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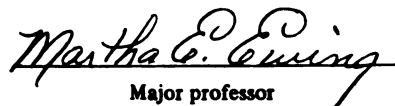
ACHIEVEMENT MOTIVES FOR PARTICIPATION IN AND
DROPPING OUT OF YOUTH SPORT PROGRAMS IN
THE COUNTRY OF JORDAN

presented by

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of the requirements for

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ACHIEVEMENT MOTIVES FOR PARTICIPATION IN AND
DROPPING OUT OF YOUTH SPORT PROGRAMS IN
THE COUNTRY OF JORDAN

By

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ABSTRACT

ACHIEVEMENT MOTIVES FOR PARTICIPATING IN AND DROPPING OUT OF YOUTH SPORT PROGRAMS IN THE COUNTRY OF JORDAN

By

Ahmed Hayajneh

There were two purposes to the present study. The first purpose was to examine the reasons children have for participating in and dropping out of sports programs in Jordan. The second purpose was to examine factors in achievement motivation that would discriminate between sport participants and sport dropouts in measures of perceived competence, perceived control, extrinsic/intrinsic motivational orientation, and achievement goals.

Questionnaires were administered to 73 male and 108 female sport participants, and 36 male and 44 female dropouts of sport programs. The subjects were between the age of 11 and 17, and were selected from both rural and urban public schools in Jordan.

The most important reasons for participating in sport programs were "liking the team spirit," "liking to improve skills," and "liking the action," while the most

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important reasons for dropping out of sport programs were "didn't learn new skills," "didn't like to compete," and "not enough team spirit." The only aspect of Harter's perceived control theory confirmed was "unknown success" as a source of motivation. Perceived physical competence was the only aspect of Harter's perceived competence theory confirmed, and the study did not support Harter's theory in terms of intrinsic/extrinsic motivation. The results did not support Maehr and Nicholls' theory except in ability achievement motivation.

It was concluded that Jordanian children have different reasons for participation in and dropping out of sports than American children. Harter's and Maehr and Nicholls' theories were found to be not applicable to the Jordanian culture.

DEDICATION

To My Mother

ACKNOWLEDGEMENTS

I feel genuinely indebted to a number of people. Without their help and support, this work either would not exist or would not be what it is.

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CHAPTER I

INTRODUCTION

Understanding motivation in young athletes has been an important topic of concern for youth sport leaders, parents, and coaches in North America. Recently, sport scientists have tried to understand this motivation by examining childrens' reasons for participation and discontinued involvement in sport (Ewing, 1984; Feltz & Petlichkoff, 1983; Gill, Gross & Huddleston, 1983; Gould, Feltz, Weiss & Petlichkoff, 1981; Orlick, 1972, 1974; Petlichkoff, 1982; Sapp & Haubenstricker, 1978). These investigators have found that children participate in organized sports for a variety of reasons. A study conducted by the Michigan Youth Sports Institute, for example, found that males and females ranging in age from 5 to 17 years participated in sports most often to have fun, to improve their skills, to meet new friends, and to become physically fit (State of Michigan, 1978). Gill et al. (1983) also found that fun, learning skills, affiliation, achievement, and challenge were the primary objectives young athletes had

for their sport involvement. Finally, Gould, Feltz, Horn and Weiss (1982) found that young swimmers aged 8 to 19 years rated having fun, staying in shape, being physically fit, improving their skills, and liking the team spirit as the most important reasons for participating in competitive swimming.

Researchers have also begun to examine why children in North America discontinue their involvement in organized sports (Ewing, 1981; Gould, Feltz, Horn & Weiss, 1982; Martens, 1978; McPherson, Marteniuk, Tihanyi & Clark, 1980; Orlick, 1974; Petlichkoff, 1982; Pooley, 1981; Sapp & Haubenstricker, 1978). Statistics have shown that the attrition rate in youth sport programs in North America is extremely high. For example, cross-sectional data collected on 103,000 young athletes in the Michigan Youth Sports study indicated that although there is an increase in participation in most youth sport programs up to the ages of 11, 12, and 13 years, there is a steady decline after these ages (State of Michigan, 1978).

Orlick (1974) found that of 60 cross-country skiing, ice-hockey, soccer, baseball, and swimming drop-outs, ages 7 to 19 years, 67% quit for reasons related to the competitive emphasis of the program (i.e., seriousness of the program, lack of enjoyment, emphasis on

being best, pushed too hard). Twenty-one percent of the dropouts discontinued their involvement because it conflicted with other non-sport interests. Other investigators have found that children discontinue their involvement in competitive sports because of work, not receiving enough playing time, fear of athletic failure, and a lack of fun associated with the sport experience (McPherson et al., 1980; Orlick, 1972; Sapp & Haubenstricker, 1978).

While these preliminary studies have provided valuable information for coaches and adult leaders involved in youth sport programs, they suffer from the lack of a theoretical model (Ewing, 1981). Much of the research has been descriptive in nature, with researchers being most critical of the contextual factors (e.g., the philosophy of the program). As Ewing has noted, these factors alone cannot explain why some individuals achieve under the same conditions that cause others to drop out.

One theoretical model that has recently been used to examine participation motivation of youth sport participants is Harter's (1978) model of competence motivation. Harter's model predicts that individuals (e.g., young athletes) who perceive themselves to be highly competent at a particular skill will persist longer at the skill and will be intrinsically motivated

in mastering the skill. In contrast, individuals who perceive themselves to have low competence at a skill will not maintain task persistence and interest will be extrinsically oriented in their motivation.

