to at all  
2. Want to a little  
3. Sort of want to  
4. Pretty much want to  
5. Want to very much

How hard would it be for you to quit sports altogether?

1. Not at all hard  
2. A little hard  
3. Sort of hard  
4. Hard  
5. Very hard

Please make sure you have answered all the questions up to here, then turn to the next page.
If there is anything you would like to tell us about this opinion survey or about competing in sports, please write it on this page.

Thank You Very Much
SUPPLEMENTAL ITEMS

Please list the things that you do in your free time that are not sports (like playing the piano, singing in a choir, or hanging out with friends).

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Athletes like you may find that some things make it difficult to play in programs like this one. Please circle all of those things that have caused you problems in playing in your football program.

a. Hard to get to practice
b. Program is at a bad time for me
c. Homework
d. Housework or yard work
e. Have a job
f. Parents won't let me keep playing
g. Family moving
h. No time
i. It costs a lot to join
j. Equipment or uniforms cost a lot
k. I have to baby-sit
l. Other things (list)
m. Nothing caused me problems

2. Please circle all of the things below that were important reasons why you decided to play in the your football program program this season.

a. I was in this football program last year
b. I wanted to learn football
c. I wanted to be with my friends
d. I am good at football
e. This is the best football program
f. I wanted to be on a team
g. This is the only football program
h. This program is easiest for me to attend  l. I wanted something to do
i. I wanted to have fun m. I wanted to get in shape
j. I wanted to improve my football skills n. Other (write down) __________________________
k. My parents thought I should join

Please list any things that you like a lot about this program this season.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please list things that you could be doing instead of playing in this league.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
KidSport Project

Athlete's Opinion Survey

CALIFORNIA INTERSCHOLASTIC FEDERATION
Athlete's Opinion Survey H

Because you are an athlete, we would like you to complete this opinion survey telling us what you think and feel about playing in organized sports. The questions in this survey are not hard to answer. They are simply questions about your sport experiences. There are no right or wrong answers, only your own opinions.

NO ONE YOU KNOW WILL EVER SEE YOUR ANSWERS - not your coach, not your parents, not your teammates.

If you agree to fill out this survey, please sign your name on the line below. Otherwise, turn over this survey and sit quietly until one of the people from UCLA comes by.

__________________________
Your Name

Thank You.
Section A

1. How old are you? _________
2. Sex (circle one) Male Female

3. Circle your grade in school: 9 10 11 12

4. Family background (please circle all that describe you).
   a. Black/African-American
   b. Hispanic/Latino
   c. Pacific Islander
   d. Japanese
   e. Korean
   f. White
   g. Chinese
   h. Filipino
   i. Southeast Asian
   j. Other (write down) ____________

5. How many complete seasons have you played in this soccer program? _________
   (If this is your first year, write in "NEW")

6. How old were you when you first played in any type of organized sport?
   ______________

EXAMPLE QUESTION

Do you like playing video games?

1 2 3 4 5
Not at all A little Sort of Pretty much Very much

Circle the number that tells how much you like playing video games.

Remember, there are no right or wrong answers. Just put down how you think or feel. Your own opinions are very important.
Please read each question carefully and make sure you answer all of the questions. Now, turn the page and go on.
SECTION B

What Things Have Happened This Season?

Have you made new friends by playing soccer this season?

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<td>None</td>
<td>2</td>
<td>A few</td>
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Have you improved your soccer playing skills this season?

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<td>Not at all improved</td>
<td>2</td>
<td>A little improved</td>
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Have you tried your hardest this season?

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<td>1</td>
<td>Never</td>
<td>2</td>
<td>Hardly ever</td>
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How much have you learned about soccer this season?

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<td>1</td>
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Has the crowd noticed you when you did well in games?

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<td>Hardly ever</td>
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Have you gotten special attention for your soccer playing this season (such as ribbons, medals, or being in the newspaper)?

1. None
2. A little
3. Some
4. Pretty much
5. Very much

Has your team won games this season?

1. Never
2. Hardly ever
3. Sometimes
4. Often
5. All of the time

What Is It Like When You Play Soccer?

Do you play hard in your soccer games?

1. Never
2. Hardly ever
3. Sometimes
4. Often
5. All of the time

Do you work hard in practices?

1. Never
2. Hardly ever
3. Sometimes
4. Often
5. All of the time

Do you get into the action of the games?

1. Never
2. Hardly ever
3. Sometimes
4. Often
5. All of the time

Do you feel fast or strong when you play soccer?

1. Never
2. Hardly ever
3. Sometimes
4. Often
5. All of the time
Do you get into doing the skills of soccer?


Do you help decide what you do in practices and games?


Do you feel fit and healthy because you play soccer?


How Are Your Soccer Skills?

How good are your soccer skills?


Are you a good soccer player?

How good are you compared to other players your age who have played for as long as you have?

1. I'm a lot worse
2. I'm worse
3. I'm a little worse
4. I'm just as good
5. I'm a little better
6. I'm better
7. I'm much better

What About Your Parents This Season? (answer for your parents or whoever is like a parent to you)

Are your parents pleased with the way you have played soccer this season?

1. Not at all pleased
2. A little pleased
3. Sort of pleased
4. Pleased
5. Very pleased

Do your parents come to watch your games this season?

1. Never
2. Hardly ever
3. Sometimes
4. Often
5. Always

Do your parents do or say things to make you feel good about your soccer playing?

1. Never
2. Hardly ever
3. Sometimes
4. Often
5. All of the time

Do your parents help you with your soccer playing?

1. Not at all
2. A little
3. Sort of
4. Pretty much
5. Very much
Do you get to do things with your parents because of playing soccer this season?

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Are your parents proud of the way you have played soccer this season?

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<td>Not proud at all</td>
<td>A little proud</td>
<td>Sort of proud</td>
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<td>Very proud</td>
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What About Your Head Coach This Season?

Is your head coach proud of the way you have played soccer this season?

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<td>A little proud</td>
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Does your head coach do or say things to make you feel good about your soccer playing?

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<td>Hardly ever</td>
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Is your head coach pleased with the way you have played soccer this season?

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<td></td>
<td>Not at all pleased</td>
<td>A little pleased</td>
<td>Sort of pleased</td>
<td>Pleased</td>
<td>Very pleased</td>
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What About Your Teammates This Season?

Do your teammates help you with your soccer playing?

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<td>Sort of</td>
<td>Pretty much</td>
<td>Very much</td>
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Have you spent time just having fun with other players this season?

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<th>Never</th>
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<th>Sometimes</th>
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Have you gone places or done special things with your team this season?

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Do your teammates do or say things to make you feel good about your soccer playing?

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Do you feel a part of the team this season?

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Are your teammates pleased with the way you have played soccer this season?

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<th>Not at all pleased</th>
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<th>Sort of pleased</th>
<th>Pleased</th>
<th>Very pleased</th>
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How many of your teammates are your friends?

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<th>None of them</th>
<th>A few of them</th>
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SECTION C

Please answer the following questions by thinking about how things are in the soccer program compared to what you would like. If things are just the way you like, circle the number 3.

Compared to what you would like, **how many practices does your team have?**

1 Way too few  2 Too few  3 Just the right number  4 Too many  5 Far too many

Compared to what you would like, **how long are your practices?**

1 Way too short  2 Too short  3 Just the right length  4 Too long  5 Much too long

Compared to what you would like, **how often do you get to practice game-like situations?**

1 A lot less often than I like  2 Less often than I like  3 Just as often as I like  4 More often than I like  5 Much more often than I like

Compared to what you would like, **how much do you get to play in games?**

1 A lot less than I like  2 Less than I like  3 Just as much as I like  4 More than I like  5 Much more than I like

Compared to what you would like, **how much importance does your team put on winning?**

1 A lot less importance than I like  2 Less importance than I like  3 Just as much importance as I like  4 More importance than I like  5 Much more importance than I like

Compared to what you would like, **how often does your father come to watch your games this season?** (Answer for your father or someone who is like a father to you. If there is no person like this for you, go on to the next question).

1  2  3  4  5
Compared to what you would like, how often does your mother come to watch your games this season? (Answer for your mother or someone who is like a mother to you. If there is no person like this for you, go on to the next question).

1 2 3 4 5
Much less often Less often Just as often More often Much more often
than I like than I like as I like than I like than I like

Section D

How Do You Feel About Playing Soccer On Your Team This Season?

Do you enjoy playing soccer this season?

1 2 3 4 5
Not at all A little Sort of Pretty much Very much

Are you happy playing soccer this season?

1 2 3 4 5
Not at all A little Sort of Pretty much Very much

Do you have fun playing soccer this season?

1 2 3 4 5
Not at all A little Sort of Pretty much Very much

Do you like playing soccer this season?

1 2 3 4 5
Not at all A little Sort of Pretty much Very much
SECTION E

What Things Could You Be Doing Instead of Playing in Your Soccer Program?

Playing on the soccer team is only one of the ways you could be spending your time. For example, you could play soccer in another program or play another sport, do something other than sports, or even do nothing at all.

Please write down the one thing you would most like to do, but that you cannot do because you play in this program this season.

__________________________________________

How much would you like to do the activity you wrote down, instead of playing in your soccer program?

1 2 3 4 5
Not at all A little Sort of Pretty much Very much

How Much Has It Taken For You To Be Involved In Your Soccer Program?

How much of your time have you put into playing in this program this season?

1 2 3 4 5
None A little Some Pretty much Very much

How much of your own money have you put into playing in this league this season for things like entrance fees or equipment?

1 2 3 4 5
None A little Some Pretty much Very much

How much effort has it taken for you to be involved in the soccer program this season?

1 2 3 4 5
None A little Some Pretty much Very much
Do You Feel You Have To Play In Your Soccer Program?

Do you feel you have to play in this program so that you can be with your friends?

1  2  3  4  5
Not at all  A little  Sort of  Pretty much  Very much
how I feel  how I feel  how I feel  how I feel  how I feel

Do you feel you have to play in this program to please your mother? (Answer for your mother or someone who is like a mother to you. If there is no person like this for you, go on to the next question.)

1  2  3  4  5
Not at all  A little  Sort of  Pretty much  Very much
how I feel  how I feel  how I feel  how I feel  how I feel

Do you feel you have to play in this program to please your father? (Answer for your father or someone who is like a father to you. If there is no person like this for you, go on to the next question.)

1  2  3  4  5
Not at all  A little  Sort of  Pretty much  Very much
how I feel  how I feel  how I feel  how I feel  how I feel

Do you feel you have to keep playing in this program so that people won't think you are a quitter?

1  2  3  4  5
Not at all  A little  Sort of  Pretty much  Very much
how I feel  how I feel  how I feel  how I feel  how I feel
What Things Would You Miss If You Stopped Playing In Your Soccer Program?

Would you miss being a soccer player if you left this program?

1  2  3  4  5
Not at all A little Sort of Pretty much Very much

Would you miss your head coach if you left this program?

1  2  3  4  5
Not at all A little Sort of Pretty much Very much

Would you miss the good times you have playing soccer if you left this program?

1  2  3  4  5
Not at all A little Sort of Pretty much Very much

Would you miss your soccer friends if you left the program?

1  2  3  4  5
Not at all A little Sort of Pretty much Very much

What Do You Think About Staying In Your Soccer Program?

How dedicated are you to playing in this program?

1  2  3  4  5
Not at all dedicated A little dedicated Sort of dedicated Dedicated Very dedicated
How hard would it be for you to quit this program?

1  Not at all hard
2  A little hard
3  Sort of hard
4  Hard
5  Very hard

What would you be willing to do to keep playing in this program?

1  Nothing at all
2  A few things
3  Some things
4  Many things
5  A lot of things

How determined are you to keep playing in this program?

1  Not at all determined
2  A little determined
3  Sort of determined
4  Determined
5  Very determined

How sure are you that you will play in this soccer program next year?

1  Very sure
2  Sort of sure
3  Not sure
4  Sort of sure
5  Very sure

I WON'T play next year
I WON'T play next year
whether I will play or not
I WILL play next year
I WILL play next year

Put an X in the box if you will have graduated high school before next season. □
Section E

What Do You Think About Sports In General?

Now, we would like you to answer some questions about playing any sport. We are interested in what you think about playing sports, not just playing soccer in this program.

Have you enjoyed playing organized sports in the past?

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<td>Not at all</td>
<td>A little</td>
<td>Sort of</td>
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How much do you want to keep playing sports?

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<tbody>
<tr>
<td></td>
<td>Don't want to at all</td>
<td>Want to a little</td>
<td>Sort of want to</td>
<td>Pretty much want to</td>
<td>Want to very much</td>
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How hard would it be for you to quit sports altogether?

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<tr>
<td></td>
<td>Not at all hard</td>
<td>A little hard</td>
<td>Sort of hard</td>
<td>Hard</td>
<td>Very hard</td>
</tr>
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</table>
Section F

Athletes like you may find that some things make it difficult to play in programs like this one. Please circle all of those things that have caused you problems in playing in your soccer program.

a. Hard to get to practice
b. Program is at a bad time for me
c. Homework
d. Housework or yard work
e. Have a job
f. Parents won't let me keep playing
g. Family moving
h. No time
i. It costs a lot to join
j. Equipment or uniforms cost a lot
k. I have to baby-sit
l. Other things (list) ______________
m. Nothing caused me problems

2. Please circle all of the things below that were important reasons why you decided to play in your soccer program this season.

a. I was in this soccer program last year
b. I wanted to learn soccer
c. I wanted to be with my friends
d. I am good at soccer
e. This is the best soccer program
f. I wanted to be on a team
g. This is the only soccer program
h. This program is easiest for me to attend
i. I wanted to have fun
j. I wanted to improve my soccer skills
k. My parents thought I should join
l. I wanted something to do
m. I wanted to get in shape
n. Other (write down) ______________

Please make sure you have answered all the questions up to here, then turn to the next page.
If there is anything you would like to tell us about this opinion survey or about competing in sports, please write it on this page.

Thank You Very Much
KidSport Project

Athlete's Opinion Survey

Southern California Volleyball Association
Athlete's Opinion Survey I

Because you are an athlete, we would like you to complete this opinion survey telling us what you think and feel about playing in organized sports. The questions in this survey are not hard to answer. They are simply questions about your sport experiences. There are no right or wrong answers, only your own opinions.

**NO ONE YOU KNOW WILL EVER SEE YOUR ANSWERS** - not your coach, not your parents, not your teammates.

If you agree to fill out this survey, please sign your name on the line below. Otherwise, turn over this survey and sit quietly until one of the people from UCLA comes by.

______________________________
Your Name

Thank You.
SECTION A

1. How old are you? ________
2. Sex (circle one)    Male    Female

3. Circle your grade in school:  9   10   11   12
4. Family background (please circle all that describe you).
   a. Black/African-American    f. White
   b. Hispanic/Latino           g. Chinese
   c. Pacific Islander          h. Filipino
   d. Japanese                  i. Southeast Asian
   e. Korean                    j. Other (write down) ________

5. How many complete seasons have you played in this volleyball program? ________
   (If this is your first year, write in "NEW")

6. How old were you when you first played in any type of organized sport? __________

EXAMPLE QUESTION

Do you like playing video games?

1 2 3 4 5
Not at all  A little  Sort of  Pretty much  Very much

Circle the number that tells how much you like playing video games.

Remember, there are no right or wrong answers. Just put down how you think or feel.
Your own opinions are very important.

Please read each question carefully and make sure you answer all of the questions. Now, turn the page and go on.
SECTION B

What Things Have Happened This Season?

Have you made new friends by playing volleyball this season?


Have you improved your volleyball playing skills this season?


Have you tried your hardest this season?


How much have you learned about volleyball this season?


Has the crowd noticed you when you did well in matches?

Have you gotten special attention for your volleyball playing this season (such as ribbons, medals, or being in the newspaper)?

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<td></td>
<td>None</td>
<td>A little</td>
<td>Some</td>
<td>Pretty much</td>
<td>Very much</td>
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Has your team won matches this season?

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<td>All of the time</td>
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**What Is It Like When You Play Volleyball?**

Do you play hard in your volleyball matches?

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Do you work hard in practices?

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Do you get into the action of the games?

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Do you feel fast or strong when you play volleyball?

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Do you get into doing the skills of volleyball?

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Do you help decide what you do in practices and matches?

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Do you feel fit and healthy because you play volleyball?

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**How Are Your Volleyball Skills?**

How good are your volleyball skills?

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<td>Not at all good</td>
<td>A little bit good</td>
<td>Sort of good</td>
<td>Good</td>
<td>Very good</td>
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Are you a good volleyball player?

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<td>A little bit good</td>
<td>Sort of good</td>
<td>Good</td>
<td>Very good</td>
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</table>
How good are you compared to other players your age who have played for as long as you have?

1 2 3 4 5 6 7
I'm a lot worse I'm a little worse I'm just as good I'm a little better I'm better I'm much better

What About Your Parents This Season? (answer for your parents or whoever is like a parent to you)

Are your parents pleased with the way you have played volleyball this season?

1 2 3 4 5
Not at all pleased A little pleased Sort of pleased Pleased Very pleased

Do your parents come to watch your matches this season?

1 2 3 4 5
Never Hardly ever Sometimes Often Always

Do your parents do or say things to make you feel good about your volleyball playing?

1 2 3 4 5
Never Hardly ever Sometimes Often All of the time

Do your parents help you with your volleyball playing?

1 2 3 4 5
Not at all A little Sort of Pretty much Very much
Do you get to do things with your parents because of playing volleyball this season?

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Are your parents proud of the way you have played volleyball this season?

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<tr>
<td>Not proud at all</td>
<td>A little proud</td>
<td>Sort of proud</td>
<td>Proud</td>
<td>Very proud</td>
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What About Your Head Coach This Season?

Is your head coach proud of the way you have played volleyball this season?

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<td>Proud</td>
<td>Very proud</td>
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Does your head coach do or say things to make you feel good about your volleyball playing?

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Is your head coach pleased with the way you have played volleyball this season?

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<td>Not at all pleased</td>
<td>A little pleased</td>
<td>Sort of pleased</td>
<td>Pleased</td>
<td>Very pleased</td>
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What About Your Teammates This Season?

Do your teammates help you with your volleyball playing?

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<td>Not at all</td>
<td>A little</td>
<td>Sort of</td>
<td>Pretty much</td>
<td>Very much</td>
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</tbody>
</table>
Have you spent time just having fun with other players this season?

1. Never  
2. Hardly ever  
3. Sometimes  
4. Often  
5. Very often

Have you gone places or done special things with your team this season?

1. Never  
2. Hardly ever  
3. Sometimes  
4. Often  
5. Very often

Do your teammates do or say things to make you feel good about your volleyball playing?

1. Never  
2. Hardly ever  
3. Sometimes  
4. Often  
5. Very often

Do you feel a part of the team this season?

1. Not at all  
2. A little  
3. Sort of  
4. Pretty much  
5. Very much

Are your teammates pleased with the way you have played volleyball this season?

1. Not at all pleased  
2. A little pleased  
3. Sort of pleased  
4. Pleased  
5. Very pleased

How many of your teammates are your friends?