Harter (1978) does not view perceived competence as being a global trait or a unitary construct, but rather as having specific domains in the areas of physical, social and cognitive concerns, as well as general self-esteem. Harter (1982) found that children can differentiate among these domains by the time they reach third grade. Thus, according to Harter (1978), it is quite possible that a child at this age or older could show variations in motivation across these competence domains depending on his or her history of experiences and socialization.

Harter (1978) also feels it is necessary to consider the role of socializing agents in one's environment and the concept of internalization. Children learn mastery behaviors, in part, through the reinforcement of socializing agents such as parents, teachers, and coaches. Harter has hypothesized that a sufficient degree of positive reinforcement for mastery attempts is required for a child to develop and maintain the motivation to continue participation in achievement activity. As children develop, they begin to internalize aspects

of the evaluative feedback. Thus, through socialization processes, children begin to adopt the performance standards of socializing agents in their environment.

Along with internalization of performance standards, children also develop a perception concerning the degree to which they can control their performance outcome. Children's perceived control is also domain specific, as is their perceived competence. Harter (1981) theorized that a strong internal perception of control is dependent upon the type of internalization structure gained through socialization processes. For example, if a young athlete has been given a clear, consistent, and realistic evaluation about his or her performance, he or she will develop a consistent and realistic internalization structure and will perceive an internal source of performance control. Subsequently, a child's high degree of perceived control results in high perceptions of competence, whereas the belief that powerful others (e.g., coaches and teachers) are responsible for his or her performance leads to low perceived competence.

Motivational orientation is defined by Harter (1978) as the motivational stance which a child adopts toward a specific achievement domain (e.g., intrinsic orientation regarding sport participation) and provides a measure of the underlying reason for engaging in

particular achievement-related behaviors. As mentioned previously, perceived competence provides a domain-specific measure of self-esteem and perceived control provides a domain-specific measure of a child's perception of who or what is responsible for their success or failure in a particular achievement area. From these three constructs, Harter would predict that children who are oriented toward intrinsic mastery in sport, who perceive themselves as competent, and who identify themselves as primarily responsible for their success and failure are also more likely to remain in sport than children who are oriented towards extrinsic mastery, have low perceived competence, and believe others are responsible for their performance.

Despite the intuitive appeal of Harter's (1978) model for studying participation motivation in young athletes, few studies have actually been conducted to test its contentions in the sport domain (Feltz & Brown, 1984; Feltz & Petlichkoff, 1983; Horn, 1982; Horn & Hasbrook, 1984; Roberts, Kleiber & Duda, 1981; Weiss, Bredemeier & Shewchuk, 1984). Roberts et al. (1981) conducted one of the first studies in sport based on Harter's (1978) model. They reported that children who participate in organized sport programs were higher in perceived physical competence than nonparticipants.

Feltz & Petlichkoff (1983) found that interscholastic sport participants were higher in perceived physical competence than dropouts.

Weiss et al. (1984), however, conducted the only study to date that has examined the relationships among all the constructs relevant to Harter's (1978) model: intrinsic/extrinsic motivational orientation; perception of competence; and perception of control. They investigated the causal relationships among variables reflecting perceived competence, perceived control, motivational orientation, and physical achievement for children aged 8 to 12 years who were participants in a 7-week summer sports camp. They found support for Harter's contention that children's perceived competence influences motivational orientation and actual competence. Thus, these initial findings emphasize the powerful role that early successes in sport and approval for mastery attempts have in helping form a child's positive self-views, for it is these self-views which were found to be productive of achievement and motivation in sport. However, Weiss and her colleagues (1984) have not examined these variables with children who have dropped out of sport, nor have they compared Harter's model with other models of participation motivation.

A second theoretical model which holds promise for understanding and explaining such achievement behaviors as persistence in and withdrawal from sport has recently been proposed by Maehr and Nicholls (1980). Drawing upon attribution theory, Maehr and Nicholls argue that in order to understand motivation it is necessary to study achievement within a specific achievement context. Thus, to understand why some children persist in sports whereas others drop out, researchers must look at the achievement goals of the athlete within the sport context.

Maehr and Nicholls (1980) hypothesized that at least three forms of achievement goals may exist. Specifically, they defined an ability orientation or goal, a task orientation, and a social approval orientation. Each goal interacts with an achievement situation to affect motivation.

Ability Goal. A person operating from an ability orientation has a goal of maximizing the probability of attributing high ability to oneself while minimizing the subjective probability of attributing low ability to oneself (Maehr & Nicholls, 1980). The primary concern of the athlete is with one's own ability and how it relates to the ability of others. As long as athletes feel that they are demonstrating ability in sport, they

continue participating. However, when athletes perceive themselves to be low in ability, exposure of this low ability in sport is not very satisfying. Thus, athletes may drop out to avoid this unpleasant experience.

Task Goal. Individuals operating from a task orientation are cognizant of the importance of ability, but demonstrating ability to others is not critical. These individuals tend to focus on performance of the task and doing as well as possible, or improving or perfecting a skill or task. This orientation may be described as being intrinsically motivated (Roberts, 1984). Maehr and Nicholls (1980) argue that children operate from a task orientation when initially approaching an achievement situation. Athletes operating from a task orientation would persist in sport because of the joy derived from the challenge provided by sport and the improvement of one's skills to meet the challenge.

Social Approval Goal. The goal of this person is to have significant others, coaches, spectators, parents, and teammates approve of their efforts to perform the task. This form of achievement goal focuses upon effort. Athletes recognize that the approval of the coach or one's parents is dependent upon effort. Thus, to the athlete, success and failure in sport is based on obtaining the coach's approval. Persistence in

sport occurs when approval is obtained; withdrawal occurs when approval is not obtained.

In an attempt to determine if these multiple goals existed and whether they interacted with the sport experience to affect persistence and participation, Ewing (1981) surveyed freshman and sophomore high school students who were currently participating in sport, had voluntarily dropped out of sport, or had never participated in organized sport. She found that multiple goals existed and that the ability and social approval goals as proposed by Maehr and Nicholls (1980) were particularly strong orientations. In addition, Ewing found that children who operated from a social approval orientation persisted longer in competitive-oriented sports and that ability oriented children dropped out at a much higher rate. This finding was true for both males and females.

In a follow-up study, Ewing, Roberts and Pemberton (1984) found that, cognitively, children did not differentiate among Maehr and Nicholls' (1980) achievement goals until the age of 12. Prior to age 12 children do not differentiate the concepts of ability and effort. Thus, Maehr and Nicholls' theoretical model does not appear to be appropriate to use with children until they reach age 12.

Although there is an accumulating body of research --both descriptive and theoretical--on the subject of athletes' participation motivation and their reasons for continuation and dropping out, there is a need for further investigation on this topic. Most of the current, available research has been conducted in North America (the United States and Canada). These findings may be different for children from other cultures. Due to the developing nature of the country of Jordan (having only been a modern state for less than one-half century), many programs, particularly those in sports, are in their infancy. Not only would a study of this type aid administrators, faculty, and coaches in Jordan to continue to develop the most positive and appropriate programs and means of education to help facilitate sports participation of all ages and sexes, but it would be useful to educational researchers in identifying the cultural boundaries of Harter's (1978) and Maehr and Nicholls' (1980) motivational theories as they apply to sport.

Purpose of the Study

There were two purposes to the present study. The first purpose was to determine the reasons that young athletes have for participating in and withdrawing from sports programs in the country of Jordan. The second

purpose of the study was to examine factors in achievement motivation that would discriminate between youth sport participants and dropouts on measures of perceived competence, perceived control, extrinsic/ intrinsic motivational orientation, and achievement goals.

Questions which Guide the Study

1. What are the most important reasons that children in Jordan have for participating in competitive sport?

2. What are the most important reasons that children in Jordan have for dropping out of competitive sport?

3. Do young males and females have the same reasons for participating in or dropping out of sport?

4. Do religion, tradition, coaches and teachers have an impact on participation in sports?

5. What motivational variables from Harter's (1978) and Maehr and Nicholls' (1980) theories can discriminate between sport participants and dropouts?

Research Hypotheses

HARTER'S THEORY:

(1) PERCEIVED CONTROL:

Children who perceive the control over the outcomes of performance situations as internal are more likely to maintain their participation in sport than children who

perceive the control over the outcomes of performance as belonging to powerful others, or as external and unknown.

(2) PERCEIVED COMPETENCE:

Children who scored high on physical competence and general self-esteem are more likely to maintain sport participation than children who scored low on physical competence and general self-esteem.

Scores on cognitive and social competence will not have a significant effect on sport participation or dropping out.

(3) EXTRINSIC/INTRINSIC MOTIVATION:

Children who are intrinsically motivated are more likely to stay in sport than children who are extrinsically motivated.

MAEHR AND NICHOLLS:

- (1) Children who score high on task orientation are more likely to persist in sport.
- (2) Children who score high on social approval goals are more likely to drop out of sport.
- (3) Children who score high on ability orientation are more likely to maintain their sport participation.

ADDITIONAL HYPOTHESES:

CULTURE, TRADITION AND RELIGION:

- (1) Misinterpretation of religion has a stronger negative effect on girls' participation in sports than on boys' participation.
- (2) Misinterpretation of religion has a stronger negative effect on sport dropouts than on sport participants.
- (3) Teachers and coaches have a stronger effect on girls' participation than on boys' participation.

- (4) Tradition has a stronger negative effect on girls' participation than on boys' participation.
- (5) Tradition has a stronger negative effect upon dropouts in sport.

OTHER:

- (1) Girls' reasons for participating in sport are different from boys' reasons for participating in sport.
- (2) Rural children are more likely to drop out of sport than urban children.
- (3) Younger children are less likely to drop out of sport than older children.

Delimitation

This study was limited to youth sport participants and dropouts (ages 11 to 17 years) from public school sport programs in Jordan.

Definitions in this Study

The following operational definitions apply to the present study:

Athlete - An athlete is a person who has completed the 1984- 1985 season in organized sport.

Dropout - A dropout is defined as an athlete who was involved in organized sport during the 1984-1985 season and who decided not to complete the season, or who previously competed in a sport in the 1983-1984 season, was still eligible to compete, but chose not to return to competition in the 1984-1985 season. A

dropout is also one who did not continue in another sport after dropping out of a current sport.

Government or Public School - A government/public school is one that is administered and financed by the Ministry of Education in Jordan.

Organized Sports - Organized sports are competitive team and individual activities that are organized by the Ministry of Education in Jordan.

Elementary School - An elementary school is one that corresponds to the American system of elementary schools, consisting of 1st through 6th grades, with average student ages ranging from 5 to 11 years.

Preparatory School - A preparatory school is one that corresponds to the American system of junior high school, consisting of 7th, 8th, and 9th grades, with students' average ages between 12 and 14 years.

Secondary School - A secondary school is one that consists of grades that correspond to the American system of high school, consisting of 10th, 11th, and 12th grades, with the students' average ages between 15 and 18 years.

Young/Youth - These words are defined as boys and girls between the ages of 11 and 17 years.

Limitations

This study is limited by the questionnaires employed which have been developed within the North

American culture only. One cannot assume that the questionnaires will be valid and reliable for samples outside the culture.