1. None of them  
2. A few of them  
3. Some of them  
4. Many of them  
5. All of them
SECTION C

Please answer the following questions by thinking about how things are in the volleyball program compared to what you would like. If things are just the way you like, circle the number 3.

Compared to what you would like, how many practices does your team have?

1  Way too few  2  Too few  3  Just the right number  4  Too many  5  Far too many

Compared to what you would like, how long are your practices?

1  Way too short  2  Too short  3  Just the right length  4  Too long  5  Much too long

Compared to what you would like, how often do you get to practice game-like situations?

1  A lot less often than I like  2  Less often than I like  3  Just as often as I like  4  More often than I like  5  Much more often than I like

Compared to what you would like, how much do you get to play in matches?

1  A lot less than I like  2  Less than I like  3  Just as much as I like  4  More than I like  5  Much more than I like

Compared to what you would like, how much importance does your team put on winning?

1  A lot less importance than I like  2  Less importance than I like  3  Just as much importance as I like  4  More importance than I like  5  Much more importance than I like

Compared to what you would like, how often does your father come to watch your matches this season? (Answer for your father or someone who is like a father to you. If there is no person like this for you, go on to the next question).

1  Much less often than I like  2  Less often than I like  3  Just as often as I like  4  More often than I like  5  Much more often than I like
Compared to what you would like, how often does your mother come to watch your matches this season? (Answer for your mother or someone who is like a mother to you. If there is no person like this for you, go on to the next question).

1 2  3 4
Much less often Less often Just as often More often than I like than I like as I like than I like

SECTION D

How Do You Feel About Playing Volleyball On Your Team This Season?

Do you enjoy playing volleyball this season?

1 2  3 4
Not at all A little Sort of Pretty much

Are you happy playing volleyball this season?

1 2 3 4
Not at all A little Sort of Pretty much

Do you have fun playing volleyball this season?

1 2 3 4
Not at all A little Sort of Pretty much

Do you like playing volleyball this season?

1 2 3 4
Not at all A little Sort of Pretty much

Do you get worried or uptight when you compete in matches?

1 2 3 4
Not at all A little Sort of Pretty much
SECTION E

What Things Could You Be Doing Instead of Playing in Your Volleyball Program?

Playing on the volleyball team is only one of the ways you could be spending your time. For example, you could play volleyball in another program or play another sport, do something other than sports, or even do nothing at all.

Please write down the one thing you would most like to do, but that you cannot do because you play in this program this season. __________________________________________________

How much would you like to do the activity you wrote down, instead of playing in your volleyball program?

1 2 3 4 5

Not at all A little Sort of Pretty much Very much

How Much Has It Taken For You To Be Involved In Your Volleyball Program?

How much of your time have you put into playing in this program this season?

1 2 3 4 5

None A little Some Pretty much Very much

How much of your own money have you put into playing in this league this season for things like entrance fees or equipment?

1 2 3 4 5

None A little Some Pretty much Very much

How much effort has it taken for you to be involved in the volleyball program this season?

1 2 3 4 5

None A little Some Pretty much Very much
Do You Feel You Have To Play In Your Volleyball Program?

Do you feel you have to play in this program so that you can be with your friends?

1 Not at all  
2 A little  
3 Sort of  
4 Pretty much  
5 Very much  
how I feel  
how I feel  
how I feel  
how I feel  
how I feel

Do you feel you have to play in this program to please your mother? (Answer for your mother or someone who is like a mother to you. If there is no person like this for you, go on to the next question.)

1 Not at all  
2 A little  
3 Sort of  
4 Pretty much  
5 Very much  
how I feel  
how I feel  
how I feel  
how I feel  
how I feel

Do you feel you have to play in this program to please your father? (Answer for your father or someone who is like a father to you. If there is no person like this for you, go on to the next question.)

1 Not at all  
2 A little  
3 Sort of  
4 Pretty much  
5 Very much  
how I feel  
how I feel  
how I feel  
how I feel  
how I feel

Do you feel you have to keep playing in this program so that people won't think you are a quitter?

1 Not at all  
2 A little  
3 Sort of  
4 Pretty much  
5 Very much  
how I feel  
how I feel  
how I feel  
how I feel  
how I feel

What Things Would You Miss If You Stopped Playing In Your Volleyball Program?

Would you miss being a volleyball player if you left this program?

1 Not at all  
2 A little  
3 Sort of  
4 Pretty much  
5 Very much  
how I feel  
how I feel  
how I feel  
how I feel  
how I feel
Would you miss your head coach if you left this program?

Not at all  A little  Sort of  Pretty much  Very much

Would you miss the good times you have playing volleyball if you left this program?

Not at all  A little  Sort of  Pretty much  Very much

Would you miss your volleyball friends if you left the program?

Not at all  A little  Sort of  Pretty much  Very much

What Do You Think About Staying In Your Volleyball Program?

How dedicated are you to playing in this program?

Not at all  A little  Sort of  Dedicated  Very dedicated

How hard would it be for you to quit this program?

Not at all  A little  Sort of  Hard  Very hard
What would you be willing to do to keep playing in this program?

1. Nothing at all  
2. A few things  
3. Some things  
4. Many things  
5. A lot of things

How determined are you to keep playing in this program?

1. Not at all determined  
2. A little determined  
3. Sort of determined  
4. Determined  
5. Very determined

How sure are you that you will play in this volleyball program next year?

1. Very sure I WON'T play next year  
2. Sort of sure I WON'T play next year  
3. Not sure whether I will play or not  
4. Sort of sure I WILL play next year  
5. Very sure I WILL play next year

Put an X in the box if you will have graduated high school before next season. ☐
SECTION E

What Do You Think About Sports In General?

Now, we would like you to answer some questions about playing any sport. We are interested in what you think about playing sports, not just playing volleyball in this program.

Has it been fun for you to be in organized sports in the past?


How much do you want to keep playing sports?

1. Don't want to at all  2. Want to a little  3. Sort of want to  4. Pretty much want to  5. Want to very much

How hard would it be for you to quit sports altogether?

SECTION F

Athletes like you may find that some things make it difficult to play in programs like this one. Please circle all of those things that have caused you problems in playing in your volleyball program.

a. Hard to get to practice
b. Program is at a bad time for me
c. Homework
d. Housework or yard work
e. Have a job
f. Parents won't let me keep playing
g. Family moving
h. No time
i. It costs a lot to join
j. Equipment or uniforms cost a lot
k. I have to baby-sit
l. Other things (list)_________________
m. Nothing caused me problems

2. Please circle all of the things below that were important reasons why you decided to play in the your volleyball program program this season.

a. I was in this program last year
b. I wanted to learn volleyball
c. I wanted to be with my friends
d. I am good at volleyball
e. This is the best volleyball program
f. I wanted to be on a team
g. This is the only volleyball program
h. This program is easiest for me to attend
i. I wanted to have fun
j. I wanted to improve my volleyball skills
k. My parents thought I should join
l. I wanted something to do
m. I wanted to get in shape
n. Other (write down)_________________

Please make sure you have answered all the questions up to here, then turn to the next page.
If there is anything you would like to tell us about this opinion survey or about competing in sports, please write it on this page.

Thank You Very Much
KidSport Project

Athlete's Opinion Survey Sample
SECTION A
HOW MUCH DO YOU ENJOY IT?

1. Do you enjoy being with your friends when you play organized sport?


2. Do you enjoy doing something that not many other kids in school can do as well?


3. Do you enjoy having the crowd notice when you do well in games?


4. Do you enjoy being known as an athlete?


5. Do you enjoy learning to play the sport better?


6. Do you enjoy being better at the sport than your teammates?


7. Do you enjoy feeling tired after a good practice?

SECTION B

1. Is competition exciting for you?

Never 2 3 Sometimes 4 Often 5
Hardly ever 3 Sometimes Often Always

2. Do adults talk to you about your sport?

Never 2 3 Sometimes 4 Often 5
Hardly ever Sometimes Often Always

3. Have you been able to be with your good friends while being in this program this season?

Never 2 3 Sometimes 4 Often 5
Hardly ever Sometimes Often Always

4. How often have you done your best this season?

Never 2 3 Sometimes 4 Often 5
Hardly ever Sometimes Often Always

5. Have you gotten the chance to take part in competitions this season?

Never 2 3 Sometimes 4 Often 5
Hardly ever Sometimes Often Always

8. Does your coach spend time helping you become better at your sport?

Never 2 3 Sometimes 4 Often 5
Hardly ever Sometimes Often Always
SECTION C

1. Has it been fun for you to be in organized sports in the past?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No fun at all</td>
<td>A little fun</td>
<td>Sort of fun</td>
<td>fun</td>
<td>Very fun</td>
</tr>
</tbody>
</table>

2. Is participating in sports important to you?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not at all important</td>
<td>A little important</td>
<td>Sort of important</td>
<td>Important</td>
<td>Very important</td>
</tr>
</tbody>
</table>

3. Please circle the one sentence that best tells what you think about your sport.

a. It is a boy's sport.

b. It is a girl's sport.

c. It is both a boy's and a girl's sport.

4. Please circle the one sentence that best tells what you think about your sport.

a. It is an adult sport.

b. It is a kid's sport.

c. It is both an adult and a kid's sport.

5. Does your family talk about or watch sports?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
<td>Hardly ever</td>
<td>Sometimes</td>
<td>Often</td>
<td>Always</td>
</tr>
</tbody>
</table>

6. Do you spend your free time playing or watching sports?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Never</td>
<td>Hardly ever</td>
<td>Sometimes</td>
<td>Often</td>
<td>Always</td>
</tr>
</tbody>
</table>
SUMMARY REPORT

--SANTA BARBARA SWIM CLUB--

JANUARY 1990

PREPARED BY THE UCLA SPORT PSYCHOLOGY LABORATORY

T. K. SCANLAN, Ph.D.
Director

J. P. SIMONS, Ph.D.
Asst. Director, KidSport Project

G. W. SCHMIDT, Ph.D.
Asst. Director, KidSport Project

P. J. CARPENTER, Bs.C.
Research Assistant

B. KEELER, B.S.
Research Assistant
Since September of 1988 the Amateur Athletic Foundation of Los Angeles (AAF) and the Sport Psychology Lab at UCLA have combined forces in the *KidSport Project* to examine youth sport in Southern California. The major goals of this project are (a) to better understand young athletes' sport experience and (b) to distribute this information as a resource for improving organized sport for young athletes in the future.

The information for the *KidSport Project* is gathered from the athletes themselves, through their responses to opinion surveys. As the project progresses, the surveys will be administered to a large number of boys and girls aged 9 to 18 participating in a variety of sports. Scientific evaluations of the responses will allow us to better understand the motivations for participation common to all young athletes, as well as some of the unique motivations that might be present for different age groups and types of sports. Major reports of this work will be filed with the AAF, and presented at professional conferences and in professional journals.¹

While official reports provide useful information, we recognize that they are often technical and typically consist of summary data that are not readily applicable to a particular program. Therefore, we have compiled results from the survey we administered to your athletes and summarized some of the most interesting information in this report.

There were 42 girls and 34 boys from the Santa Barbara Swim Club who completed the survey. The following pages contain highlights of the opinions of the swimmers as a group. Note that many of the questions were asked in the present tense because the athletes were involved in training and competition when they were surveyed. In each case, we have provided the question in a box, a graph to illustrate the responses by the swimmers, and a brief explanation of the swimmers' responses.

¹ Technical reports, journal articles, conference proceedings and media reports will be available from the Amateur Athletic Foundation as they are completed.
A majority of the athletes reported that they joined the swim club because 1) they wanted to improve their skills, 2) they felt that they were good swimmers, and 3) they wanted to have fun. Thus, feeling competent at the sport and the desire to improve are common motivators for participation. In addition, we see that fun is a major source of motivation for the swimmers. This information agrees with past studies which have shown that young athletes join programs to have fun, and drop out when they are no longer having any fun. Lastly, many swimmers reported that they joined SBSC because they thought it was the best available program, and a good percentage felt that being with friends was an important reason to join.
DIFFICULTIES PARTICIPATING

Overall, few things made it difficult for the athletes to swim in SBSC. The most prominent conflict, reported by almost 56% of the swimmers, was getting homework done while participating in the program. Conflicting responsibilities such as babysitting or other jobs were not a problem for very many of the athletes and only a few reported financial difficulties. Significantly, almost 25% of the swimmers reported no difficulties at all in participating in the program.
The swimmers were asked to rate how they felt about different aspects of the SBSC program in comparison to how they would like them to be. The following graphs show the responses to a series of these questions. Overall, the majority of those surveyed felt that things were just about the way they like them to be. However, some athletes indicated that various aspects of the program differed from "just right." These responses may serve as indicators to administrators and coaches about what some of their swimmers might like to see in the future. After reasonable consideration, program changes might be arranged in some areas. The responses of the majority, however, do not suggest a desire for drastic changes in the SBSC program.

The vast majority (80.5%) of swimmers thought that there were just the right number of workouts. Almost 17% felt that there were 'too many' or 'way too many' workouts, and less than 3% thought there were 'too few' or 'way too few'.
Compared to what you would like, how long are your workouts?

- much too long: 1.3%
- too long: 6.5%
- just the right length: 89.6%
- too short: 2.6%
- way too short: 0%

% of athletes responding

Similarly, the length of workouts was just right for the great majority of swimmers (almost 90%). Of the few remaining swimmers, more felt that workouts were on the long (about 8%) than the short (less than 3%) side.
While over 55% felt they learned new skills as often as they liked, over 35% indicated they would like to spend more time learning new skills. This may be an important result because of the large percentage of athletes who said that improving their swimming was an important reason to join the program. Only about 9% thought too much time was devoted to new skills.
When the athletes were asked how often they got to practice swimming their event, such as when they do time trials, over 60% said that it was just the right amount. Only about 14% felt that they practiced their event 'more often' or 'much more often' than they liked, but 25% said that they did this 'less often' or 'a lot less often' than they would like. This shows some tendency for the swimmers to be eager to gain experience in their competitive event.
The vast majority (almost 74%) of athletes were content with their opportunities for competition. Over 13% said they wanted to compete more. Interestingly, almost 7% reported competing 'much more often than I like'. These may be swimmers who experience a great deal of pressure in meet situations.
Compared to what you would like, how often does your team spend time just having fun?

- much more often than I like: 0%
- more often than I like: 1.3%
- just as often as I like: 31.2%
- less often than I like: 55.8%
- a lot less often than I like: 11.7%

Only about 31% of the swimmers felt that their team spent the right amount of time just having fun, and virtually no one felt there was too much time spent just having fun. On the other hand, a majority of over 67% said that their team didn't have fun often enough. This may be important in light of the fact that 'to have fun' was reported as a major reason for joining the swim program.
WHAT THE SWIMMERS TELL THEIR FRIENDS

A large majority of the athletes say positive things to their friends about swimming (almost 90%) and about participation in the Santa Barbara Swim Club (over 79%), at least 'sometimes'.

I tell my friends that swimming is a good sport.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>% of athletes responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>all of the time</td>
<td>24.7%</td>
</tr>
<tr>
<td>often</td>
<td>40.3%</td>
</tr>
<tr>
<td>sometimes</td>
<td>24.7%</td>
</tr>
<tr>
<td>hardly ever</td>
<td>6.5%</td>
</tr>
<tr>
<td>never</td>
<td>3.9%</td>
</tr>
</tbody>
</table>

I tell my friends that the Santa Barbara Swim Club is a good program to swim in.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>% of athletes responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>all of the time</td>
<td>22.1%</td>
</tr>
<tr>
<td>often</td>
<td>33.8%</td>
</tr>
<tr>
<td>sometimes</td>
<td>23.4%</td>
</tr>
<tr>
<td>hardly ever</td>
<td>14.3%</td>
</tr>
<tr>
<td>never</td>
<td>6.5%</td>
</tr>
</tbody>
</table>
The vast majority of athletes think that the SBSC program is enjoyable. Over 86% of them responded that they 'pretty much' or 'very much' enjoyed swimming in the program. This finding is a verification that SBSC is providing a positive experience for the swimmers.

Swimmers were also asked the reasons why they find the program to be enjoyable. The biggest contributor to enjoyment in the sport was improving skills. The more athletes felt that they had improved during the season, the more enjoyable they found the season. This confirms that there is enjoyment in learning to swim better. Other reasons related to enjoyment were 1) getting recognized for swimming accomplishments and 2) being able to be with friends. These latter results show that the swimmers enjoy the social rewards of their participation in the program.

Thus, we see that natural components of a swim club, such as learning skills and being with friends on a team, make the program enjoyable for athletes. Furthermore, the survey results indicate that as opportunities for swimmers to experience these components increase, their levels of enjoyment will also increase.
COMMITMENT TO THE SWIM CLUB AND SPORT IN GENERAL

The athletes reported a high degree of commitment to the club and to organized sport in general. An impressive 96% of the swimmers reported that they want to keep swimming in the SBSC program 'pretty much' or 'very much'. Over 92% 'pretty much' or 'very much' want to keep participating in sports. This commitment is also reflected by the ratings for the importance of participating in sport, with nearly 91% reporting that sports are 'important' or 'very important'.

The most committed swimmers were those who reported a high degree of enjoyment. When these results are combined with similar findings in past research, enjoyment appears to be the most important reason youth have for continuing their involvement in organized sport. Therefore, consideration of those things which lead to enjoyment (see previous page) may benefit the overall success of a year-round program such as the SBSC.

Another important influence on commitment is the amount of time and energy an athlete has put into the sport. Higher commitment was recorded when swimmers reported investing greater time and effort into workouts and meets. Such investment comes both from the number of years in swimming and from the degree of involvement during the particular year. Therefore, encouraging continued participation and finding ways to increase each athlete's input are additional keys to fostering commitment to the program.

<table>
<thead>
<tr>
<th>How much do you want to keep swimming in the Santa Barbara Swim Club?</th>
</tr>
</thead>
<tbody>
<tr>
<td>want to very much</td>
</tr>
<tr>
<td>pretty much want to</td>
</tr>
<tr>
<td>sort of want to</td>
</tr>
<tr>
<td>want to a little</td>
</tr>
<tr>
<td>don't want to at all</td>
</tr>
</tbody>
</table>

% of athletes responding
How much do you want to keep participating in sports?

- want to very much: 66.2%
- pretty much want to: 26%
- sort of want to: 3.9%
- want to a little: 2.6%
- don't want to at all: 1.3%

% of athletes responding

Is participating in sports important to you?