This study also includes all the limitations which are characteristic of survey studies (e.g., nonrandom assignment to groups and inability to control extraneous variables). Additionally, the Arabic questionnaire was written originally in English and translated into Arabic, which may affect the meaning of the words.

Assumptions

1. Self-reports represent a true indication of respondents' motivational orientations and reasons for participation in or withdrawal from sport.

2. Subjects understood the questionnaires.

3. The intent of questions was not changed in translation.

CHAPTER II

REVIEW OF LITERATURE

The first step in understanding the motivation in young athletes is the identification of their reasons for participation (Gill et al., 1983). Most coaches and physical educators have relied on their own intuitions and insight to determine such information in the past. Recently, sport scientists have tried to understand this motivation by examining children's reasons for participation and discontinued involvement in sport (Ewing, 1981; Feltz & Petlichkoff, 1983; Gill et al., 1983; Gould et al., 1981, 1982; Orlick, 1972, 1974; Petlichkoff, 1982; Sapp & Haubenstricker, 1978).

While these preliminary studies have provided valuable information for coaches and adult leaders involved in youth sport programs, they suffer from the lack of a theoretical model (Ewing, 1981). Much of the research has been descriptive in nature, and cannot explain why some individuals achieve in sport under the same conditions in which others drop out. Two models in the achievement motivation literature that appear to have direct application to understanding participation

motivation in youth sport are Harter's (1978) model of competence motivation and Maehr and Nicholls' (1980) model of achievement orientation. Thus, the following review of literature is divided into two sections. The first section provides an in-depth examination of the descriptive research in participation motivation. This section focuses on studies that examine why children participate in sport and why they discontinue participation. The second section describes the theoretical models for children's motivations in sport and reviews the sport literature based on these models.

Descriptive Research in Participation Motivation in Youth Sports

Why Children Participate in Sport

One of the most extensive studies to date, by Sapp and Haubenstricker (1978), examined why males and females participate in sports programs. This study revealed that over 94% of the respondents competed to have fun, 80% participated to improve their skills, and just over 50% of the respondents stated that physical fitness and camaraderie were their motives for involvement. Approximately 30% of the respondents rated parental influence as important, whereas "nothing else to do" and "feeling important" were rated by less than 29% of the respondents as being important.

In another study (Gill et al., 1983), participation motivation was examined in 220 boys and 418 girls at a summer sports school. Responses from the questionnaire revealed that improving skills was the reason considered most important for sports participation by the subjects. This reason was followed by having fun, learning new skills, being challenged, and being physically fit. In the same study, Gill and her colleagues also investigated any possible differences in reasons for participation between genders. Both boys and girls rated improving their skill as the most important reason for participation. Girls rated having fun as the second most important reason for participation, followed by learning new skills, being physically fit and liking the challenge. Boys on the other hand, rated liking the challenge as second, followed by liking competition, having fun, and learning new skills.

Gill et al. (1983) also used factor analysis in an attempt to identify dimensions or general categories of participation motivation. The results of factor analysis in this study suggested that reasons for participation can be grouped into eight categories as dimensions of participation motivation: achievement/status, team, fitness, energy release, situational factors, skill development, friendship, and fun. There were minor

gender differences in that boys placed more importance on the category of achievement status than did girls, but overall the responses of boys and girls were similar.

Further examination of participation motivation was conducted by Gould and his colleagues (1982) to examine whether swimmers who differed in gender, age, and level of experience differed in their participation motives. Of 365 swimmers, ranging in age from 8 to 19, the general results indicated that having fun, staying in shape, wanting to be fit, and wanting to improve skills were the most important motives for participation. These results were similar to those reported by Gill et al. (1983) and Sapp and Haubenstricker (1978). Significant gender differences were found in only four of the 14 items: females rated liking fitness, liking friendship, having something to do, and having fun as being more important than males. In terms of age differences, the investigators found that younger swimmers (ages 8-11 years) rated achievement reasons as more important than older swimmers (ages 12-19 years).

Another study that supports the previous research finding was conducted by Griffin (1978). In a comprehensive study of two youth football leagues, more than 95% of the boys reported that having fun was more important

than winning. The boys also stated that having fun, learning to work with others, and learning sportsmanship were important values that they derived from participation.

Finally, a recent study in participation motivation was conducted with elite ice hockey players who were invited to participate at special camps sponsored by the Amateur Hockey Association of the United States (Feltz, Ewing, Albrecht & Schultz, 1984). The players, who ranged in age from 15 to 18 years, indicated the most important reason for their participation was to go on to a higher level of competition. This reason was quite different from the previously mentioned studies. However, the remaining top four reasons were to improve skills, to compete, to have fun, and to be challenged. These reasons are very similar to other athletes at non-elite levels and at younger ages.

Why Children Discontinue Sports Participation

In addition to examining young athletes' motivations for participation, researchers have also begun to examine why children discontinue their participation in organized sports (Ewing, 1981; Gould et al. 1982; Orlick, 1974; Petlichkoff, 1982; Pooley, 1981; Sapp & Haubenstricker, 1978). Data from the cross-section of 103,000 young athletes in the State of Michigan (1978)

study showed that over 30% of the athletes surveyed did not plan to compete in the next year. Because of these findings in high attrition rates, researchers have begun to examine the reasons for young athletes dropping out of sports.

In a study by Orlick (1974), 60 athletes between the ages of 7 and 19 years were interviewed. Results indicated that 67% of the respondents dropped out for reasons related to overemphasis on winning in the program (i.e., seriousness of the program, lack of enjoyment, emphasis on being best, and pushed too hard). More than 50% of the respondents stated that overemphasis on winning was their main reason for dropping out. Interview results also showed that 31% of the dropouts indicated conflict with other non-sport interests as a major reason for dropping out. In addition, Orlick found that the age of the dropouts affected their reasons for discontinuing sport involvement. All elementary school-aged children cited an overemphasis on winning as a major cause for dropping out, while 60% of high school children cited their reason for dropping out as a conflict of interest. For the children who cited overemphasis on winning as their major reason for dropping out, 60% said they were not successful, while 40% said that they discontinued their involvement because they did not play.

Orlick (1972) also conducted an earlier study in which he interviewed younger (8-9 years) sport participants and non-participants to determine their perception of sports involvement. He found that 75% of the respondents who dropped out felt they were not good enough to make the team, but they would try again if they thought they would make the team for sure. In addition, he found that all of the respondents were very aware that they had to be good to be able to make the team and actually play. Orlick concluded that the fear of disapproval or failure has an influence on certain children in terms of the extent to which they hesitate to participate.

Pooley (1981) conducted a study of 50 soccer dropouts ranging from 10 to 15 years of age and found that 30% of the respondents dropped out because of an overemphasis on winning, and almost 50% because of a conflict of interest. Additional interview questions, however, showed that conflict of interest reasons occurred most often when the boys became interested in another sport or activity. It is also possible that the conflicts occurred because a particular sport was not as enjoyable as the boys had expected.

In the State of Michigan study, Sapp and Haubens-tricker (1978) found that 32% of the males and 37% of

the females cited that they would be discontinuing their involvement in sport. Sixty-three percent of the males and 65% of the females who were dropping out stated that their reason for doing so was being involved in other activities. Forty-three percent of the males and 44% of the females stated that they would be dropping out due to working. This study also found that the most significant gender difference in their reasons for leaving was that 34% of the males felt that they were too old to continue participation, while only 18% of the females cited this as a reason. McPherson, Marteniuk, Clark and Tihanyi (1980) also examined the attrition in youth sports by surveying over 1,000 active youth swimmers. Approximately 70% of the respondents indicated that they had one or more friends who quit the team during the year. The reasons the swimmers gave for their friends dropping out included too much pressure, too time-consuming, too much emphasis on training, overemphasis on winning, lack of fun, and too expensive.

In a study by Gould, Feltz, Horn and Weiss (1982), 50 swimming dropouts ranging in age from 10 to 18 years were surveyed to discover the various importance that different reasons played in the former swimmer's decision to discontinue swimming. The results revealed that having other things to do was the major reason for

discontinuing swimming involvement. Other reasons rated important by the swimmers included "I was not as good as I wanted to be," "I did not have enough fun," "I wanted to play another sport," and "I did not like the pressure." Gould and his colleagues concluded that the majority of youth swimmers who discontinue participation do so because of interest in other activities, and not because of excessive pressure, lack of fun, and/or overemphasis on winning.

The descriptive research examining why children participate in sport has indicated several common reasons for participation. Young athletes--even at elite levels--participate primarily to have fun, to improve their skills, to be challenged, to be physically fit, and to be with friends. Similarly, the descriptive research on youth sport dropouts has revealed several common reasons for discontinuing participation. Young athletes drop out primarily because of interests in other sports or activities, the competitive emphasis of the program, or the increased desire to work. However, the literature also shows some differences among age groups, gender, and ability levels. Such studies cannot explain what underlying variables might cause these differences to occur. Therefore, a need exists to examine participation motivation within a theoretical framework.

Theoretical Models for Children's Motivation in Sport

Harter's Model of Perceived Competence

One theoretical model that has been used to examine participation motivation in youth sports is Harter's (1978) model of perceived competence. Several investigators have theorized that attribution of ability and the self-concept of ability play a central role in mediating motivation (Bandura, 1977; Harter, 1981; White, 1959). The concept of competence was first introduced by White (1959) as a psychological construct mediating intrinsically motivated behavior. He suggested that individuals act because they feel a need to have an effect on their environment. If performance attempts are satisfying, one feels competent, providing feelings of efficacy and inherent pleasure; in such a case, one is also likely to want to repeat the performance. Yet White's theory did not lend itself to empirical observation due to the fact that he viewed competence motivation as a global motive, directing all achievement-oriented tasks.

Harter (1978) proposed a more specific model of motivation which could be empirically tested. Harter identified specific domains in which competence could be

measured, in addition to viewing one's perceptions of competence as the central mediator of one's motivation to achieve in a particular area. The three competence domains that Harter specified were physical, cognitive, and social perceived competence, in addition to a general area termed self-worth. She also demonstrated the importance of each domain being assessed independently rather than assessing a collection of specific and overlapping items, from which a total score is used to assess self-concept. Children may feel positive about their physical and social skills, negative about cognitive ability, but still have a generally positive feeling about themselves. This valuable information can be lost in using a composite score through neutralizing the subjects' strengths and weaknesses. (See Appendix A for a sample of Harter's Perceived Competence Scale).