- very important: 53.2%
- important: 37.7%
- sort of important: 6.5%
- a little important: 2.6%
- not at all important: 0%

% of athletes responding
THANK YOU

We would like to offer our sincere gratitude to the people of the Santa Barbara Swim Club for their contribution to the KidSport Project. An important segment in the total success of the project is directly due to your help and cooperation. To the Santa Barbara Swim Club Administrative Board, thank you for your time and for your supportive endorsement of the research. To the coaches, thank you for your support and help in arranging for survey administration. And most especially, our deepest thanks to the athletes of the Santa Barbara Swim Club who took the time to give us thoughtful opinions about their sport experience.
SUMMARY REPORT

SOUTHERN CALIFORNIA BADMINTON ASSOCIATION

MARCH 1990

PREPARED BY THE UCLA SPORT PSYCHOLOGY LABORATORY

T. K. SCANLAN, Ph.D.
Director

J. P. SIMONS, Ph.D.
Asst. Director, KidSport Project

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Asst. Director, KidSport Project

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B. KEELER, B.S.
Research Assistant
AAF/UCLA KidSport Project

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The information for the KidSport Project is gathered from the athletes themselves, through their responses to opinion surveys. As the project progresses, the surveys will be administered to a large number of boys and girls aged 9 to 18 participating in a variety of sports. Scientific evaluations of the responses will allow us to better understand the motivations for participation common to all young athletes, as well as some of the unique motivations that might be present for different age groups and types of sports. Major reports of this work will be filed with the AAF, and presented at professional conferences and in professional journals.¹

While official reports provide useful information, we recognize that they are often technical and typically consist of summary data that are not readily applicable to a particular program. Therefore, we have compiled results from the survey we administered to your athletes and summarized some of the most interesting information in this report.

There were 25 girls and 38 boys from the Southern California Badminton Association who completed the survey. The following pages contain highlights of the opinions of the badminton players as a group. Note that many of the questions were asked in the present tense because the badminton players were involved in training and competition when they were surveyed. In each case, we have provided the question in a box, with a graph to illustrate the responses by the athletes, and a brief explanation of the athletes' responses.

¹ Technical reports, journal articles, conference proceedings and media reports will be available from the Amateur Athletic Foundation as they are completed.

-2-
A majority of the athletes reported they joined the badminton club because 1) they wanted to improve their skills, 2) they wanted to learn the sport, and 3) they wanted to have fun. Thus, wanting to learn the sport and the desire to improve skills are common motivators for participation. In addition, we see that fun is a major source of motivation for the badminton players. This information agrees with past studies which have shown that young athletes join programs to have fun, and drop out when they are no longer having any fun.
DIFFICULTIES PARTICIPATING

Overall, few things made it difficult for the athletes to play with the SCBA. The most prominent conflict, reported by 46% of the badminton players, was finding time to get their homework completed. In addition, over 25% of the players noted lack of time as causing some difficulty. Conflicting responsibilities such as housework, yardwork, or other jobs were not a problem for very many of the athletes and only a few reported financial difficulties. Significantly, almost 32% of the badminton players reported no difficulties at all in participating in the program.
The badminton players were asked to rate how they felt about different aspects of the SCBA program in comparison to how they would like them to be. The following graphs show the responses to a series of these questions. The first graph shows how the players felt about the amount of time allotted for practice. Although over half (54%) of the players were content with the amount of practice time they received, almost 43% indicated a desire for more practice time. Very few of the players (about 3%) felt they were practicing too much. These responses may serve as indicators to administrators and coaches about what some of their badminton players might like to see in the future. This information is also encouraging because it shows the athletes are keen to participate. After reasonable consideration, program changes might be arranged in some areas.
Similarly, although the majority (almost 60%) of the athletes were content with the length of practice time, a large number (almost 35%) felt practice time was too short. Very few (about 6%) of the badminton players felt practice was too long. This may indicate that more practice time should be considered in future program planning.

Compared to what you would like, how long are your practices?

- Much too long: 0%
- Too long: 6.3%
- Just the right length: 58.7%
- Too short: 33.3%
- Way too short: 1.6%

% of athletes responding
The responses to this question indicated almost 40% were pleased with the time spent on skill learning, while a small group (almost 13%) felt that too much time was spent on learning new skills. The majority (almost 48%) of the badminton players felt they would like to spend more time learning new skills. These results are important because when the athletes were asked their reasons for joining the program, over 76% said they wanted to improve their skills. This group of athletes is obviously eager to make progress with their badminton skills.
Compared to what you would like, how often do you get to practice match-like situations?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>% of Athletes Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>much more often than I like</td>
<td>4.8%</td>
</tr>
<tr>
<td>more often than I like</td>
<td>4.8%</td>
</tr>
<tr>
<td>just as often as I like</td>
<td>47.6%</td>
</tr>
<tr>
<td>less often than I like</td>
<td>39.7%</td>
</tr>
<tr>
<td>a lot less often than I like</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

When the athletes were asked how often they got to practice their badminton in match-like situations, almost 48% said that it was just the right amount. A large number of the athletes (almost 43%) said they practiced match-like situations 'less often' or 'a lot less often' than they would like. Only about 9% felt they practiced match-like situations 'more often' or 'much more often' than they wanted. This shows some tendency for the badminton players to be eager to gain experience in their competitive event. These responses may indicate to administrators and coaches that some of the athletes wish to train more intensely during practice in preparation for competition.
When asked whether they had enough opportunities to play in games, 50% of the athletes felt they needed more opportunities for competitive experience. Over 45% said they were content with their opportunities for competition. These responses follow a similar trend to the previous question, and may indicate a need for program change. Many of the athletes feel they are not getting enough competitive experience, and are looking forward to testing their skills under competitive circumstances.
A little over half (almost 56%) of the badminton players felt their team spent the right amount of time just having fun, and few of the players (almost 10%) felt there was too much time spent on fun activities. Conversely, almost 35% of the athletes said their team didn't have fun often enough. This may be important in light of the fact that 'to have fun' was reported as a major reason for joining the badminton program. Perhaps with increased program time, these athletes would have more opportunities to engage in fun activities.
WHAT THE BADMINTON PLAYERS TELL THEIR FRIENDS

A large majority of the athletes say positive things to their friends about playing badminton (almost 89%), and they also speak highly of the SCBA program (over 79%).

I tell my friends that badminton is a good sport.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>all of the time</td>
<td>33.3%</td>
</tr>
<tr>
<td>often</td>
<td>28.6%</td>
</tr>
<tr>
<td>sometimes</td>
<td>27%</td>
</tr>
<tr>
<td>hardly ever</td>
<td>9.5%</td>
</tr>
<tr>
<td>never</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

% of athletes responding

I tell my friends that Southern California Badminton Association is a good program to play in.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>all of the time</td>
<td>15.9%</td>
</tr>
<tr>
<td>often</td>
<td>27%</td>
</tr>
<tr>
<td>sometimes</td>
<td>36.5%</td>
</tr>
<tr>
<td>hardly ever</td>
<td>15.9%</td>
</tr>
<tr>
<td>never</td>
<td>4.8%</td>
</tr>
</tbody>
</table>

% of athletes responding
The vast majority of athletes think the SCBA program is enjoyable. Over 80% of them responded by saying they 'pretty much' or 'very much' enjoyed playing badminton in the program. This finding is a verification that SCBA is providing a positive experience for the badminton players.

The badminton players were also asked the reasons why they find the program to be enjoyable. The biggest contributor to enjoyment in the sport was improving skills. The more athletes felt they had improved during the season, the more enjoyable they found the season. This confirms that young athletes experience enjoyment when learning to play badminton better. Other reasons related to enjoyment were 1) getting recognized for badminton accomplishments and 2) being able to spend time with friends. These latter results show that badminton players enjoy the social rewards of their participation in the program.

Thus, we see that natural components of a badminton club, such as learning skills and being with friends on a team, make the program enjoyable for athletes. Furthermore, the survey results indicate that as opportunities for badminton players to experience these components increase, their levels of enjoyment will also increase.
COMMITMENT TO THE BADMINTON CLUB AND SPORT IN GENERAL

The athletes reported a high degree of commitment to the club and to organized sport in general. An impressive 92% of the badminton players reported they want to keep playing badminton in the SCBA program 'pretty much' or 'very much'. Over 76% 'pretty much' or 'very much' want to keep participating in sports. This commitment is also reflected by the ratings for the importance of participating in sport, with almost 70% reporting that sports are 'important' or 'very important'.

Some other factors were found to predict continued program involvement by the players. The strongest predictor of continued involvement was the athletes' notion of what they would potentially miss if they stopped playing badminton. The more players felt they would lose their feeling of belonging to a sport group (i.e., missing their coach and their friends, and the feeling of being a badminton player), the more they were committed to continue playing. Not as strongly related, but still an important influence on the athletes' continuation in badminton were 1) the possibility of alternative activities, and 2) the perceived amount of time and effort put into the program. Athletes who felt they had less interesting alternatives available to them, and believed they had made greater investments of time and effort in the program had higher expectations of continued participation. From these results it is clear the badminton players feel a strong sense of affiliation with badminton, and view it as a worthwhile activity to invest their time in.
How much do you want to keep participating in sports?

- Want to very much: 20.6%
- Pretty much want to: 55.6%
- Sort of want to: 19%
- Want to a little: 3.2%
- Don't want to at all: 1.6%

% of athletes responding

Is participating in sports important to you?

- Very important: 27%
- Important: 42.9%
- Sort of important: 27%
- A little important: 3.2%
- Not at all important: 0%

% of athletes responding
THANK YOU

We would like to offer our sincere gratitude to the people of the Southern California Badminton Association for their contribution to the KidSport Project. An important segment in the total success of the project is directly due to your help and cooperation. To the Southern California Badminton Association Administrative Board, thank you for your time and for your supportive endorsement of the research. To the coaches, thank you for your support and help in arranging for survey administration. And most especially, our deepest thanks to the athletes of the Southern California Badminton Association who took the time to give us thoughtful opinions about their sport experience.
SUMMARY REPORT

--PALMDALE LITTLE LEAGUE--

MAY 1990

PREPARED BY THE UCLA SPORT PSYCHOLOGY LABORATORY

T. K. SCANLAN, Ph.D.
Director

J. P. SIMONS, Ph.D.
Asst. Director, KidSport Project

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The information for the KidSport Project is gathered from the athletes themselves, through their responses to opinion surveys. As the project progresses, the surveys will be administered to a large number of boys and girls aged 9 to 18 participating in a variety of sports. Scientific evaluations of the responses will allow us to better understand the motivations for participation common to all young athletes, as well as some of the unique motivations that might be present for different age groups and types of sports. Major reports of this work will be filed with the AAF, and presented at professional conferences and in professional journals.1

While official reports provide useful information, we recognize that they are often technical and usually consist of summary data that are not readily applicable to a particular program. Therefore, we have compiled results from the survey we administered to your athletes and summarized some of the most interesting information in this report.

There were 83 girls and 95 boys from Palmdale Little League who completed the survey. The following pages contain highlights of the opinions of the players as a group. Note that many of the questions were asked in the present tense because the athletes were in the midst of their season when they were surveyed. In each case, we have provided the question in a box, a graph to illustrate the responses by the players, and a brief explanation of the players' responses.

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1 Technical reports, journal articles, conference proceedings and media reports will be available from the Amateur Athletic Foundation as they are completed.
Most of the athletes reported that they joined Little League because 1) they wanted to have fun, 2) they felt that they were good at baseball/softball, and 3) they wanted to improve their skills. Thus, we see that *fun* is a major source of motivation in Little League. This information agrees with past studies which have shown that young athletes join programs to have fun, and drop out when they are no longer having any fun. Feeling good at the sport is also very important, and this is reinforced by the high percentage of players reporting that they joined the team to improve their skills.
DIFFICULTIES PARTICIPATING

What things made it difficult for you to play Little League this season?

- Hard to get to practice: 16.3%
- Have to babysit: 10.7%
- Have a job: 3.9%
- Housework or yardwork: 11.8%
- Homework: 46.6%
- Nothing: 38.2%

Overall, few things made it difficult for the athletes to play in Little League. The most prominent conflict, reported by over 46% of the players, was getting homework done while participating in the program. Conflicting responsibilities such as housework, babysitting, and jobs were not a problem, and getting to practice was difficult for only 16% of the athletes. Thirty-eight percent of the players reported no difficulties at all in participating in the league.
The players were asked to rate how they felt about different aspects of the program in comparison to how they would like them to be. The following graphs show the responses to a series of these questions. Overall, the majority of those surveyed felt that things were just about the way they like them to be. However, some athletes indicated that various aspects of the program differed from "just right." These responses may serve as indicators to League officials and coaches about what some of their players might like to see in the future. After due consideration, program changes might be arranged in some areas. The responses of the majority, however, do not suggest a desire for drastic changes in the Little League program.

The large majority (71%) of players thought that there were just the right number of practices. Almost 20% felt that there were 'too few' or 'way too few', but only 9% thought there were 'too many' or 'way too many'.
Compared to what you would like, how long are your practices?

The length of practice was just right for over 73% of the athletes. The rest of the players were about evenly split over whether they felt that practice was on the long (13%) or short (13.5%) side.
While almost 60% felt they learned new skills as often as they liked, over 24% would like to spend more time learning new skills, while only about 16% thought too much time was devoted to new skills.
When the athletes were asked how often they got to practice game-like situations, such as fielding with runners on base, over 54% said that it was just the right amount. Only about 12% felt that they practiced game-like situations 'more often' or 'much more often' than they liked, but almost 34% said that they did this 'less often' or 'a lot less often' than they would like. This shows a tendency for players to be eager to experience the real action of the game.
Compared to what you would like, how much do you get to play in games?

- much more often than I like: 7.9%
- more often than I like: 2.2%
- just as often as I like: 67.4%
- less often than I like: 18%
- a lot less often than I like: 3.4%

The vast majority (over 67%) of athletes were content with their playing time in games. Over 21% said they wanted to play more. Interestingly, almost 8% reported playing much more often than they like. These may be players who experience a great deal of pressure in game situations.
Almost 54% of the players felt that their team spent the right amount of time just having fun, regardless of whether it was related to ball playing or not. While some (13.5%) felt their team spent too much time just having fun, 32% said that their team didn't have fun often enough. This may be important in light of the fact that fun was reported as a major reason for playing in Little League.
What the players tell their friends

Most of the Little League athletes say positive things to their friends about playing baseball/softball. These results indicate that the players have positive feelings about the program and that their peers hear praise about Little League.

I tell my friends that baseball is a good sport

<table>
<thead>
<tr>
<th>Frequency</th>
<th>% of athletes responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>all of the time</td>
<td>44.9%</td>
</tr>
<tr>
<td>often</td>
<td>28.1%</td>
</tr>
<tr>
<td>sometimes</td>
<td>16.3%</td>
</tr>
<tr>
<td>hardly ever</td>
<td>8.4%</td>
</tr>
<tr>
<td>never</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

I tell my friends that Little League is a good program to play for

<table>
<thead>
<tr>
<th>Frequency</th>
<th>% of athletes responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>all of the time</td>
<td>36%</td>
</tr>
<tr>
<td>often</td>
<td>25.3%</td>
</tr>
<tr>
<td>sometimes</td>
<td>20.8%</td>
</tr>
<tr>
<td>hardly ever</td>
<td>12.9%</td>
</tr>
<tr>
<td>never</td>
<td>3.9%</td>
</tr>
</tbody>
</table>
ENJOYMENT

The vast majority of athletes think that Little League is enjoyable. Over 79% of them responded that they 'pretty much' or 'very much' enjoyed playing in the program. This finding is a verification that the program is providing a positive experience for the players.

Players were also asked the reasons why they find Little League to be enjoyable. The biggest contributor to enjoyment in the sport was improving skills. The more athletes felt that they had improved during the season, the more enjoyable they found the season. This indicates that there is enjoyment in learning the sport. Other reasons related to enjoyment were 1) feeling as competent at baseball/softball as other players, 2) being able to be with friends, and 3) trying hard in practices and games. These results show that the players enjoy feeling that they have some valued skills, enjoy the opportunity to be with friends, and enjoy putting out effort for their sport.

Thus, we see that natural components of Little League, such as learning skills and being with friends on a team, make the program enjoyable for athletes. Furthermore, the survey results indicate that as opportunities for players to experience these components increase, their levels of enjoyment will also increase.
COMMITMENT TO LITTLE LEAGUE AND SPORT IN GENERAL

The athletes reported a high degree of commitment to Little League and to organized sport in general. Almost 89% of the players reported that they wanted to keep playing in the program 'pretty much' or 'very much', and about 81% 'pretty much' or 'very much' wanted to keep playing sports in general. This commitment is also reflected by the ratings for the importance of playing sport, with nearly 88% reporting that sports are 'important' or 'very important'.

The most committed players were those who reported a high degree of enjoyment. When these results are combined with similar findings in past research, enjoyment appears to be the most important reason youth have for continuing their involvement in organized sport. Therefore, consideration of those things which lead to enjoyment (see previous page) may benefit the overall success of a perennial youth sport program like Little League.

A lesser, yet still important influence on commitment is the amount of time and energy an athlete has put into the sport. That is, higher commitment was recorded when players reported investing greater time and effort into practices and games. Such investment comes both from the number of years athletes have played and from their degree of involvement in practices and games during a single season. Therefore, encouraging continued participation and finding ways to increase each athlete's input are additional keys to fostering commitment to the program.

How much do you want to keep playing in Little League?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>want to very much</td>
<td>66.9%</td>
</tr>
<tr>
<td>pretty much want to</td>
<td>21.9%</td>
</tr>
<tr>
<td>sort of want to</td>
<td>5.1%</td>
</tr>
<tr>
<td>want to a little</td>
<td>3.4%</td>
</tr>
<tr>
<td>don't want to at all</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

%-13-
How much do you want to keep playing sports?

- Want to very much: 56.2%
- Pretty much want to: 24.7%
- Sort of want to: 7.3%
- Want to a little: 8.4%
- Don't want to at all: 2.8%

Is participating in sports important to you?

- Very important: 60.1%
- Important: 27.5%
- Sort of important: 10.1%
- A little important: 1.7%
- Not at all important: 0%
THANK YOU

We would like to offer our sincere gratitude to the people of Palmdale Little League for their contribution to the KidSport Project. An important part in the total success of the project is directly due to your help and cooperation. To the Palmdale Little League Administrative Board, thank you for your time and for your supportive endorsement of the research. To the coaches, thank you for your effort and patience in setting up times for survey administration on practice days. And most especially, our deepest thanks to the boys and girls of Palmdale Little League who took the time to give us thoughtful opinions about their sport experience.
SUMMARY REPORT

ORANGE COUNTY
JUNIOR ALL AMERICAN FOOTBALL

MAY 1990

PREPARED BY THE UCLA SPORT PSYCHOLOGY LABORATORY

T. K. SCANLAN, Ph.D.
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Since September of 1988 the Amateur Athletic Foundation of Los Angeles (AAF) and the Sport Psychology Lab at UCLA have combined forces in the KidSport Project to examine youth sport in Southern California. The major goals of this project are (a) to better understand young athletes' sport experience and (b) to distribute this information as a resource for improving organized sport for young athletes in the future.

The information for the KidSport Project is gathered from the athletes themselves, through their responses to opinion surveys. As the project has progressed, the surveys have been administered to a large number of boys and girls aged 10 to 18 participating in a variety of sports. Scientific evaluations of the responses will allow us to better understand the motivations for participation common to all young athletes, as well as some of the unique motivations that might be present for different age groups and types of sports. Major reports of this work will be filed with the AAF, and presented at professional conferences and in professional journals.¹

While official reports provide useful information, we recognize that they are often technical and usually consist of summary data that are not readily applicable to a particular program. Therefore, we have compiled results from the survey we administered to your athletes and summarized some of the most interesting information in this report.

There were 553 boys from the Orange County Junior All American Football (JAAF) league who completed the survey. The following pages contain highlights of the opinions of the players as a group. Note that many of the questions were asked in the present tense because the athletes were in the midst of their season when they were surveyed. In each case, we have provided the question in a box, a graph to illustrate the responses by the players, and a brief explanation of the players' responses.

¹ Technical reports, journal articles, conference proceedings and media reports will be available from the Amateur Athletic Foundation as they are completed.
Most of the athletes reported that they joined JAAF because 1) they wanted to have fun, 2) they wanted to improve skills and 3) they felt they were good at football. Thus, we see that fun is a major source of motivation in JAAF. This information agrees with past studies which have shown that young athletes join programs to have fun, and drop out when they are no longer having any fun. Feeling good at the sport is also very important, and this is reinforced by the high percentage of players reporting that they joined the team to improve their skills.
Overall, few things made it difficult for the athletes to play in JAAF. The most prominent conflict, reported by over 49% of the players, was getting homework done while participating in the program. Housework or yardwork, getting to practice, and a lack of time were also difficulties cited by the athletes. Thirty-three percent of the players reported no difficulties at all in participating in the league.
OPINIONS ON ORGANIZATIONAL ASPECTS OF JAAF

The players were asked to rate how they felt about different aspects of the program in comparison to how they would like them to be. The following graphs show the responses to a series of these questions. Overall, the majority of those surveyed felt that things were just about the way they like them to be. However, some athletes indicated that various aspects of the program differed from 'just right'. These responses may help JAAF officials and coaches to better understand what some of their players might like to see in the future.

Compared to what you would like, how many practices does your team have?

The large majority (81%) of players thought that there were just the right number of practices. Almost 10% felt that there were 'too few' or 'way too few' practices, but only 9% thought there were 'too many' or 'way too many'.

-5-
Compared to what you would like, how long are your practices?

The length of practice was just right for over 76% of the athletes. Over 15% of the athletes felt that practices were too long, whereas only 8% felt practices were too short.
Compared to what you would like, how often do you get to practice game-like situations?

- a lot less often than I like: 5.5%
- less often than I like: 21.4%
- just as often as I like: 51.3%
- more often than I like: 13.9%
- much more often than I like: 8%

When the athletes were asked how often they got to practice game-like situations, such as scrimmage games, over 51% said that it was just the right amount. About 22% felt that they practiced game-like situations 'more often' or 'much more often' than they liked, but almost 27% said that they did this 'less often' or 'a lot less often' than they would like.
Compared to what you would like, how much do you get to play in games?

The majority (57%) of athletes were content with their playing time in games. Over 27% said they wanted to play more. Interestingly, almost 7% reported playing more often than they like. These may be players who experience a great deal of pressure in game situations.
ENJOYMENT

Do you enjoy playing football this season?

not at all 1.1%
    a little  1.8%
     sort of  6.2%
        pretty much  16.2%
          very much  74.7%

% of athletes responding

The vast majority of athletes think that JAAF is enjoyable. Over 90% of them responded that they 'pretty much' or 'very much' enjoyed playing in the program. This finding is a verification that the program is providing a positive experience for the players.

Players were also asked the reasons why they find JAAF to be enjoyable. The biggest contributor to enjoyment in the sport was improving skills. The more athletes felt that they had improved during the season, the more enjoyable they found the season. This indicates that there is enjoyment in learning the sport. Other reasons related to enjoyment were 1) feeling as competent at football as other players, 2) being able to be with friends, and 3) trying hard in practices and games. These results show that the players enjoy feeling that they have some valued skills, enjoy the opportunity to be with friends, and enjoy putting out effort for their sport.

Thus, we see that natural components of JAAF, such as learning skills and being with friends on a team, make the program enjoyable for athletes. Furthermore, the survey results indicate that as
opportunities for players to experience these components increase, their levels of enjoyment will also increase.
COMMITMENT TO FOOTBALL AND SPORT IN GENERAL

The athletes reported a high degree of commitment to the JAAF program. Over 80% of the players reported that they were determined to keep playing in the program. Additionally, a high degree of commitment to sports in general was reflected by the athletes' response to two questions. First, ninety-three percent of the players reported that they 'pretty much' or 'very much' wanted to keep playing sports in general. Secondly, almost 90% responded that it would be 'hard' or 'very hard to quit sports altogether.

The most committed players were those who reported a high degree of enjoyment. When these results are combined with similar findings in past research, enjoyment appears to be the most important reason youth have for continuing their involvement in organized sport. Therefore, consideration of those things which lead to enjoyment (see previous page) may benefit the overall success of a perennial youth sport program like JAAF.

<table>
<thead>
<tr>
<th>How determined are you to keep playing in this program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all determined 1.3%</td>
</tr>
<tr>
<td>a little determined 3.5%</td>
</tr>
<tr>
<td>sort of determined 14.3%</td>
</tr>
<tr>
<td>determined 30.5%</td>
</tr>
<tr>
<td>very determined 50.4%</td>
</tr>
</tbody>
</table>

% of athletes responding
How much do you want to keep playing sports?

- don't want to at all: 0.7%
- want to a little: 1.3%
- sort of want to: 4.8%
- pretty much want to: 14.8%
- want to very much: 78.4%

How hard would it be for you to quit sports altogether?

- not at all hard: 2.8%
- a little hard: 1.9%
- sort of hard: 5.9%
- hard: 15%
- very hard: 74.4%
THANK YOU

We would like to offer our sincere gratitude to the people of the Orange County Junior All American Football league for their contribution to the KidSport Project. An important part in the total success of the project is directly due to your help and cooperation. To the JAAF Administrative Board, thank you for your time and for your supportive endorsement of the research. To the coaches, thank you for your effort and patience in setting up times for survey administration on practice days. And most especially, our deepest thanks to the athletes of JAAF who took the time to give us thoughtful opinions about their sport experience.
SUMMARY REPORT

SOUTHERN SECTION
CIF SOCCER LEAGUE

MAY 1990

PREPARED BY THE UCLA SPORT PSYCHOLOGY LABORATORY

T. K. SCANLAN, Ph.D.
Director

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Since September of 1988 the Amateur Athletic Foundation of Los Angeles (AAF) and the Sport Psychology Lab at UCLA have combined forces in the KidSport Project to examine youth sport in Southern California. The major goals of this project are (a) to better understand young athletes' sport experience and (b) to distribute this information as a resource for improving organized sport for young athletes in the future.

The information for the KidSport Project is gathered from the athletes themselves, through their responses to opinion surveys. As the project has progressed, the surveys have been administered to a large number of boys and girls aged 10 to 18 participating in a variety of sports. Scientific evaluations of the responses will allow us to better understand the motivations for participation common to all young athletes, as well as some of the unique motivations that might be present for different age groups and types of sports. Major reports of this work will be filed with the AAF, and presented at professional conferences and in professional journals.¹

While official reports provide useful information, we recognize that they are often technical and usually consist of summary data that are not readily applicable to a particular program. Therefore, we have compiled results from the survey we administered to your athletes and summarized some of the most interesting information in this report.

There were 294 girls and 322 boys from the Southern Section CIF Soccer league who completed the survey. The following pages contain highlights of the opinions of the players as a group. Note that many of the questions were asked in the present tense because the athletes were in the midst of their season when they were surveyed. In each case, we have provided the question in a box, a graph to illustrate the responses by the players, and a brief explanation of the players' responses.

¹ Technical reports, journal articles, conference proceedings and media reports will be available from the Amateur Athletic Foundation as they are completed.
Most of the athletes reported that they joined CIF Soccer because 1) they wanted to have fun, 2) they wanted to improve skills and 3) they felt they were good at soccer. Thus, we see that fun is a major source of motivation in CIF Soccer. This information agrees with past studies which have shown that young athletes join programs to have fun, and drop out when they are no longer having any fun. Feeling good at the sport is also very important, and this is reinforced by the high percentage of players reporting that they joined the team to improve their skills.
Overall, few things made it difficult for the athletes to play in CIF Soccer. The most prominent conflict, reported by over 61% of the players, was getting homework done while participating in the program. Over 26% of the athletes reported conflicting responsibilities such as housework and jobs that made it difficult for them to participate in CIF Soccer. Almost 22% of the players reported no difficulties at all in participating in the league.
OPINIONS ON ORGANIZATIONAL ASPECTS OF CIF SOCCER

The players were asked to rate how they felt about different aspects of the program in comparison to how they would like them to be. The following graphs show the responses to a series of these questions. Overall, the majority of those surveyed felt that things were just about the way they like them to be. However, some athletes indicated that various aspects of the program differed from 'just right'. These responses may help CIF Soccer officials and coaches to better understand what some of their players might like to see in the future.

![Graph showing practice opinions]

The large majority (69.7%) of players thought that there were just the right number of practices. Only 13% felt that there were 'too few' or 'way too few' practices, but almost 17% thought there were 'too many' or 'way too many'.

-5-
Compared to what you would like, how long are your practices?

- way too short: 0.2%
- too short: 9.8%
- just the right length: 67.1%
- too long: 20.2%
- much too long: 2.8%

% of athletes responding

The length of practice was just right for over 67% of the athletes. The rest of the players were about evenly split over whether they felt that practice was on the long (23%) or short (10%) side.
When the athletes were asked how often they got to practice game-like situations, such as scrimmage games, over 35% said that it was just the right amount. About 9% felt that they practiced game-like situations 'more often' or 'much more often' than they liked, but 54% said that they did this 'less often' or 'a lot less often' than they would like. This shows a tendency for players to be eager to experience the real action of the game.
Compared to what you would like, how much do you get to play in games?

- More than I like: 5.2%
- Just as much as I like: 60.7%
- Less than I like: 21.6%
- A lot less than I like: 8.7%
- Much more than I like: 3.8%

The majority (60.7%) of athletes were content with their playing time in games. Over 30% said they wanted to play more. Interestingly, 9% reported playing more often than they like. These may be players who experience a great deal of pressure in game situations.
The vast majority of athletes think that CIF Soccer is enjoyable. Almost 84% of them responded that they 'pretty much' or 'very much' enjoyed playing in the program. This finding is a verification that the program is providing a positive experience for the players.

Players were also asked the reasons why they find CIF Soccer to be enjoyable. The biggest contributor to enjoyment in the sport was improving skills. The more athletes felt that they had improved during the season, the more enjoyable they found the season. This indicates that there is enjoyment in learning the sport. Other reasons related to enjoyment were 1) feeling as competent at soccer as other players, 2) being able to be with friends, and 3) trying hard in practices and games. These results show that the players enjoy feeling that they have some valued skills, enjoy the opportunity to be with friends, and enjoy putting out effort for their sport.

Thus, we see that natural components of CIF Soccer, such as learning skills and being with friends on a team, make the program enjoyable for athletes. Furthermore, the survey results
indicate that as opportunities for players to experience these components increase, their levels of enjoyment will also increase.
COMMITMENT TO CIF SOCCER AND SPORT IN GENERAL

The athletes reported a high degree of commitment to the CIF Soccer program. Over 80% of the players reported that they were determined to keep playing in the program. Additionally, a high degree of commitment to sports in general was reflected by the athletes' response to two questions. First, ninety-five percent of the players reported that they 'pretty much' or 'very much' wanted to keep playing sports in general. Secondly, almost 92% responded that it would be 'hard' or 'very hard to quit sports altogether.

The most committed players were those who reported a high degree of enjoyment. When these results are combined with similar findings in past research, enjoyment appears to be the most important reason youth have for continuing their involvement in organized sport. Therefore, consideration of those things which lead to enjoyment (see previous page) may benefit the overall success of a perennial youth sport program like CIF Soccer.

![Bar chart showing the percentage of athletes responding to How determined are you to keep playing in this program? with the categories:
- not at all determined: 1.3%
- a little determined: 4.4%
- sort of determined: 14.2%
- determined: 40.8%
- very determined: 39.3%]
How much do you want to keep playing sports?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>73.8%</td>
<td>want to very much</td>
</tr>
<tr>
<td>20.8%</td>
<td>pretty much want to</td>
</tr>
<tr>
<td>4.6%</td>
<td>sort of want to</td>
</tr>
<tr>
<td>0.8%</td>
<td>want to a little</td>
</tr>
<tr>
<td>0%</td>
<td>don't want to at all</td>
</tr>
</tbody>
</table>

How hard would it be to quit sports altogether?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>72%</td>
<td>very hard</td>
</tr>
<tr>
<td>19.7%</td>
<td>hard</td>
</tr>
<tr>
<td>4.9%</td>
<td>sort of hard</td>
</tr>
<tr>
<td>2.1%</td>
<td>a little hard</td>
</tr>
<tr>
<td>1.2%</td>
<td>not at all hard</td>
</tr>
</tbody>
</table>
THANK YOU

We would like to offer our sincere gratitude to the people of the Southern Section CIF Soccer League for their contribution to the *KidSport Project*. An important part in the total success of the project is directly due to your help and cooperation. To the coaches, thank you for your effort and patience in setting up times for survey administration on practice days. And most especially, our deepest thanks to the athletes of CIF Soccer who took the time to give us thoughtful opinions about their sport experience.
SUMMARY REPORT

SOUTHERN CALIFORNIA VOLLEYBALL ASSOCIATION

MAY 1990

PREPARED BY THE UCLA SPORT PSYCHOLOGY LABORATORY

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(213) 206-8255
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Since September of 1988 the Amateur Athletic Foundation of Los Angeles (AAF) and the Sport Psychology Lab at UCLA have combined forces in the KidSport Project to examine youth sport in Southern California. The major goals of this project are (a) to better understand young athletes' sport experience and (b) to distribute this information as a resource for improving organized sport for young athletes in the future.

The information for the KidSport Project is gathered from the athletes themselves, through their responses to opinion surveys. As the project has progressed, the surveys have been administered to a large number of boys and girls aged 10 to 18 participating in a variety of sports. Scientific evaluations of the responses will allow us to better understand the motivations for participation common to all young athletes, as well as some of the unique motivations that might be present for different age groups and types of sports. Major reports of this work will be filed with the AAF, and presented at professional conferences and in professional journals.¹

While official reports provide useful information, we recognize that they are often technical and usually consist of summary data that are not readily applicable to a particular program. Therefore, we have compiled results from the survey we administered to your athletes and summarized some of the most interesting information in this report.

There were 173 girls from the Southern California Volleyball Association (SCVBA) program who completed the survey. The following pages contain highlights of the opinions of the players as a group. Note that many of the questions were asked in the present tense because the athletes were in the midst of their season when they were surveyed. In each case, we have provided the question in a box, a graph to illustrate the responses by the players, and a brief explanation of the players' responses.

¹ Technical reports, journal articles, conference proceedings and media reports will be available from the Amateur Athletic Foundation as they are completed.
Most of the athletes reported that they joined the SCVBA program because 1) they wanted to improve skills, 2) they wanted to have fun and 3) they wanted to learn to play volleyball. Thus, we see that fun is a major source of motivation to participate in the SCVBA program. This information agrees with past studies which have shown that young athletes join programs to have fun, and drop out when they are no longer having any fun. Feeling good at the sport is also very important, and this is reinforced by the high percentage of players reporting that they joined the team to improve their skills.
DIFFICULTIES PARTICIPATING

What things made it difficult for you to play in your volleyball program this season?

Overall, five things made it difficult for the athletes to play in the SCVBA program. The most prominent conflict, reported by over 57% of the players, was getting homework done while participating in the program. Over 34% of the athletes reported the cost to join the SCVBA made it difficult for them to participate in the program. Additionally, not having enough time, getting to practice, and the time of the program were difficulties.
The players were asked to rate how they felt about different aspects of the program in comparison to how they would like them to be. The following graphs show the responses to a series of these questions. Overall, the majority of those surveyed felt that things were just about the way they like them to be. However, some athletes indicated that various aspects of the program differed from 'just right'. These responses may help SCVBA officials and coaches to better understand what some of their players might like to see in the future.

The majority (66.3%) of players thought that there were just the right number of practices. About 25% felt that there were 'too few' or 'way too few' practices, but only 8% thought there were 'too many' or 'way too many'.
Compared to what you would like, how long are your practices?

- way too short: 7.5%
- too short: 14.5%
- just the right length: 75.7%
- too long: 2.3%
- much too long: 0%

The length of practice was just right for over 75% of the athletes. Only 8% of the players felt that practices were on the short side, however, almost 17% felt practices were "too long" or "much too long."
When the athletes were asked how often they got to practice game-like situations, such as scrimmage games, over 31% said that it was just the right amount. Only 2.3% felt that they practiced game-like situations 'more often' or 'much more often' than they liked, but 65.9% said that they did this 'less often' or 'a lot less often' than they would like. This shows a tendency for players to be eager to experience the real action of the game.
Compared to what you would like, how much do you get to play in games?

- a lot less than I like: 8.1%
- less than I like: 27.2%
- just as much as I like: 57.2%
- more than I like: 5.2%
- much more than I like: 2.3%

The majority (57.2%) of athletes were content with their playing time in games. Over 35% said they wanted to play more. Interestingly, 7.5% reported playing more often than they like. These may be players who experience a great deal of pressure in game situations.
The vast majority of athletes think that the SCVBA program is enjoyable. Over 92% of them responded that they 'pretty much' or 'very much' enjoyed playing in the program. This finding is a verification that the program is providing a positive experience for the players.

Players were also asked the reasons why they find the SCVBA program to be enjoyable. The biggest contributor to enjoyment in the sport was improving skills. The more athletes felt that they had improved during the season, the more enjoyable they found the season. This indicates that there is enjoyment in learning the sport. Other reasons related to enjoyment were 1) feeling as competent at volleyball as other players, 2) being able to be with friends, and 3) trying hard in practices and games. These results show that the players enjoy feeling that they have some valued skills, enjoy the opportunity to be with friends, and enjoy putting out effort for their sport.

Thus, we see that natural components of the SCVBA program, such as learning skills and being with friends on a team, make the program enjoyable for athletes. Furthermore, the survey results
indicate that as opportunities for players to experience these components increase, their levels of enjoyment will also increase.
COMMITMENT TO SCVBA PROGRAM AND SPORT IN GENERAL

The athletes reported a high degree of commitment to the SCVBA program. Over 79% of the players reported that they were determined to keep playing in the program. Additionally, a high degree of commitment to sports in general was reflected by the athletes' response to two questions. First, ninety-nine percent of the players reported that they 'pretty much' or 'very much' wanted to keep playing sports in general. Secondly, almost 97% responded that it would be 'hard' or 'very hard to quit sports altogether.

The most committed players were those who reported a high degree of enjoyment. When these results are combined with similar findings in past research, enjoyment appears to be the most important reason youth have for continuing their involvement in organized sport. Therefore, consideration of those things which lead to enjoyment (see previous page) may benefit the overall success of a perennial youth sport program.

How determined are you to keep playing in this program?