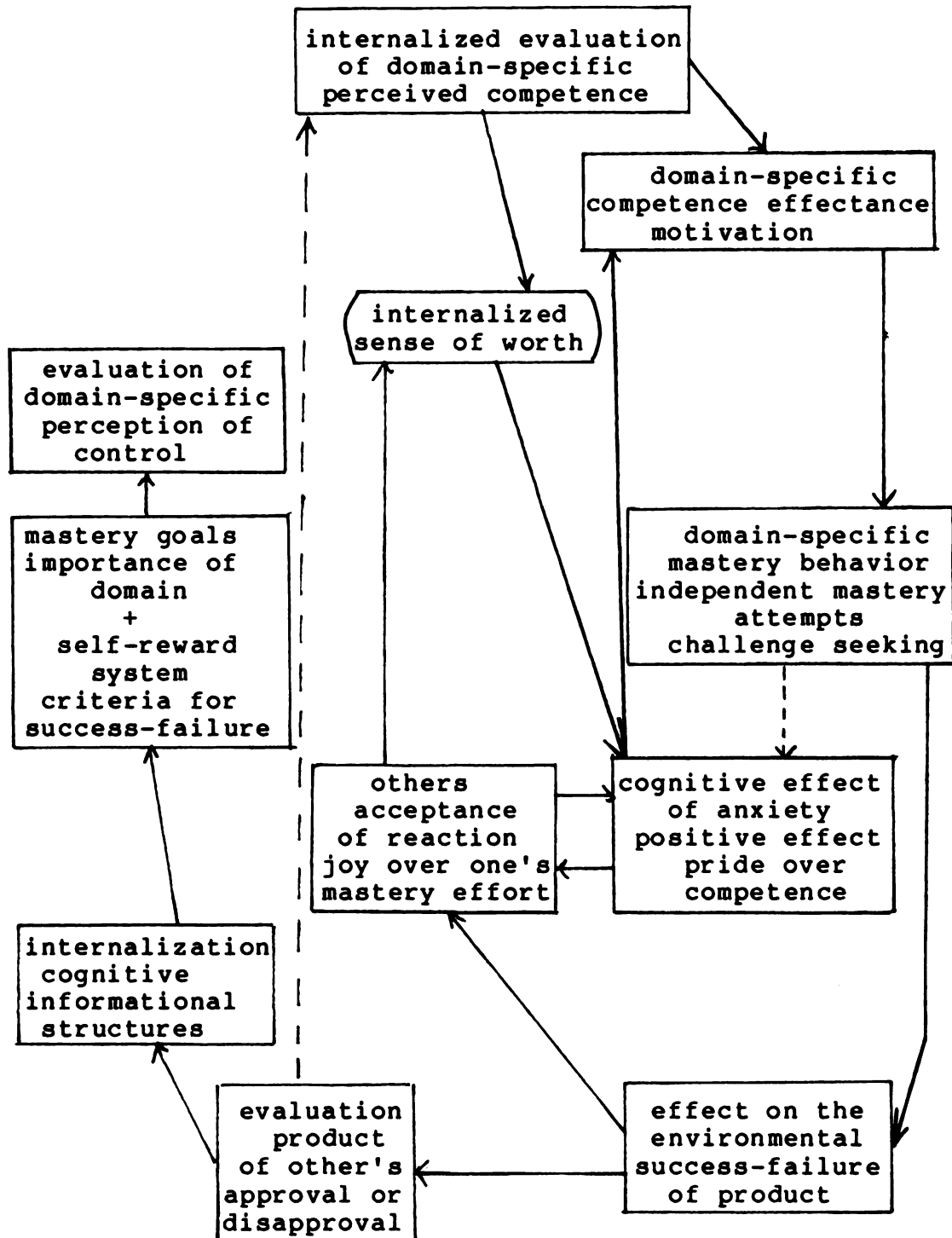
Harter's (1978) model provides an approach for understanding factors that cause children to choose, to achieve, and to persist in achievement situations. Primarily it is available as a larger theoretical model providing some evidence for relationships among variables related to achievement motivation in physical activity. Harter (1981) has conceptualized her model as a three-phased one that explains the development of motivation from infancy through the elementary years but

concentrates on early childhood and elementary years, with the key component in the development of motivation being perceptions of competence. Only the third phase (illustrated in Figure 1) is reviewed in this chapter, since the first two stages pertain to the development of motivation for infants and very young children.

During the period of Phase III, children develop the capacity for logical thought and an appreciation of cause and effect links which can be symbolized, internalized, and verbally coded. Through modeling, instruction, and direct reinforcement children adopt the standards of the significant others in their world. They internalize a system of mastery goals which defines the importance of success in a given domain. Children also internalize a set of criteria by which they can judge how successfully they have performed or mastered these tasks. The approval of the significant other becomes transformed into self-approval or self-disapproval. To the extent that they are self-approving, it serves the function of self-reward. If performance does not meet the standards internalized, the self-evaluation may lead to disapproval and self-depreciation.

The degree to which children internalize these mastery goals and criteria for judging their successes and failures is hypothesized to influence their sense of

FIGURE 1. Harter's Model of Perceive Competence, Phase III



Phase III: Internalization of cognitive-informational-evaluative structure.

control over these events. Children may indicate that they themselves are responsible for the success and/or failure in their lives, they may see the significant others in the environment, or they may indicate that they simply do not know what or whom is responsible for what happens to them. To the extent that children have been given clear messages about what constitutes successful or unsuccessful behavior and have internalized these standards, one would expect a relatively internalized sense of control over behavior. If these messages are unclear or inconsistent, children may not internalize an understanding of why a particular success or failure occurs and either cite ignorance, or see the locus of control residing in other people.

The final link in the chain involves children's internalized evaluation of perceived competence. As children internalize a system of mastery goals, criteria for success and failure, and a set of perceptions concerning the source of control over these events, a sense of competence begins to develop. If these perceptions of control are relatively internal so that the child feels responsible, it is likely that they will have a positive sense of competence. If children do not know who or what is in control, or view significant others as responsible, it is likely that their sense of competence

will be relatively negative. In addition, children lacking faith in their own competence may develop a more extrinsic orientation in which they attempt to meet the demands of significant others in their environment, not having internalized their own system of mastery goals. Yet, children who have received clear and consistent feedback, and who have an internal perception of control, are more likely to develop an intrinsic orientation in defining their successes and failures.