- not at all determined: 1.2%
- a little determined: 2.9%
- sort of determined: 16.2%
- determined: 35.8%
- very determined: 43.9%

% of athletes responding
How much do you want to keep playing sports?

- don't want to at all: 0.6%
- want to a little: 9.8%
- pretty much want to: 89.6%

How hard would it be to quit sports altogether?

- not at all hard: 0.6%
- a little hard: 1.7%
- sort of hard: 1.2%
- hard: 8.1%
- very hard: 88.4%
THANK YOU

We would like to offer our sincere gratitude to the people of Southern California Volleyball Association for their contribution to the *KidSport Project*. An important part in the total success of the project is directly due to your help and cooperation.

To the coaches, thank you for your effort and patience in setting up times for survey administration on practice days. And most especially, our deepest thanks to the athletes of the SCVBA program who took the time to give us thoughtful opinions about their sport experience.
APPENDIX D-1
The Construct of Sport Enjoyment

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(1990)


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Running Head: Sport Enjoyment
The Construct of Sport Enjoyment

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Introduction

This chapter focuses on the new motivational construct of sport enjoyment. In so doing, it brings positive affect to bare in this volume on motivation, and adds a little "heart" to the otherwise highly cognitive treatment of the topic. The rationale for the development of the sport enjoyment construct is nicely conveyed by Harter's (1981, p.4) statement of nearly a decade ago that "...we should resurrect 'joy' as a legitimate construct and restore affect and emotion to its rightful place, as central to an understanding of behavior."

Our discussion begins with an overview of a motivational model we are developing to study athletes' commitment to sport. To more comprehensively explore the motivation behind continued participation, the model examines enjoyment along with other variables predicted to influence sport commitment. The model is briefly presented in this chapter to (a) show the centrality of affect to our conceptualizations of motivational factors influencing continued participation, and to (b) provide the broader motivational context into which the enjoyment research fits. The remainder of this chapter presents the theoretical work to date on the development of the sport enjoyment construct, details empirical findings and their implications, and delineates future research directions.

An Overview of the Sport Commitment Model

We have adapted concepts originating from interdependence theory (Kelley & Thibaut, 1978) to develop a model for understanding commitment to sport. This new model takes into account both cognitive and affective factors in an athlete's desire and intention to continue involvement within sport or a specific sport program. The commitment construct has been used by social psychologists to describe a set of factors
that can explain why people stay in relationships or continue involvement in activities (e.g., Brickman, 1987; Kelley, 1983; Rusbult & Farrell, 1983). Rusbult (1980a) has developed a parsimonious model specifying these factors and their relationship to commitment. Her investment model proposes that commitment is a function of one's satisfaction with a relationship, the perceived attractiveness of the best available alternative to the relationship, and one's level of investment in the relationship. Greater satisfaction, less attractive alternatives, or greater investments will independently increase commitment. Rusbult's (1980a) model has proven useful in predicting commitment to romantic relationships (Rusbult, 1983) and to friendships (Rusbult, 1980b), as well as to work (Farrell & Rusbult, 1981; Rusbult & Farrell, 1983).

Our formulation of the Sport Commitment Model is presented in Figure 1.¹ Modifying and extending Rusbult's (1980a) conceptualization to fit the sport context, the model proposes that commitment to sport participation is a function of an athlete's sport enjoyment, the perceived attractiveness of the best available alternative to participation, any investments in the participation, and any constraints to continue participating. In this model, sport enjoyment has replaced satisfaction in Rusbult's (1980a) model, and constraints have been separated from Rusbult's notion of investments to form a distinct component.

Sport commitment is defined as the degree to which an athlete intends to continue participation and feels psychologically attached to the sport activity (cf. Rusbult, 1980a). It can be examined globally (i.e., commitment to sport in general) or specifically (i.e., commitment to a particular program or team). Sport enjoyment is the positive emotional response to the sport experience which reflects feelings or perceptions such as pleasure, liking, and fun (Scanlan & Lewthwaite, 1986). Greater enjoyment is proposed to promote
greater commitment. An alternative is any activity that an athlete might wish to do instead of participating. For example, young athletes might consider playing a musical instrument or going to a shopping mall with friends instead of being involved in their sport. The more attractive the alternative, the lower the commitment to participate. Investments are things which would be lost if the athlete ceased participation, and include expenditures of time, effort, and money, as well as valued assets such as being with friends or being identified as an athlete. According to the model, increasing investments create greater commitment. Constraints are factors which make it difficult for the athlete to quit, such as feeling one has to play to please parents. It is anticipated that increases in the number or saliency of constraints will lead to greater commitment to remain involved.

Scales have been developed to measure each component of the model, and work has already begun to test its efficacy for understanding continued involvement in sport settings. Initial results are quite encouraging (Scanlan, Carpenter, Simons, Keeler, & Schmidt, 1990; Scanlan, Carpenter, Simons, & Keeler, 1990; Simons, Scanlan, Carpenter, & Schmidt, 1990). For the present discussion, however, the model is presented simply to illustrate the broader framework under which our investigations of sport enjoyment are proceeding.

As a whole, the Sport Commitment Model has two important features. First, commitment to continued involvement is represented as a product of both affective and cognitive influences. For example, it is easy to see the strong affective component contributed by sport enjoyment and the strong cognitive component involved in weighing the relative desirability of an alternative activity. The second important feature of the Sport Commitment Model is its ability to illuminate widely differing psychological states of athletes who might report equal levels of commitment. For example, one athlete might be highly committed because of the intense enjoyment that she derives from performing the requisite skills, while another might be equally committed due to her great investment of time and energy, despite low levels of enjoyment. In other instances, participants might
maintain moderate commitment levels simply because no good alternatives exist. Thus we can examine the interaction of the model's components across the entire range of commitment levels.

One crucial point for this discussion is that the nature of the sport experience may be grossly different for athletes who report equivalent levels of commitment. While the study of commitment is concerned with predicting the intention to persist at an activity, considerations of the quality of experience and the developmental and leisure aspects of sport involvement are also warranted. In reference to participation motivation in school settings, Nicholls (in press) suggests that all students might be better served by attention to how they might "find value in the work they do or to find work to do that they can value." (p. 39). Similarly in sport, we are concerned not just with commitment, but more directly with the meaning behind the commitment that athletes hold for the activities in which they participate. Our current thinking is that those aspects of the sport experience which produce enjoyment are key to positive meanings for participants in physical activities. The Sport Commitment Model provides us with a motivational context in which to explain the impact of enjoyment and its sources on sport participation.

Sport Enjoyment

We now turn our discussion to the principle variable of interest in this chapter, sport enjoyment. In this section, the construct is defined, its motivational consequences are presented, and the major objectives and methodological approach guiding our research efforts are shared. In the following section, research into the sources of sport enjoyment is reviewed with reference to work undertaken by other investigators and then work emerging specifically from our laboratory.

The Sport Enjoyment Construct

When we first became interested in studying sport enjoyment, there was so little theoretical and empirical work on the topic that we needed to start at the most fundamental level of construct definition. Hence, in the first article launching our research in this area,
we established a working definition of sport enjoyment and clarified its relationship to intrinsic motivation (Scanlan & Lewthwaite, 1986). To guide our line of research, enjoyment was operationally defined as, "... an individual's positive affective response to his or her competitive sport experience which reflects feelings and/or perceptions such as pleasure, liking, and experienced fun" (Scanlan & Lewthwaite, 1986, p. 32). Data presented by Wankel and Sefton (1989) provide empirical support for the notion that fun represents a positive emotional state, and our recent findings consistently show that items reflecting the operational definition of enjoyment reliably cluster together (Cronbach's alpha reliabilities range from .88 to .94).

We also felt it necessary to distinguish enjoyment from intrinsic motivation, because they are not synonymous constructs (see Scanlan & Lewthwaite, 1986 for greater elaboration on this issue). While enjoyment is often used to indicate intrinsic motivation (e.g., Csikszentmihalyi, 1975; Deci & Ryan, 1980), it is theorized to be broader and more inclusive than intrinsic motivation. Enjoyment can be derived from extrinsic sources (e.g., social achievement, evaluation, and recognition; interpersonal relationships), as well as intrinsic sources (e.g., autonomous achievement and sensory/movement experiences), and can be the product of both achievement (e.g., goal attainment) and nonachievement (e.g., affiliation) outcomes. Therefore, as Deci and Ryan (1980, p. 52) discuss, something can be enjoyable without being intrinsically motivating.

Motivational Consequences

While sport enjoyment has only recently received concentrated research attention, the participation motivation literature has already produced consistent evidence of its important motivational consequences. Studies of children and adolescents in youth sport and school programs have repeatedly shown that the desire for enjoyment or fun is a major reason given for participation in a program, while lack of enjoyment is a particularly important determinant of dropping out (e.g., Gill, Gross, & Huddleston, 1985; Sapp &
Our recent findings with youth sport wrestlers (Scanlan & Lewthwaite, 1986) and elite skaters (Scanlan, Stein, & Ravizza, 1989) further reinforce the important motivational consequences of sport enjoyment. For example, a correlation of .70 was found between wrestler's seasonal enjoyment and their desire for future participation in the sport. Similarly, the skaters reported that enjoyment enhanced their desire to continue skating, their desire to exert effort, and their perceptions of their actual effort output. Given that the skaters spent an average of 6 years training 5 1/2 hours per day, 6 days per week, 50 weeks per year, the continued participation and effort variables reflect extremely long term, intense commitment.

Research Objective and Approach

Our primary interest in studying enjoyment is that it serves as a cornerstone of motivation in sport. Knowledge of what makes the sport experience enjoyable to the participant is key to understanding and enhancing motivation. Therefore, the major objective of our research is to achieve a comprehensive, in-depth understanding of the sources of sport enjoyment. This includes examination of generic as well as unique sources. Generic sources are those that generalize across various types of sports and participants, while unique enjoyment predictors are specific to various sport classifications (e.g., individual versus team sports) and athlete samples. Examples of important participant differences of interest include: gender, developmental level, competitive experience, talent level, and ethnicity.

To achieve this objective, we are employing a multi-method research approach, including quantitative and qualitative methodologies, comprised of nomothetic and idiographic strategies. Nomothetically, we are carrying out field studies with large, diverse samples of participants so that generalizable findings can be obtained. Idiographically, we have conducted extensive interviews which provide the depth,
richness, and complexity to truly understand the phenomena, and do so from the point of view of the participants.

Sources of Sport Enjoyment

Research By Other Investigators

There has been little research addressing the sources of enjoyment in sport settings. Although there are consistencies in the enjoyment sources illuminated by this literature, it should be noted that there are numerous differences in the construct under investigation. Participants have been asked to rate questions pertaining to enjoyment (Brustad, 1988; Csikszentmihalyi, 1975; Wankel & Kreisel, 1985a,b), liking (Brustad, 1988), fun (Harris, 1984; Wankel & Sefton, 1989), and mood adjectives (Chalip et al., 1984). Furthermore, the level of analysis has varied from questions about the sport in general (Csikszentmihalyi, 1975; Harris, 1984; Wankel & Kreisel, 1985a,b), to the specific team and current season (Brustad, 1988), to specific instances of involvement in sport (Chalip et al., 1984; Wankel & Sefton, 1989). Although these variations make it difficult to directly compare results across studies, some consistencies in enjoyment sources have emerged.

In the general achievement motivation literature, concepts of enjoyment have been discussed primarily with reference to intrinsic motivation (e.g., Csikszentmihalyi, 1975; Deci & Ryan, 1985). Building upon the ideas of such theorists as White (1959) and deCharms (1968), Deci (1975) posited that feelings of enjoyment are experienced when involvement in an activity creates a sense of competence and self-determination. According to Deci and Ryan (1985), enjoyment is a reward experienced from the performance of intrinsically motivated behavior. Furthermore, ratings of enjoyment are often used to operationally define levels of intrinsic motivation. Therefore, within this framework, intrinsically motivated activities and the corresponding perceptions of competence and control are the implicit sources of enjoyment. Similarly, Csikszentmihalyi (1975) explains that instances of intrinsic motivation characteristically produce feelings of
enjoyment, and he also uses the report of enjoyment to indicate the presence of intrinsically motivated actions (the sources). Applying the general perspective of Deci and Ryan (1985) and Csikszentmihalyi (1975), we would predict that intrinsically motivating aspects of sport would be enjoyable. However, the specific sources of enjoyment in the sport context remain undefined.

To better specify enjoyment sources, Csikszentmihalyi (1975) constructed a list of eight "relatively independent" reasons for enjoying sport activities based on interviews with college soccer and hockey players. He then presented the list to 40 male high school basketball players and asked them to rank the "reasons for enjoying basketball." From most important to least important, the order was 'competition/measuring self against others', 'development of personal skills', 'friendships/companionship', 'activity itself', 'enjoyment of the experience/use of skills', 'measuring self against own ideals', 'prestige/reward glamor', and 'emotional release'. While the eight reasons may all be sources of enjoyment in sport, it is interesting to note that the primary reason these players gave for enjoying basketball was identified by Csikszentmihalyi (1975, p. 14) as "definitely more extrinsic." Even though Csikszentmihalyi (1975) emphasized the link between intrinsic motivation and enjoyment, the two "almost purely intrinsic" (p. 14) sources were ranked only fourth and fifth by the players. These data support the idea that sources of enjoyment in sport span a broader spectrum than is subsumed under the concept of intrinsic motivation.

Chalip, Csikszentmihalyi, Kleiber, and Larson (1984) employed Csikszentmihalyi’s (1975) flow model to examine the subjective experiences encountered by male and female high school students in three sport settings. Enjoyment was operationally defined according to the flow model as "a balance between the challenges of an activity and the skills of the participant." (p. 109). Generally, greater perceived challenge was associated with greater situational enjoyment of participation across organized sport, informal sport, and physical education class settings. The authors concluded that "physical activity can
provide a context in which the adolescent may learn to experience challenges as potentially pleasurable." (p. 114). In addition, informal sport settings appeared to provide a better balance between challenges and abilities, and therefore increased enjoyment. Overall, these results support the connections between elements of intrinsic motivation and enjoyment described by Deci and Ryan (1985) and Csikszentmihalyi (1975).

Harris (1984) employed ethnographic techniques to explore psychological concepts salient to 10-12 year old boys in organized baseball leagues. Among these were concepts related to fun in their sport program. Although her results revealed fun to be less salient than other aspects of participation, she did find that more fun was experienced when players reported higher activity levels and greater control of the action. Harris also reported that the players appeared to desire more challenge and more chances to display competence. Like the results of Chalip et al. (1984), these findings generally support theoretical links between the elements of intrinsic motivation and enjoyment of activities.

Wankel and Kreisel (1985a) developed 10 items reflecting sources of enjoyment based on earlier research, achievement motivation theory, and interviews with 50 youth sport participants. A Thurstone paired-comparison inventory was constructed from the 10 items and administered to 822 boys, 7-14 years old, playing in baseball, soccer, or hockey programs. The boy's responses were used to rank the sources by perceived importance to enjoyment of a particular sport. The investigators grouped the items into three conceptual classifications, presented here in order of their ranking across the whole sample. Intrinsic or Process Factors were highest ranked and consisted of 'comparing skills', 'excitement of the game', 'personal accomplishments', 'improving skills', and 'doing skills'. Ranked next in importance, the Social Factors classification was made up of 'being on the team' and 'being with friends'. Ranked lowest in importance, Extrinsic or Product Factors consisted of 'winning', 'getting rewards', and 'pleasing others'. In a follow-up study by Wankel and Kreisel (1985b), the same sample of boys answered open-ended questions about sources of sport enjoyment. Although some of the rankings of individual items
differed from the first study, the responses were largely found to fit within the concepts defined by the 10 item questionnaire.

In his investigation of positive and negative affective experiences in youth sport, Brustad (1988) examined sources of season-long enjoyment, employing concepts from Harter's (1981) competence motivation theory and some items adapted from the enjoyment research of Scanlan and Lewthwaite (1986). Boys (n=107) and girls (n=100), aged 9-13 years, from a youth basketball league rated their seasonal enjoyment on a two-item scale that assessed (a) how much they enjoyed playing basketball during their season and (b) how much they liked playing basketball for their team. The motivational orientation to prefer high degrees of challenge rather than easy skills was associated with higher basketball enjoyment for both boys and girls. This finding supports predictions within Harter's (1981) theory. In addition, boys and girls who perceived less parental pressure reported greater seasonal enjoyment. Together, these two significant predictors accounted for 23% of the enjoyment variance. Interestingly, perceived competence was not a significant predictor of season-long enjoyment, a finding which fails to support theories of intrinsic motivation (e.g., Deci & Ryan, 1985).

In contrast to examining the sources of overall seasonal enjoyment, Wankel and Sefton (1989) investigated sources of post-game ratings of fun at 12 games during one season. Girls (n=55) on ringette teams and boys (n=67) on hockey teams, aged 7-15 years, completed questionnaires assessing positive affect, activation, intrinsic motivation, and state anxiety to determine the best predictors of responses to the question, "How much fun did you have in the game today?" (p. 359). Positive affect, as measured by the Semantic Differential Mood State Scale (Chalip et al., 1984), was the strongest predictor of fun. However, Wankel and Sefton (1989, p. 359) conceded that "the affective mood state measures might be considered alternate indicators of fun," so additional analyses were performed without this variable. Once positive affect was removed, 'how well one played' was the most important predictor of fun. This item reflects perceived competence,
and is consistent with concepts of intrinsic motivation (e.g., Deci & Ryan, 1985) and most prior research (Chalip et al., 1984; Harris, 1984; Wankel & Kreisel, 1985a,b). In accordance with Csikszentmihalyi's (1975) flow model and the research of Chalip et al. (1984), 'challenge' was also found to be important to fun. Lastly, there was some evidence that game outcome also affected reports of fun, with winners reporting more fun in the game than losers.

Despite the difficulties in directly comparing results of these studies, some consistencies begin to emerge. Items related to perceptions of competence (Csikszentmihalyi, 1975; Chalip et al., 1984; Harris, 1984; Wankel & Kreisel, 1985a,b; Wankel & Sefton, 1989) and challenge (Brustad, 1988; Csikszentmihalyi, 1975; Chalip et al., 1984; Harris, 1984; Wankel & Sefton, 1989) repeatedly arise as sources of sport enjoyment in this literature. Likewise, elements of the activity itself (Csikszentmihalyi, 1975; Harris, 1984; Wankel & Kreisel, 1985a,b), social interactions (Brustad, 1988; Csikszentmihalyi, 1975; Wankel & Kreisel, 1985a,b), and extrinsic rewards (Csikszentmihalyi, 1975; Wankel & Kreisel, 1985a,b) have gained support as enjoyment sources in several studies. By no means are these thought to be exhaustive of the potential sources of enjoyment in sport. However, they do suggest the wide range of sources that may be revealed in the sport setting.

Research From Our Laboratory

Efforts in our laboratory have been directed toward defining the sport enjoyment construct, developing items to reflect the diverse sources of sport enjoyment, and examining the relative influence of these sources across intrapersonal variables and sport contexts. In the first study to examine sources of sport enjoyment, Scanlan and Lewthwaite (1986) examined predictors of seasonal enjoyment in 76 male wrestlers aged 9-14 years. In addition to intrapersonal factors, this study was the first to explore the role of parents and coaches on youth experiences in sport. Enjoyment was operationalized by a two-item scale measuring (a) how much fun the wrestlers had during their season and (b)
how much they liked to wrestle. Two categories of predictors were examined. The first category included age and perceived ability. The second category, significant adult influences, included items relating to parent and coach actions, reactions, and interactions. Adult influence items were subjected to factor analysis, and the eight factors which emerged were used as predictors of enjoyment along with age and perceived ability. Five variables were found to significantly predict seasonal enjoyment, accounting for 38% of the variance. Table 1 contains the significant predictors, and in the case of adult factors, the items corresponding to the factor. In order, Adult Satisfaction with Performance, Negative Maternal Interactions, Age, and Perceived Ability were significant, and Positive Adult Involvement approached significance. Note that lower levels of Negative Maternal Interactions and younger Age were related to greater enjoyment. The significant contribution of perceived ability supports its theorized link to enjoyment (e.g., Deci, 1975). However, the importance of significant adult influences, which had not previously been investigated, underscores the need to search for sources of sport enjoyment from among the wide variety of factors which can affect the youth sport experience.

As a launching point for further research, Scanlan and Lewthwaite (1986) presented a two-dimensional framework to provide a broader view of potential sources of sport enjoyment. The purpose was to expand the search beyond those sources which are intrinsic and achievement related. As illustrated in Figure 2, sport enjoyment is thought to be influenced by both achievement and nonachievement factors, which can be either
intrinsic or extrinsic in origin. Achievement-Intrinsic factors (Quadrant I) are those relating to perceptions of competence and control that are self-reinforced, like feelings of mastery in performing a skill. Achievement-Extrinsic sources (Quadrant II) are related to feelings of competence and control that are dependent on feedback from other people, such as through positive social recognition. Nonachievement-Intrinsic factors (Quadrant III) are those which are tied to the experience of the activity, like movement sensations or the thrill of competition. Nonachievement-Extrinsic sources (Quadrant IV) are related to the non-performance aspects of sport, such as social interactions with peers and significant others. The framework was not designed to be predictive, but rather to serve as a heuristic for the study of enjoyment sources.

In the next investigation into sources of enjoyment, Scanlan, Stein, and Ravizza (1989) moved the focus from participants in youth sport programs to especially talented individuals who had shown intense, long-term commitment to their sport and who had achieved high levels of success. In addition, qualitative methods were employed to more completely reveal the wide range of enjoyment sources present in the multi-faceted sport experience of these athletes. An inductive analysis of quotes from extensive interviews of 26 former elite figure skaters produced rich and detailed retrospective data on their enjoyment sources. For the present discussion, only the most basic explanation of the procedure and the two highest order themes derived from the data will be presented. Scanlan et al. (1989) provide complete details of the analysis and empirical results.

The inductive analysis involved clustering verbatim quotes from taped interviews into themes based upon similarity of meanings. The themes at the first level were then clustered into the next higher order according to underlying commonalities. The process is designed to continue until no higher order themes can be defined by further clusters of lower order themes. At each step, acceptance of items into themes requires consensus of independent raters. In the Scanlan et al. (1989) study, four theme levels were derived from the original quotes. Figure 3 presents an example of the progression of theme levels.
from a single quote. Although not detailed in Figure 3, recognize that at each step concepts are combined with others at the same level to define the next higher order (see Scanlan et al., 1989 for complete details).

The inductive analysis produced five distinct highest order themes for the sources of enjoyment reported by elite figure skaters. Importantly, constructs emerged from this process which were not previously identified in the literature. Moreover, the inductive approach provided a greater depth of understanding for previously identified sources, allowing elaboration as to their meaning to the athletes. The five themes are presented here with reference to the lower order themes which define them. Table 2 provides a quick reference for the themes at these two levels.

The Social and Life Opportunities theme is defined by three lower order themes. Friendship opportunities through skating are the opportunities to make friends or share friendships in and around the context of competitive skating. Opportunities afforded by going to competitions and touring reflected the personally enriching experiences gained by touring, traveling, and experiencing new places, cultures, or special treats. Finally, the family/coach relationships theme was based on positive interactions with significant adults, or the opportunity to bring them pleasure or pride.

Four lower order themes made up the Perceived Competence theme. The first two, mastery and competitive achievement are common to research and theory in achievement motivation. Mastery reflected the development of competence (autonomous achievement) and competitive achievement was based on evaluations of social achievement, such as
winning or being better than others. A category newly identified by this research, performance achievement also reflected social achievement, but with a different evaluative focus. Performance achievement was related to the performance aspects of the sport, such as showmanship and interaction with the audience. The experience of interchange between performer and audience was a significant source of enjoyment for a number of the skaters. Lastly, demonstration of athletic ability contributed to the Perceived Competence theme as an experience of being better than nonskating peers at a sport.

Social Recognition of Competence was defined by two lower themes. Achievement recognition reflected the public recognition, adulation, or fame from the skating community, nonskating peers, and the public in general. This category was most closely aligned with competitive achievements, such as being ranked and winning. Performance recognition was most associated with performance achievement, and was defined as recognition or adulation that came directly from the audience due to a display of talent or showmanship. This category was also new to the literature, and is indicative of the entertainment aspects of a sport like figure skating.

The Act of Skating theme was based on four lower order themes. The movement and sensations of skating theme was defined by experiences of kinesthetic and tactile sensations, a sense of physical exhilaration, and special feelings derived from the movement itself, such as jumping, gliding, going fast, and flowing with the music. Self-expression/creativity reflected the sense of communicating personal creativity through the performance. Athleticism of skating was defined by the feelings of fitness and strength, and the satisfaction experienced in the process of hard physical training. Memorable peak experiences that appeared effortless and near perfection made up the theme of flow/peak experiences.

The Special Cases theme was a miscellaneous grouping of two important themes which were unrelated to the other themes or to each other. The first independent theme, sense of specialness, was based on personal perceptions of being exceptionally talented
and having abilities beyond the ordinary. *Coping through skating* reflected the use of the sport itself as a way of coping with life problems and gaining a sense of personal control.

In addition to the identification of specific sources of enjoyment, the data from these former elite skaters demonstrate (a) the value of combining the open-ended interview method and inductive analysis in discovering new constructs such as performance achievement and performance recognition, and (b) the depth of understanding that can be achieved when participants are allowed to thoroughly discuss their experiences in their own terms. Moreover, exploring sources of enjoyment with a sample different than has been previously assessed helps to illuminate potential factors that might otherwise be missed.

Combining the conceptual dimensions of the sport enjoyment framework (Scanlan & Lewthwaite, 1986) with the enjoyment sources supported by the past literature and the qualitative data from the skating study, we have continued in this line of research by developing items for more comprehensive questionnaires. Employing a nomothetic approach, we are examining responses to a large number of items to determine definable factors ordering the sources of enjoyment and develop scales reflecting those factors. In addition, work is in progress to examine common and unique sources of enjoyment across groups differing by sport type and intrapersonal variables.

**Understanding and Enhancing Motivation**

The data from the elite skaters are consistent with the findings from youth sport and interscholastic athletes in showing that (a) sport enjoyment is an important affect related to motivation, and (b) its sources are diverse. These results support the contentions of the previously described enjoyment framework (Scanlan & Lewthwaite, 1986) by revealing a multi-faceted set of sources ranging across intrinsic/extrinsic and achievement/nonachievement dimensions. Clearly, sport is an arena rich in potentially rewarding experiences, both for elite performers as well as the wide range of youth sport participants and interscholastic athletes.
These findings lead to two major conclusions that would help adults, including parents and coaches, enhance the motivation of their athletes. First, it is important to understand the centrality of positive affect, and certainly enjoyment, to an athlete's motivation in sport. The focus of attention is so often on minimizing stress that the motivating power of joy is commonly overlooked.

Second, it is important to understand the nature of the sources of enjoyment and, in this regard, the following points need to be considered.

1. There are a variety of sources that can make sport enjoyable, many of which are common to athletes across sport contexts. Any particular source may be more significant to one athlete than to another, but there are ample opportunities to experience this positive emotion in sport. The key is to make certain that a variety of sources are available to assure that enjoyment can be experienced.

2. Achievement and its recognition are enjoyable. While this statement might appear obvious, it is a point frequently missed. The enjoyment construct often suffers from a preconceived notion of frivolity, or what we now refer to as the "pizza parlor phenomenon". That is, enjoyment is something that is experienced after the job is done, like when teammates socialize over pizza. This conception fails to recognize that there can be fun in the striving and accomplishment experienced while doing the task, or in the sense of achievement felt or recognition received after its successful completion.

3. Non-achievement-related sources of enjoyment demonstrate the potential richness of the sport experience and the broader meaning it can have for the participants. Moreover, these nonachievement sources contribute to the motivation needed to achieve. For example, interacting with friends on the team can be enjoyable, and might play an important function in keeping some participants involved in sport over the long haul—something certainly important to long-term achievement.

4. Finally, sources of enjoyment related directly to movement itself, such as movement sensations and athleticism, might be key to attracting an individual to the sport setting,
rather than to some other talent domain. For example, we might expect from other similarities shown across various talent domains such as music, art, and sport (Bloom, 1985), that these activities also might share many common sources of enjoyment. The logical exception, besides athletic prowess, would be specific movement-derived sources. This uniquely enjoyable feature of sport might be key to initial and continued involvement.

Future Research Issues and Directions

To achieve a more complete understanding of motivation and its enhancement, this chapter encourages researchers to incorporate positive emotion into their study of motivation. We advocate the inclusion of affect to any theoretical perspective guiding one's research, and in this respect, present our work merely as one example. In our particular case, we have incorporated enjoyment into a larger motivational framework designed to explain sport commitment.

We look forward to a future in which qualitative and quantitative methods are used more extensively in combination to study motivational issues. Qualitative methods can yield a rich, ecologically valid data base that is not limited by the conceptual impositions and experiential deficits of the researchers. This data base is an important outcome unto itself. In addition, it is this base that can be built upon to develop more comprehensive survey instruments, and to interpret the data with greater understanding of their meaning to participants.
References


Scanlan, Carpenter, Simons, & Keeler (1990). *Stage of involvement and commitment to a youth sport program.* Paper presented at the annual conference of the Association for the Advancement of Applied Sport Psychology, San Antonio, TX.


Acknowledgements

Preparation of this chapter and the research presented was supported by three sources of funding to the first author: The Amateur Athletic Foundation of Los Angeles, UCLA Academic Senate Grant 3188, and grant monies from the former UCLA Dean of Life Sciences (J. D. O'Conner).

We thank Marci Lobel for her feedback on an earlier draft of this manuscript.
Footnotes

1Dr. Greg Schmidt and Paul Carpenter are members of our research team who have contributed significantly to the development of the Sport Commitment Model.

2For our purposes, fun and enjoyment are used synonymously because “fun” is the term that children commonly use for “enjoyment”.
Table 1

Significant predictors of seasonal enjoyment in youth wrestlers (from Scanlan & Lewthwaite, 1986).

<table>
<thead>
<tr>
<th>Predictor Variable/items</th>
<th>Beta</th>
<th>$F$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adult Satisfaction With Season's Performance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How pleased do you think your mom (dad, coach) is with the way you wrestled this season?</td>
<td>.31</td>
<td>9.27</td>
<td>.003</td>
</tr>
<tr>
<td><strong>Negative Maternal Interactions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My mom makes me uptight and nervous about my wrestling.</td>
<td>-.28</td>
<td>9.02</td>
<td>.004</td>
</tr>
<tr>
<td>My mom gets upset with me when I don't wrestle well.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Perceived Ability</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Positive Adult Involvement and Interactions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I wrestle because my parents and I have fun going to the tournaments together.</td>
<td>.16</td>
<td>2.87</td>
<td>.09</td>
</tr>
<tr>
<td>I wrestle because my dad or mom helps me with my wrestling and I like this.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I wrestle because I like my coach.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My coach tries to make me feel good when I don't wrestle well.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Model $F(5,70) = 9.87, p < .001$

Adjusted $R^2 = .38$

$^a1$ = very pleased to $5 =$ not pleased at all.
$^b1$ = how I feel to $3 =$ not how I feel.
$^c1$ = usually to $3 =$ hardly ever.
$^d1$ = a very important reason for why I wrestle to $5 =$ not an important reason at all for why I wrestle.
I. Social and Life Opportunities

Definition: "Forming relationships with peer and adult significant others and/or having broadening experiences outside the routine of sport life." (p. 75)

A. Friendship Opportunities Through Skating
B. Opportunities Afforded by Going to Competitions and Touring
C. Family/Coach Relationships

II. Perceived Competence

Definition: "Personal perceptions of competence derived from one's autonomous and/or social achievement in sport." (p. 76)

A. Mastery
B. Competitive Achievement
C. Performance Achievement
D. Demonstration of Athletic Ability

III. Social Recognition of Competence

Definition: "Receiving recognition, even acclaim, for having skating competence through others' acknowledgement of one's performances and achievements." (p. 77)

A. Achievement Recognition
B. Performance Recognition
IV. Act of Skating

Definition: "Sensations, perceptions, and/or self-expressiveness associated with the act of skating itself." (p. 78)

A. Movement and Sensations of Skating
B. Self-Expression/Creativity
C. Athleticism of Skating
D. Flow/Peak Experiences

V. Special Cases

Definition: Two separate themes which do not share a common conceptual basis with one another or any of the other themes.

A. Sense of Specialness
B. Coping Through Skating
Figure Captions for Figures 1 and 2

Figure 1. The model of Sport Commitment.

Figure 2. A framework for investigating the diverse sources of Sport Enjoyment (from Scanlan & Lewthwaite, 1986. Reprinted with permission of the publisher.)
Sport Commitment Model

- Sport Enjoyment
- Alternatives
- Investments
- Constraints

Sport Commitment
"I set high goals for myself, like in figures. ...I always considered it a challenge to see how good I could get them."

(Other quotes)

Figure 3. Example of the progression of themes under the inductive process employed by Scanlan, Stein, and Ravizza (1989). Note that additional information is included at each level as indicated by statements in parentheses.
This preliminary technical report is divided into three major sections. Part I: Progress on the KidSport Project provides an overview of Project accomplishments previously detailed in progress memos and discussions. Part II: Strategy for the KidSport Project describes the research model and the basic approach to the study. Part III: The First Round Of Information highlights the first set of findings. In addition, the appendices include related documents if greater elaboration is desired. Special note is given to Appendix G where the many individuals and groups contributing to the success of the KidSport Project are acknowledged.

PART I

PROGRESS ON THE KIDSPORT PROJECT

Personnel and Facilities

PERSONNEL

We assembled and trained an excellent research team of postdoctoral fellows and graduate students for the first year of the KidSport Project. We were involved in continuous and intensive training through formal classes, laboratory meetings, and "hands on" research experiences. This training will continue, but at this point the current staff's knowledge base and research skills are solid. In addition, we hired and trained an undergraduate student (Sandy Sooman) in the use of the computer and have recruited a long list of undergraduates to help with data collection during the summer and for next year. All individuals involved in collecting data are trained in the specific procedures for the Project before participating.

I am pleased to report that the selection and hiring of the nucleus of the laboratory staff for next year has now been completed. In accord with the academic calendar, this process began last October when I first interviewed potential post-doctoral candidates and graduate students
at the annual conference of the Association for the Advancement of Applied Sport Psychology.

Jeff Simons will continue his post-doctoral position on the Project next year, while Greg Schmidt will interface with us from his new faculty position in Tennessee. Combining AAF funds with a teaching package worked out with the Kinesiology Department, I also was able to hire two additional post-doctoral fellows for next year. This strength at the post-doctoral level is key to this next phase of the Project because it will involve a great deal of data collection, analysis, and writing, as well as extensions into new facets of the study that focus on parental and coach involvement.

The two individuals who have been hired are exceptional and will greatly facilitate the KidSport Project. Blaize Mumford studied under Professor Terry Orlick—a leading Sport Psychologist in Canada. Blaize will have two degrees in Sport Psychology (Ph.D. from the University of Ottawa—summer 1989, M.A. from the University of Western Ontario) and an undergraduate degree in Health Science from the University of Toronto. In addition, she was a national level figure skater in Canada and has many years of coaching experience. She will make valuable contributions to our work on (a) sport enjoyment and (b) the new parental and coach aspects of the Project.

Marci Lobel is a Social Psychologist with minors in Health Psychology and Statistics (Ph.D. and M.S. from UCLA and B.A., Summa Cum Laude, from Harvard-Radcliffe College of Harvard University). Her knowledge will greatly (a) extend our work on sport commitment and (b) help us study parental and coach issues. Moreover, she has collected data with inner city samples and will provide much needed assistance with this aspect of the Project.

Joining our continuing Ph.D. students, Paul Carpenter and Bruce Keeler, will be Al Lamarre and Judy Tjoe. Al graduated in premed and psychology from the University of Maine. He also has had several years of coaching experience in volleyball. Judy is a stellar undergraduate student who will work on the KidSport Project and use some of the data for her honors thesis. She is a candidate for highest honors.
LABORATORY SPACE AND COMPUTING

Space is very scarce at UCLA. After lengthy discussions with the Chair of Kinesiology and Dean of Life Sciences, we acquired much needed laboratory space and monies for renovation. Clearly, the AAF funding helped us to negotiate so successfully. We already have moved into most of the new space and the renovations will occur this May and June.

Our computing capabilities have been significantly increased to help meet the demands of the Project. We acquired two new Macintosh SE computers with hook up capabilities to the UCLA mainframe computer, and have trained all personnel in their use. One computer was purchased with AAF monies and the other was funded by a combination of departmental monies and a trade-in allowance on our old Macintosh. As these computers are already in constant use, I anticipate needing at least one additional computer and printer as the labor intensive tasks of data processing and analysis progress.

Critical Project Tasks Preceding Data Collection

Several tasks needed to be accomplished before data collection could be successfully initiated. First, we developed two program-related documents to be completed by the AAF staff. The Preliminary Information on Agency Programs form (see Appendix A-1) provides us with the information needed to select programs for participation in the Project and can be used by the AAF staff in developing the computerized program data base. The second form, Checklist for Site Visits (see Appendix A-2), provides a formalized evaluation format for the AAF staff's site visits. This document was primarily developed for the AAF program data base, and might be used by us for general background information.

Second, we had a kick-off meeting with the AAF and UCLA staffs so that we could get to know each other and better understand the general goals of the KidSport Project. The AAF staff also provided important feedback regarding the previously mentioned documents and gave us a better overall feel for the nature of the programs funded.

A third and very major achievement toward the success of the Project was gaining exemption from having to obtain written parental permission for young athletes to participate in the KidSport Project. Typically, parental permission is required. Given the nature of this research, however, it was expected that the participating athletes would not be at
psychological risk. Moreover, soliciting written parental consent would not only extremely complicate the data collection, but would significantly bias our sampling. The groups studied least to date, such as those with low parental involvement in their children's sport and general life activities, would be the very people least likely to respond to the consent form at all. As the federal and university policies governing research with human subjects are very strict, exemption required a strong rationale and sound alternative procedures. These are detailed in the copy of the report entitled Statement of Exemption (see Appendix B).