There has been a growing body of evidence in support of the theoretical relationships between perceived competence and motivation to achieve (Harter, 1979, 1981, 1982; Lewko & Ewing, 1980; Roberts et al., 1981; Spink & Roberts, 1980). Perceived competence has most frequently been assessed by means of scales, such as Harter's (1979) Perceived Competence Scale for Children, or by having children rank themselves according to peers. In two studies, Harter (1981) examined the relationships among several components of her model as applied to the cognitive domain. She measured the relationship between intrinsic motivation, perceptions of competence, perceptions of control, and actual competence. Her study revealed that children who were intrinsically motivated perceived themselves as more

competent than others, were more competent, and had a greater understanding of what controlled their success or failure. Conversely, children who perceived themselves as less competent had lower achievement, were extrinsically motivated, chose to perform easier tasks, and did not know what controlled their success or failure.

In terms of the physical domain, studies have provided support for a relationship between perceived competence and motivation to participate in sports. Roberts et al. (1981) utilized Harter's perceived competence scale to test Harter's theory relative to sport. They found that participants who demonstrated higher levels of perceived competence were more persistent and had higher expectations of future success in addition to attributing outcomes to ability. However, in another study by Lewko and Ewing (1980), results suggested that boys perceive their ability to be high regardless of their level of involvement, while participating girls perceived themselves to be significantly higher in competence than non-participating girls. Although the results are contrary to Harter's theory, the method of assessment may have affected the results; being good in sports is usually socially desirable for boys. In Roberts et al. (1981) and Harter's (1982)

studies, more sophisticated and psychometrically sound scales were used in support of Harter's theory.

Feltz and Petlichkoff (1983) conducted a study examining the relationship between perceived competence and length of involvement in sport using Harter's (1979) Perceived Competence Scale for Children. The results suggested that there is a small but positive relationship between perceived competence and length of involvement in sport. They also found that participants had higher levels of perceived competence than dropouts. In another study by Horn (1985), 72 athletes were examined in terms of the relation between coaches' feedback and athletes' changes in perceived competence. Horn found that coaches' behavior had an effect on players' perceptions of competence.

In a study by Feltz and Brown (1984), Harter's (1979) perceived competence subscale was modified to specifically apply to soccer. Two hundred seventeen soccer players between the ages of 8 and 13 years were tested in order to discover whether or not a sport-specific scale would provide additional information to Harter's questionnaire. The results showed that perceived soccer competence had higher internal consistency than perceived physical competence. Finally, in a study by Weiss, Bredemeier and Shewchuk (1984), results

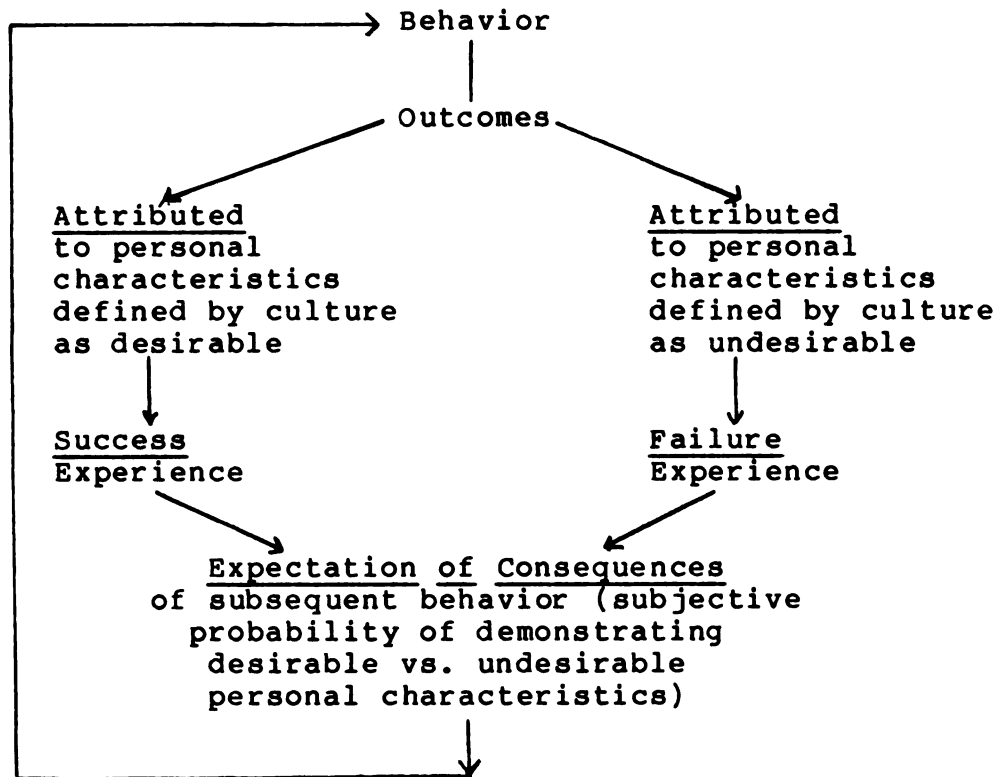
showed that perceptions of one's competence in physical activity has an impact on actual competence. In all of the above studies testing aspects of Harter's model, support has been shown between perceived competence and achievement behavior.

Maehr and Nicholls' Model of Achievement Orientations

A second theoretical model available to researchers interested in participation motivation is Maehr and Nicholls' (1980) model of achievement orientations. In this model (see Figure 2), perceived ability is related to achievement behavior. The two basic assumptions of this theory are that people's actions are motivated by a desire to demonstrate and/or develop high ability (a desirable characteristic) and to avoid demonstrating low ability (an undesirable characteristic), and that peoples' actions are purposeful. In addition, individuals can perceive their own level of ability in three ways: (a) individuals may view their competence relative to their past performance; (b) individuals may view their competence relative to their peers; and (c) individuals may view their competence relative to a standard of excellence.