Fourth, with the AAF's input, we have written the letters to be sent (a) to organizations requesting their participation in the Project (see Appendix C-1), and (b) to parents to inform them of the Project and allow them to have their child decline to participate at the time of the testing (see Appendix C-2). The parent letter conforms to the format and standards of the UCLA Protection of Human Subjects Committee.

Fifth, we completed the analysis of the massive amount of in-depth interview data derived from the skating project on sources of enjoyment and stress which we already have incorporated into the assessment instruments for the KidSport Project. The interview information gained from this project was invaluable to the construction of our questionnaires for the KidSport Project, and will nicely complement the Project by providing depth and detail to many of the questionnaire results. Three manuscripts have been completed on the skating research. Two were published in the March, 1989 issue of the Journal of Sport and Exercise Psychology (see Appendix D-1,2) and one will soon be submitted for scientific review. Two more articles are anticipated from additional data we are analyzing, and three presentations at scientific meetings already have been given on this information. Moreover, I will present enjoyment data from both the skating study and the KidSport Project in the invited address that I will be giving at the First International Olympic Committee World Congress on Sport Sciences in Colorado Springs next fall.

Finally, the first field study to kick-off the KidSport Project was successfully completed. This research built on what we learned in the skating project and looked at goal attainment (e.g., mastering skills, winning) and non-goal events (e.g., experiencing the movement or action of the sport) as mechanisms underlying or organizing diverse sources of sport enjoyment. The data collection and analysis have been completed for 163 male, high school and park league baseball and basketball players. This study has been instrumental to the development of our
enjoyment questionnaire and provides key information for our future work on parental and coach involvement.

**STUDY DESIGN AND QUESTIONNAIRE DEVELOPMENT**

We have developed the research strategy and core testing instruments to almost the entire *KidSport Project*. In this way, we have an integrated approach to the issues in the statement of work and, therefore, can conduct a systematic series of individual studies in the most flexible and meaningful way. Moreover, we can examine differences and similarities on the various issues across major types of sports (e.g., individual, team), competitive levels, youth samples (e.g., varied ethnic, racial, socio-economic groups), genders, and age levels. When finished, we will have a comprehensive picture where, as the Gestaltists say, the whole will be greater than the sum of its parts.

Three "core" questionnaires (see Appendix E-1,2,3) have been designed which contain numerous items that individually will produce considerable information pertaining to the statement of work. However, as mentioned above, when they are tied together they will give a more complete and integrated picture of (a) the things that get youth initially involved in a specific sport program, and (b) the factors that lead to positive or negative continued participation or withdrawal from a specific sport program. We also will assess the impact of a young athlete's experience in a specific sport program on his or her future desire to participate in sport in general.

The first questionnaire (*Athletes' Opinion Survey I*—see Appendix E-1) asks numerous questions pertaining to demographic factors, personal sport histories, and issues that cut across various items in the statement of work. For example, this is where we will learn about the many specific things that lead to initial and continued sport involvement or dropout. These include such factors as the (a) level of family interest in sport, (b) nature of available adult role models (e.g., What type of adult role model exerts a positive influence on a child's initial and continued sport involvement? With more adult women now involved in sport, are these female role models influential in determining girls', and perhaps even boy's, sport involvement?), (c) sex stereotyping of various sports discouraging involvement of one of the genders, (d) level of encouragement to participate by family and friends, (e) positive sport interactions and involvement with family, friends, and coaches, (f) perceived personal
ability in the sport and the amount of stress experienced, and (g) many situational factors such as the amount of playing time, length of practices, and win-loss record.

*Athletes' Opinion Survey II* (see Appendix E-2) focuses on sport enjoyment which is the positive emotional response to the sport experience leading to positive involvement, while *Athletes' Opinion Survey III* (see Appendix E-3) examines the processes which direct athletes into either a positive or negative involvement experience. Essentially, there are two processes that control sport participation. In the first, the athlete is "pulled" into involvement by the enjoyable aspects of sport (e.g., I want to improve my skills. I like to throw and catch and be with my friends.). Alternatively, the athlete may be "pushed" into participating by forces not related to enjoyment (e.g., I have to play soccer because my parents want me to.). Hence, the "pulls" and "pushes" result in participation, and the sources of the involvement dramatically influence the type of sport experience a young athlete will have.

Examining both enjoyment and directing forces provides a more complete understanding of athletes' motivation, and the type of sport experience they are having, than has ever been achieved to date. Looking at both factors also will provide important insight into various individual and group differences in motivation. For example, our past findings have shown that children's sport enjoyment decreases with age. Is it the case that younger children participate in sport because it is enjoyable, quit when it is no longer fun, and have little concept of reasons for involvement beyond this emotional level? Do older athletes, or those involved at higher competitive levels additionally consider the time, effort, and money they have invested in the sport? Is the really highly motivated athlete the one experiencing the greatest amount of enjoyment and positive directing forces? Are the sources of enjoyment and commitment similar or different for boys and girls, or for athletes from different ethnic or socio-economic backgrounds? These are just examples of the issues that can be addressed by the combined study of these general motivating forces.

Months of work went into designing the questionnaires so that they could be used to assess participants representing a wide range of ages and reading abilities. First, we gave various drafts of the questionnaires to a small number of children and then interviewed them for their reactions. Second, we received extensive input from elementary and junior high school teachers representing diverse school districts such as Encino, Compton, Santa Monica, and East Los Angeles; and significantly revised the questionnaires based on their feedback. Third, we pilot tested the questionnaires with the basketball players from the Campfire Council
Program. Fourth, we consolidated the three questionnaires into one and made sport specific versions for swimming (see Appendix F-1) and badminton (see Appendix F-2). These were used in the first round of data collection and will be further refined before collecting the next data set.

**Initial Data Collection, Reduction, and Analysis**

**DATA COLLECTION**

We collected data effectively and in record time to offset delays caused by scheduling difficulties. We needed to wait for the seasons of the more viable programs to start and then for them to progress long enough for the participants' to have the involvement experience necessary to accurately respond to the questionnaires. In just two weeks, we collected data on 140 youth from two diverse AAF sponsored programs—77 swimmers from the Santa Barbara Swim Club (including the Los Banos, La Cumbre, and Cathedral Oaks pool sites) and 63 players from the Southern California Badminton Youth Development Program (including the Citrus, East Los Angeles, Golden West, and Santa Monica College sites). Preliminary analyses of these two groups represent the core section of this report.

A second accomplishment was a successful meeting with the President and Divisional Vice-Presidents of the Palmdale Little League Baseball Program. They agreed to participate in the KidSport Project and basic organizational procedures were established. Data collection is scheduled for May and June, which allows the participants to play at least one month of competitive games before responding to our surveys.

In sum, we have collected data on two diverse samples of individual sport participants and are set up to collect data on over 200 baseball players. The swimmers are from the affluent Santa Barbara area, are predominantly white, and are involved in a highly structured competitive program. Moreover, because we collected data at all pool sites, we were able to assess a sample of swimmers who ranged from less advanced through world class levels. The badminton players are from various areas of Los Angeles, are predominantly Asian (particularly Chinese), and are involved in a new, less competitively structured program that is focused on skill development. The Palmdale Little League Baseball Program represents a whole other set of variables including the addition of a team sport to the sample, and a highly
organized and competitive youth sport program from a predominantly blue collar area. Importantly, all three samples include male and female participants for ensuing gender comparisons.

**POSITIVE RESPONSE FROM THE PROGRAMS**

I would like to mention how pleased we have been with the response to the *Project*. Consistent with our past experience, all sport groups have been positive, typically enthusiastic, in their involvement and support. (Please see Appendix G for the list of individuals who were so helpful to us).

**DATA ENTRY, REDUCTION, AND ANALYSIS**

We have just completed entering the many thousands of data points from the swimming and badminton samples into the computer and have begun preliminary data reduction and analysis procedures. In the third section of the report, we will highlight some "hot off the press" results from these two programs. While the results represent only a first step, these preliminary findings look very good. Moreover, although more complex and complete analyses will require a greater number of athletes from diverse programs, the present results clearly signal that we are on the right track.
PART II

STRATEGY FOR THE KIDSPORT PROJECT

The Research Framework

The Foundation and UCLA youth sport researchers share a common interest in the quality of sport programs available to young athletes. One effective approach to understanding the quality of sport programs is to examine the experiences of the participants themselves. After all, it is young people's experiences in sport contexts which directly influence their view of organized sport and their decisions to participate or drop out. Therefore, in order to better understand what contributes to the effectiveness of youth sport programs, it is the purpose of the KidSport Project to identify those factors, from the athlete's perspective, that positively or negatively influence sport involvement in the current program or over the long term.

A MODEL OF SPORT INVOLVEMENT

The research model for the KidSport Project is presented in Figure 1 on the next page. This model was designed to most effectively and efficiently address the issues of concern as defined for the Project. The component on the right side of the figure is Sport Involvement. This concept ranges from positive to negative and from high commitment to drop out. According to the model, Sport Involvement is influenced by two components. First, there are the many forces which direct, guide, or control whether or not a young person will participate in sport. These Directing Forces can be viewed as "pushes", since they tend to propel athletes into or out of sport. Whether these forces are positive, negative, or neutral will influence the quality of the sport experience. The elements of the second component, Enjoyment Forces, can be viewed as positive "pulls", since they naturally attract young athletes to sport. Together, the "pushes" and "pulls" determine both the degree and quality of youth sport involvement, and determine whether athletes will stay in or leave sport. Because the model is central to the KidSport Project, we will provide a fuller description of each component in the remainder of this section.
Involvement in sport is the primary focus of the KidSport Project. The quality of involvement can be very positive, very negative, or anywhere in between. Expectations and perceptions of the quality of the experience will greatly influence whether an athlete joins, stays, or leaves a sport program. Beyond the quality of experience, sport involvement also can be examined with respect to participation in a particular program, or with respect to long term participation in one sport or sport in general. Naturally, the goals of both the Foundation and UCLA youth sport researchers lie in promoting the most positive experience that sport can offer, and the continued participation of athletes in both specific programs and over the long term.

The Sport Involvement component in Figure 1 includes the positive and negative aspects of both Program Involvement and Long Term Involvement. The most immediate concern for
the KidSport Project is involvement in specific programs. The main questions of interest include what attracts young people to programs initially, and how characteristics of programs affect the quality of the experience and the motivations to continue participation. Central to these issues is the question of what factors most influence positive vs negative sport involvement for young athletes. A less immediate, but nevertheless important concern, is how program experiences affect enduring participation patterns. Specifically, does the quality of a particular sport experience affect long term involvement or attitudes toward sport in general? Because of the differences in their orientation, the two categories within the Sport Involvement component of the model represent basic levels of analysis for the KidSport Project.

Understanding the varying nature of sport involvement at any level of analysis requires consideration of the factors which influence it. The model in Figure 1 indicates that two components need to be examined: 1) the Directing Forces, or "pushes", that propel young athletes into or out of sport, and 2) the Enjoyment Forces, or "pulls", that attract athletes to join and continue in sport. These components represent categories of specific factors affecting involvement. In addition, each Force and its factors have a number of sources. The important questions regarding the factors influencing Sport Involvement are derived from the elements of the component Forces and their sources.

Directing Forces

Directing Forces are divided into three important categories: (a) socialization factors, (b) investment factors, and (c) external factors. Socialization factors refer to the influence of family, friends, and community role models on Sport Involvement. Questions include the degree to which initial and continued Program Involvement are determined by the amount of interest that the family has in sport, the amount of encouragement from family and friends, and the importance placed on sport achievement in the home and community. Investments refer to how much young athletes put into their sport participation. Questions for this category include how continued Program Involvement is affected by the investment of time and energy. The external factors category includes the 'constraints' that promote or restrict access to a program, the attractiveness of available 'alternatives' to program participation, and the 'potential losses' that athletes would incur if they were to drop out. The 'constraints' subcategory consists of things that make it hard for a young athlete to participate, such as transportation problems or having to do household chores. Playing a
musical instrument or joining an activities club are examples of 'alternatives' which may draw young athletes away from sport. The 'potential losses' subcategory includes those benefits of participation like being with sport friends, learning skills, and receiving recognition that would be lost if an athlete were to quit the program.

*Directing Forces* propel athletes either toward or away from sport programs. Furthermore, they clearly can be positive, negative, or neutral. Consequently, an athlete may join or stay in a program for positive (e.g., to improve skills), negative (e.g., parental pressure), or neutral (e.g., ease of participation) reasons, or drop out for positive (e.g., alternative preferred activity), negative (e.g., competitive stress) or neutral (e.g., move out of area) reasons. The reasons for being involved or leaving naturally influence the quality of the experience. For example, participating for the sake of mastering sport skills will typically promote positive involvement, while participating just to please someone else will typically lead to negative involvement. It is therefore a goal of the research effort to identify which of these many positive and negative factors are the most potent "pulls" into or "pushes" out of sport, and to determine how they affect the quality of *Sport Involvement*.

*Enjoyment Forces*

The *Enjoyment Forces* component of the model represents a single category encompassing positive emotional factors, and is also the product of multiple sources. It reflects the overall positive emotions that may be present in sport such as pride in achievement, fun, or liking the activity. We know that *Enjoyment Forces* is a very important category for the sport involvement model because young athletes often indicate that they play sports for enjoyment reasons, and when they drop out, they usually point to a lack of fun or enjoyment. In fact, this is the most important reason they give. Therefore, we will look at the sources to determine what makes sport an enjoyable experience. As with *Directing Forces*, the research will identify the most influential sources of *Enjoyment Forces* and their effects on *Sport Involvement*.

*General Research Process*

The research effort flows directly from the model of sport involvement illustrated in Figure 1. We will examine the model as a whole to determine the relative influences of "push" and "pull" factors on the degree and quality of *Sport Involvement*. We will also focus on
separate components of the model to better understand the sources of Directing and Enjoyment Forces. Focusing our attention on different portions of the model as we proceed with data collection will allow us to more fully describe the youth sport experience.

Additionally, we will examine the model at the two levels of analysis: Program Involvement and Long Term Involvement. Most emphasis will be placed on the program level, where the Foundation and individual organizations have immediate impact. Major questions will include what leads girls and boys into sport programs, what factors most determine continued participation, and what factors lead to positive, enjoyable experiences. Although Long Term Involvement will be examined to a much lesser degree, particular attention will be paid to the potential carry-over effects of positive or negative experiences in specific programs to future intentions to participate in sport. For example, what influence does enjoyment in a specific sport program have on the desire to continue participation in sport in the future? Because the model holds for these two different levels of analysis, the same Directing and Enjoyment Forces can be considered for both Program and Long Term Involvement.

The success of the KidSport Project depends on the size of the total sample evaluated and the diversity of the subsamples surveyed. Numbers and diversity are essential for us to confidently establish the commonalities shared across young athletes. We want to reduce the chance that general youth sport guidelines will be biased in terms of specific groups. In addition to common principles, there are undoubtedly unique needs and relationships between the factors of sport involvement that are based on differences in sport contexts (e.g., program organization, team vs individual sports) and athlete groups (e.g., gender, age, ethnicity). The size and diversity of the samples will determine our ability to confidently identify these mediating factors.

Surveys and interviews will be employed in the KidSport Project to tap sport experiences from the perspective of young athletes. The bulk of the data will come from the athlete surveys which are based on the model of sport involvement (see Appendices E-1,2,3, F-1,2). With the permission of administrators and coaches, athletes will complete surveys during regular practice sessions. All procedures for administration of the surveys and handling of research data have been cleared by UCLA according to the regulations governing the use of human subjects in research. As the KidSport Project progresses,
follow-up interviews will be conducted with selected athletes to further understand sport involvement from the athletes' perspective.
PART III

THE FIRST ROUND OF INFORMATION

Administration of Surveys

Sport-specific versions of the Athletes' Opinion Survey were developed for swimming (see Appendix F-1) and badminton (see Appendix F-2). We administered these surveys to young athletes from two Foundation sponsored programs during periods set aside by their coaches at regular practice sessions. The athletes were asked to participate in the study and were given the opportunity to freely decline without need for explanation (no athletes declined to participate). They were allowed to ask the UCLA researchers to clarify any questions on the surveys and no time limit was imposed. Time to complete the surveys ranged from 20 to 35 minutes, largely dependent on the age of the respondent.

Description of the Samples

The Santa Barbara Swim Club and the Southern California Badminton Association's Youth Development Program were selected for the first round of data collection. While there are a number of similarities and differences between athletes in these two programs, the major difference of interest is that the groups represent two poles on a spectrum of sport involvement history. On average, the swimmers have had a great deal of experience in their sport (6.1 years) and in this particular program (4.8 years). On the other hand, the average badminton player is relatively new to the sport (1.9 years) and particularly to this program (0.7 years). This basic difference in involvement history is key to identifying the common and unique aspects of sport participation at different points in the involvement process.

The objectives of the two programs underscore the differences in involvement history. Both are concerned with the development of young athletes. The Santa Barbara Swim Club has a major focus on the achievement of high level competitive goals. To their credit, the club has a number of national level to world class swimmers. The Southern California Badminton Association's Youth Development Program, on the other hand, is more focused on initially exposing youth to the sport and teaching basic skills in preparation for transfer to more competitively oriented programs. For many of the young athletes, this is their first
chance to learn badminton. These differences reflect some of the diversity of sport programs sponsored by the Foundation.

Some basic demographics are of interest in describing our two samples. Both girls and boys were represented among the swimmers (42 girls, 34 boys) and the badminton players (25 girls, 38 boys). Ages ranged from 10 to 20 years for both the swimming (average age = 14.1 years) and badminton (average age = 15.9 years) groups. The swimmers were predominantly Caucasian (93%), with a few Hispanic/Latino (7%) and Asian (4%) members.1 The badminton players were predominantly Asian (81%), particularly Chinese (46%), with some Caucasian (19%) and Hispanic/Latino (5%) athletes. Unlike some of the groups we will be sampling, it is important to note that the large majority of swimmers (90%) and badminton players (88%) reported living in households with two parents or parent figures.

From their responses, we can characterize the athletes of both programs as feeling quite positive about their involvement in sport. The athletes reported that organized sport has been fun for them in the past, and they rated their current participation high on a scale of enjoyment. Neither of the two samples indicated that they felt at all negatively forced or compelled to participate in the program. These findings are important because they reflect the fact that the athletes sampled were uniformly positive about their involvement and were participating by their own choice. It also reduces the chance that differential findings for the two groups might be due to general differences in their attitudes toward participation.

A major difference between the swimmers and the badminton players was evident in their reported levels of commitment to their respective programs. Swimmers rated their commitment significantly higher than did badminton players. Far from reflecting any difference in the sports or programs themselves, these findings appear to be directly related to the involvement history of the athletes. Significant relationships were discovered between years in the sport and commitment levels, and between years in the specific program and commitment levels. The greater the number of years, the greater the commitment reported. Therefore, the swimmers' longer average involvement histories likely resulted in higher ratings of commitment. Other factors, such as the age of the

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1Percentages are rounded off and add to more than 100% because athletes could respond to more than one ethnic category
athlete, were not similarly associated with commitment ratings. These results show the importance of the general difference in sport involvement history between our two samples.

Before presenting the results of this first round of information, it should be stated that we examined the effect of gender on Sport Involvement, independent of the athletes' program affiliation. Most notable by their absence are differences between male and female athletes on any of the variables of interest. We suspect this reflects the nature of the two sports we studied. Swimming and badminton are sports about which there appear to be few sex stereotypes. For example, an overwhelming number of athletes indicated that they thought the sports were for both boys and girls (99% of the swimmers and 94% of the badminton players). Although it is likely that gender differences will be evident when we sample other AAF-sponsored programs, the fact that boys and girls in these two programs were quite similar in their ratings of Sport Involvement, Directing Forces, and Enjoyment Forces is of considerable interest.

**Sport Involvement: Preliminary Findings**

The focus of the KidSport Project is to identify the forces that influence initial and continued Program Involvement and Long Term Involvement in organized sport. The following sections present the results of the first round of data collection. Section A concentrates on the forces that were important to the initial involvement of the swimmers and badminton players in their respective programs this season. In Section B, we report on our extensive examination of involvement in the programs this season. Section C presents information concerning expectations for future sport involvement, and in Section D we provide the "Big Picture" summary of our initial findings.

**SECTION A: INITIAL PROGRAM INVOLVEMENT**

Consistent with our model (see Figure 1), the influences of Directing Forces and Enjoyment Forces on initial Program Involvement were examined. Athletes from the Santa Barbara Swim Club and the Southern California Badminton Association were asked to identify the reasons that were important to joining their respective programs this season. These reasons reflected Directing and Enjoyment Forces, and were measured by checking "yes" or "no" to the list of items shown in Figures 2 and 3. For example, one Directing Forces item listed was, 'this program is easiest for me to attend', while an Enjoyment
Forces item was, 'I wanted to have fun'. In addition, the swimmers and badminton players were asked to express, in a free response format, any other important reasons for joining their respective programs this season.

**Reasons for Initial Program Involvement**

In order to compare the two groups' reasons for initial involvement, the data for the swimmers and badminton players are presented together. First, the Directing Forces are presented (see Figure 2) and then the Enjoyment Forces are shown (see Figure 3). This is followed by a brief explanation and interpretation of the comparisons between the two groups.

**FIGURE 2. REASONS FOR JOINING THE PROGRAM THIS SEASON: DIRECTING FORCES**

- I wanted something to do
- Parents thought I should join
- This program is easy to attend
- This is the only program
- I wanted to be on the team
- This is the best program
- I am good at the sport
- I played last year

Percentage Of Athletes Responding

<table>
<thead>
<tr>
<th>Reason</th>
<th>Swimmers</th>
<th>Badminton Players</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wanted something to do</td>
<td>27%</td>
<td>25%</td>
</tr>
<tr>
<td>Parents thought I should join</td>
<td>16%</td>
<td>27%</td>
</tr>
<tr>
<td>This program is easy to attend</td>
<td>7%</td>
<td>21%</td>
</tr>
<tr>
<td>This is the only program</td>
<td>3%</td>
<td>8%</td>
</tr>
<tr>
<td>I wanted to be on the team</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>This is the best program</td>
<td></td>
<td>53%</td>
</tr>
<tr>
<td>I am good at the sport</td>
<td></td>
<td>24%</td>
</tr>
<tr>
<td>I played last year</td>
<td></td>
<td>55%</td>
</tr>
</tbody>
</table>
Directing Forces
As can be seen in Figure 2, the influence of Directing Forces on the choice to join the program was different for the swimmers and badminton players. In response to the "yes/no" items, the swimmers pinpointed four major Directing Forces as being important reasons for joining the swim program this season. In contrast, the badminton players did not strongly identify any one of the Directing Forces as particularly important to their decisions to join this season.

The four most important Directing Forces which influenced the swimmers' decisions to participate were, 'I am good at swimming' (65%), 'I swam last year' (55%), 'I wanted to be on the team' (53%), and 'This is the best swimming program' (53%). The importance of Directing Forces for the swimmers was reinforced by their free response answers. Some of the swimmers stated that Directing Forces such as wanting to get into shape (e.g., 'I was fat', 'I needed the exercise', 'I wanted to swim for fitness/health'), and participating to secure a college education were important reasons for swimming in the program this year.

In contrast to the swimmers, the badminton players did not identify any one particular Directing Force as being important to their initial Program Involvement. In fact, as Figure 2 shows, no more than 25% of the badminton players indicated any one particular reason as important for joining, and additionally, no Directing Forces items were given in the free response section.

These differences between the swimmers and badminton players on Directing Forces probably reflect their highly discrepant involvement histories. The more experienced swimmers are more unified in their expectations and more certain about the things that are important to their decision to participate. For example, having swum last year, being good at swimming, and feeling that this is the best swimming program are all indicative of having considerable involvement experience in the sport and program. Being relatively new to the sport, the badminton players selected reasons which reflected personal expectations for participation, as opposed to actual experience in the program. Thus, as a group, their reasons for initial involvement cover the entire range of items presented.
Enjoyment Forces

Compared to the percentages reported by the swimmers and badminton players for the Directing Forces (see Figure 2), the percentages given by both groups for the Enjoyment Forces (see Figure 3) are much higher. Interestingly, this demonstrates that most athletes agree on the importance of Enjoyment Forces to joining an organized sport program. Furthermore, because the percentages of swimmers and badminton players identifying particular sources of enjoyment were very similar (see Figure 3), the influence of Enjoyment Forces appears to be independent of whether an athlete is in the initial or the more advanced stages of sport involvement.

Both groups reported 'I wanted to improve my swimming/badminton skills' (swimmers 70%, badminton players 76%), 'I wanted to have fun' (61%, 71%), and 'I wanted to be with my friends' (42%, 30%) were important reasons influencing their
decision to join the program. The importance of the Enjoyment Forces was reinforced by the athletes' free response answers. For both groups, reasons such as 'I love to swim/play', 'it's good to swim/play', and 'I am good at swimming/badminton' were listed as important to initial involvement.

The only difference between the swimmers and badminton players in terms of the Enjoyment Forces was on the item, 'I wanted to learn to swim/play badminton' (see Figure 3). Only 14 percent of the swimmers felt that this Enjoyment Force was important. Since the swimmers must know how to swim before they can join the program, this finding is hardly surprising. In contrast, 73 percent of the badminton players reported that 'I wanted to learn badminton' was an important reason for joining the program. This demonstrates that the opportunity to learn skills is a powerful draw for athletes who are relatively new to a sport.

SECTION B: CONTINUED PROGRAM INVOLVEMENT

As mentioned earlier, sport involvement was examined in most detail with respect to continued participation in the athletes' particular programs this season. Our report, therefore, reflects this emphasis. In this section, we will first introduce the questions we used to measure continued Program Involvement, Directing Forces, and Enjoyment Forces. Following this, we will present and discuss the specific Directing and Enjoyment Forces that predict continued Program Involvement. Finally, we will discuss those sources which predict the Enjoyment Forces component of the sport involvement model.

Measures of Model Components for Program Involvement

The questions measuring each component of the model in Figure 1 are presented below in their generic form. The surveys administered to each group were modified to reflect the specific sport and program (see Appendices F-1, 2). As you can see, more than one question was used to measure each of the categories. A single scale for each category was formed by combining all the questions for that category. For example, we used six questions to measure continued Program Involvement. Taken together the questions reflected our definition of this component, such as being determined to continue and not wanting to quit. Each athlete's score for continued Program Involvement was his/her
average score on these six items. The higher the score, the greater the expectation of continued participation.

**Sport Involvement**

Continued Program Involvement:

- Do you want to keep playing in (the program)?
- How dedicated are you to (the program)?
- What would you be willing to do to keep playing in (the program)?
- How hard would it be for you to quit (the program)?
- How determined are you to keep playing in (the program)?
- How proud are you to tell other people that you swim/play for (the program)?

**Directing Forces**

**Socialization:**

- Does your family talk about or watch sports?
- How much did your Mom want you to join (the program)?
- How much did your Dad want you to join (the program)?
- How much did your sister(s) want you to join (the program)?
- How much did your brother(s) want you to join (the program)?

**Investments:**

- How much of your time have you put into playing in (the program) this season?
- How much effort have you put into playing in (the program) this season?

**External Factors:**

Alternatives (Athlete is asked to list the one activity he/she would most like to do instead of the program, and then answered the following two questions):

- How interesting do you think this activity would be?
- How much fun do you think this activity would be?

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1 The name of the specific program was inserted on the surveys administered to athletes.
Constraints:

I feel I have to play (the program) so that I can be with my friends.
I feel I have to play (the program) to please my friends.
I feel I have to stay in (the program) because my parents have done so much.
I feel I have to play in (the program) to please my mom.
I feel I have to play in (the program) to please my dad.
I feel I have to stay in (the program) to please my head coach.
I feel I have to stay in this program so that people won't think I'm a quitter.

Potential Losses:

Would you miss being a swimmer/badminton player if you left (the program)?
Would you miss your head coach if you left (the program)?
Would you miss the good times you have had playing this season if you left (the program)?
Would you miss your new friends if you left (the program)?

Enjoyment Forces

Do you enjoy playing in (the program) this season?
Are you happy playing in (the program) this season?
Do you have fun playing in (the program) this season?
Do you like playing for (the program) this season?

In addition to these questions, we asked respondents to list the things that made it difficult for them to participate in the program and reasons they might not play next season. These free response measures were designed to identify specific Directing Forces that hinder continued Program Involvement.

Predictors of Continued Program Involvement

We found that the swimming and badminton groups differed in terms of the variables that predicted continued Program Involvement. For this reason, we will present the results from the two groups separately. The Figures presented for each group present the whole sport involvement model, with certain elements within the model shaded. The shaded portions show those elements that were significant influences on Program Involvement for that group.
Swimming. As highlighted in Figure 4, *investments* was the one category of *Directing Forces* related to continued *Program Involvement* for the swimmers. The greater the investment of time and effort in the program, the greater the expectation of continued participation. In addition, *Enjoyment Forces* were strongly associated with continued *Program Involvement*. The more swimmers enjoyed the program, the more they were committed to program participation. No other elements of the model were significantly related to *Program Involvement* for the swimmers.

Badminton. As indicated by the shaded portions in Figure 5, all of the significant predictors of continued *Program Involvement* for the badminton players came from the *Directing Forces* component. The strongest association was between the *external factors* subcategory 'potential losses' and continued *Involvement*. The more players felt they would lose their feeling of belonging to a sport group (i.e., missing their coach and their friends, and the feeling of being a badminton player), the greater their expectation of continued *Program Involvement*. The *external factors* subcategory 'alternatives' and
investments of time and effort in the program were also predictive of continued Program Involvement. However, they were not as strongly related to continued involvement as were 'potential losses'. Hence, having less interesting alternatives, and having made greater investments of time and effort tended to increase the expectation of continued Program Involvement.

Summary. Continued Program Involvement was best predicted for the swimmers by time and effort invested in the program, and their enjoyment of the program. Thus, both Directing Forces and Enjoyment Forces were influential for swimmers. For the badminton players, not wanting to lose a feeling of belonging ('potential losses'), along with (a) having less attractive alternative activities and (b) greater investments of time and effort were associated with greater expectations of continued Program Involvement. Thus, only Directing Forces were shown to reliably influence involvement for the badminton players.
The differences between the swimmers and badminton players in terms of predictors of continued Program Involvement reflect not only the differences between the two programs, but again, the differences between athletes at the initial and more advanced stages of sport involvement. For example, the association between enjoyment and continued Program Involvement for the swimmers probably reflects the fact that the swimmers have a good deal of experience in the program, as well as in the sport, and thus have a good grasp of the long term sources of satisfaction. The same friends are at practices and at meets, the practice routines are familiar, and for this reason the sources of enjoyment for these athletes are fairly stable. The positive relationship between Enjoyment Forces and continued Program Involvement for the swimmers indicates that a substantial portion of the Enjoyment Forces component reflects predictable or enduring enjoyment. On the other hand, the badminton players are fairly new to the program and the sport, and their enjoyment scores are likely to reflect more transitory sources of Enjoyment. For example, at one practice a player may make a leap forward on a specific skill; the following week there is no improvement, but a number of friends show up and they all have a good time. Such fluctuations would explain why the Enjoyment Forces were not associated with continued Program Involvement for the badminton players.

This explanation may also account for the importance that 'potential losses' (losing a sense of belonging) had for the badminton players. Because their sense of what is most enjoyable may not have stabilized, Directing Forces may be more important than Enjoyment Forces in determining the continued Program Involvement of these players. In the absence of a large number of specific experiences, the general sense of belonging may be a major source of motivation. The players do have friends in the program and have begun developing a working relationship with the coach. These factors may represent the first elements of a sports program that encourage young athletes to stay in a program or sport.

Finally, there is the relationship between the external factors subcategory 'alternatives' and the likelihood of continued Program Involvement for the badminton players. As we mentioned above, the players in this program are fairly new and may still be in the process of trying to decide whether or not to continue in the program (or even in the sport). To the extent that this is true, they may be acutely aware of alternative programs and activities (both sport and non-sport) that are available to them. For these beginning players,
alternatives to the current program or sport are still important. Once a player has "committed" to the program and the sport, however, alternatives may become much less salient. This is apparently the case for the swimmers. These athletes are highly committed to their sport and appear to take possible alternatives much less seriously. In fact, the swimmers gave us direct feedback to that effect. Many of the swimmers spontaneously commented that although they could do other things if they wanted, there was no way they would give up swimming in order to pursue these other activities. In effect, the swimmers have stopped paying much attention to their alternatives, even though such alternatives exist. This makes sense in light of the swimmers' greater investments of time and effort, which makes it more difficult for them to leave the program, and may discourage them from seriously considering their alternatives.

Specific Directing Forces That Hinder Continued Program Involvement.

Athletes in both programs were quite similar in identifying those factors that did or did not hinder their involvement or that might keep them from coming back the next season (see Figure 6). Notably, 28% of the two samples indicated that nothing made it difficult to participate, and very few swimmers or badminton players identified program costs or scheduling as significant deterrents to continued program participation. A little over half the athletes said that 'homework' made it hard for them to participate in their programs. Similarly, when asked to list those things that might keep them from playing next season, close to one-third of the athletes mentioned school or a related time concern, such as "no time" or "planning for college".

We were also interested in what specific alternatives athletes had to their current sport programs. Our measure of 'alternatives' asked athletes to list the one activity they would most like to do if they were not in the program. For both groups, the overwhelming response was to list some other sport (51% of the responses for swimmers; 43% of the responses for badminton players). No other category (e.g. play a musical instrument, play video games) came close to the other sports category. This indicates that these athletes would typically look for another sport program if they were to leave their present one.
Enjoyment and Its Sources

Recall that we defined Enjoyment Forces in terms of a positive, emotional response to the program. As reported earlier, the athletes in both groups gave high ratings for enjoyment in their present programs. These results definitely speak well for the two organizations.

Measures of Enjoyment and Its Sources

Consistent with our definition, we assessed Enjoyment Forces using four questions that measured the extent to which the athlete was (a) enjoying the program, (b) happy in the program, (c) having fun in the program, and (d) liked being in the program. Following the procedure outlined at the beginning of Section B, these items were combined to form the Enjoyment Forces scale.

We chose our measures of the sources of Enjoyment Forces by drawing from results of the elite figure skating study and our initial field study of goal attainment (see p. 4, Part I). We developed 18 questions that covered the range of possible predictors of sport.
Sources of Enjoyment

Notably, the sources of Enjoyment were the same for the swimming and badminton groups. We found that the eight significant predictors represented three basic categories of Program Enjoyment (see Figure 7). The first category reflected achievement aspects of sport enjoyment. The more athletes felt they knew the skills of their sport, the more their skills were improving, and the more often they felt they were doing their best, the more enjoyable their experience. It is interesting to note the fact that these primary sources of Enjoyment Forces represent the motivation to master sport skills.
The second category of enjoyment sources represented important adults recognizing the athlete's achievements. So, the happier athletes felt their parents and coaches were with their performance and the more their coaches helped them with the skills of the sport, the more enjoyable their experience in the program.

The final source represented the social or affiliation aspects of the sport experience. Thus, the more athletes were able to be with good friends and the more they got along with people who were important to them in the program, the more enjoyable they found the program to be.

SECTION C: LONG TERM SPORT INVOLVEMENT

Looking at the model with respect to long term involvement, we were interested in the effects of past and current program experiences on expectations for future sport participation. The following items were used as a scale to measure intentions to continue in sports over the long term:

- Do you want to keep playing sports?
- How determined are you to stay involved in sports?
- How hard would it be for you to quit sports altogether?

Measures of both continued Program Involvement and Enjoyment Forces were related to Long Term Involvement in sports. Importantly, this relationship was common to both groups. The more athletes expected to continue in the program and the more they enjoyed the program, the more they expected to be involved in sports in the future. This finding is significant because it indicates that experiences in a specific program have an important impact on general expectations about Sport Involvement. Importantly, we also found that the more fun athletes had experienced in previous sport programs, the more important organized sports were to them.
SECTION D: THE BIG PICTURE

The model of sport involvement has provided a valuable framework from which to describe the experiences of young athletes. In this first round of data collection, we have illuminated some of the common and unique elements in the sport involvement process, from initial seasonal involvement to intentions for long term involvement in sport.

Of considerable interest are the commonalities for the Enjoyment Forces component. Athletes across the range of involvement histories report that they enjoy their sport programs, and their enjoyment is based on the same sources. Specifically, the athletes indicate that skill achievement, personal recognition, and social affiliation make sport very enjoyable. Furthermore, these Enjoyment Forces are consistently important in decisions to join sport programs and to intentions for long term involvement in sport. By making certain that opportunities to experience the sources of enjoyment are available to athletes, organizations can optimize the quality of experiences within their programs.

The unique findings for the two samples shed light on the variations in factors that "push" or "pull" athletes into or out of sport. Differences of involvement history appear to modulate (a) the importance of Enjoyment Forces for continued Program Involvement, and (b) the importance of Directing Forces from initial Program Involvement to Long Term Involvement. Athletes with greater program experience evidence more stable, dependable, and influential sources of enjoyment during the season, and these Enjoyment Forces have a major impact on their program involvement. The Enjoyment Forces are more variable and less reliable for athletes with low involvement history, and therefore do not accurately predict seasonal involvement for these athletes as a group. Directing Forces appear to vary for groups at each level, from initial seasonal involvement to expectations for long term participation. This makes sense because Directing Forces are reflective of environmental and psychological circumstances which are likely to change with continued experience in a sport program. For example, alternative activities may become less attractive to an athlete who has experienced positive involvement in a program over several years. As the KidSport Project progresses, it is reasonable to expect that we will see variations in the sources of important Directing Forces based on numerous characteristics of athletes and programs.