Within this model Maehr and Nicholls (1980) propose the existence of three achievement goals, namely,

FIGURE 2. Maehr and Nicholls' Model of Sport Achievement Behavior Outcome



ability, task, and social approval. In an ability orientation, children who perceive their ability to be greater than others around them will continue in that activity. For those who perceive their relative ability to be low, withdrawal from the activity is likely. For children who are task oriented, their motivation will be intrinsically derived because their joy is derived simply from the challenge of a task, leading to the continuance of an activity. Thirdly, children who hold a social approval goal will continue sport participation if they are obtaining approval for their performance, while dropping out will occur if they are not obtaining that approval. Thus, through understanding an individual's achievement goal, we may understand better why some children persist while others do not.

Ewing (1981) confirmed the existence of more than one dimension of achievement motivation. Using factor analytic techniques, three factors emerged which closely resembled the concepts of social approval, task, and ability achievement orientation. A fourth factor, intrinsic achievement orientation, appeared to be a variation of Maehr and Nicholls' (1980) task orientation. However, it appeared that both the ability and social approval orientations were stable and reflected the concepts as described by Maehr and Nicholls.

A corollary issue to the existence of achievement orientations was the age at which children were cognitively mature to employ the orientations. In a study by Ewing, Roberts and Pemberton (1984), 102 males and 69 females ranging from 9 to 14 years of age were tested through a questionnaire designed to assess achievement orientations. Results of the factor analysis revealed that facets of hypothesized achievement goals of sport competence, sport mastery, and social approval existed for all age groups. In terms of development, the combination of ability and effort statements suggests that young children are unable to distinguish between relative contributions of effort and ability in determining success in sport until age 13.

In another study by Duda (1981), the perceptions of high school boys and girls relative to their preferred domains of achievement were assessed. She looked at contexts of both the classroom and the playing field, investigating four general categories: team versus individual contexts and competitive versus noncompetitive contexts. Students were then asked to choose one of the achievement contexts in which he or she would prefer to succeed. Across all four achievement categories, boys preferred to succeed in sport rather than the classroom context and girls preferred to do the same with the

exception of the individual competitive achievement context. Both boys and girls considered the achievement domain of sport an important context in which to engage.

Summary

The first section of this chapter examined literature that approached participation motivation for both sport participants and dropouts on a descriptive level. Although there is a scarcity of research in this area, it was concluded that the major reasons young athletes participate in sport are to have fun, to be with friends, to improve their skills, and to become physically fit. In addition, it was concluded that there is yet a great deal of work needed in the area of examining reasons for withdrawal from sport due to conflicting findings of what research is available to us today.

The second section of this chapter examined literature that attempted to apply models and theoretical constructs to participation motivation in the hopes of obtaining the ability to predict participation and withdrawal. Two major theories which hold potential for future research are Harter's Model of Perceived Competence and Maehr and Nicholls' Model of Achievement Goals. Both models have found support in the sport environment. Harter's has been most successful with children under 12 and Maehr and Nicholls' appears to be

more applicable with children over 12 years of age. Yet, there is a great need for further research to test these theories.

Finally, in the literature available to date in North America, there are no examples of how either of these models, and how reasons for participation, apply to different cultures. There is a tremendous need for research that may delineate any cultural boundaries in terms of the above cited research.

CHAPTER III

METHOD

Subjects

Subjects consisted of 261 students enrolled in the public schools from the district of Irbid, Jordan. The subjects were selected from 6 urban and 5 rural schools. These students ranged in age from 11 to 17 years. From this sample of students, 152 were female and 109 were male. Of these subjects, 108 females and 73 males were participants, and 44 females and 36 males were dropouts. The students were identified by teachers and coaches. The number of females was large, perhaps, because of the enthusiasm of females in Jordan to facilitate such studies since sport is a new movement in Jordan.

Questionnaires

The questionnaires used in this study were designed and written in English. The researcher and a team from the physical education faculty in Jordan together translated the English copies into Arabic. In those instances where translation was difficult, group consensus (2/3 of the group) was used for the final translation.

Personal Data Questionnaire. A personal data questionnaire was constructed to obtain basic demographic and sport history information for each subject. The information obtained from the questionnaire was used to substantiate the classification of subjects as participants or dropouts. (See Appendix B for a copy of the questionnaire.)

Reasons for Participation in Sports Questionnaire. The questionnaire was designed by Gill et al. (1983) to measure reasons for participation in youth sport. The questionnaire consisted of 30 possible reasons for participating in sport. The relative importance of various reasons for participation were assessed on a 5-point scale ranging from "very important" (5) to "not at all important" (1). The validity and reliability of the questionnaire have not yet been established. The questionnaire is presented in Appendix C.

Reasons for Dropping Out of Sports Questionnaire. This questionnaire was a modification of the Gould et al. (1982) instrument which had been designed to assess reasons for dropping out of youth swimming. The questionnaire was modified to apply to sports in general rather than swimming specifically. The questionnaire consisted of 31 possible reasons (e.g., "I did not like to compete") for discontinuing youth sport involvement. The relative importance of various reasons for dropping

out were assessed on a 5-point scale similar to the questionnaire designed for participants. The validity and reliability of this questionnaire have also not yet been determined. (A copy of this questionnaire is found in Appendix D.)

Cultural Questionnaire. The purpose of this questionnaire was to understand the environmental, traditional, religious, and social factors that affect participating in and dropping out of sport in Jordan. The questionnaire included 24 statements, of which each has four items to assess the attitudes that subjects have toward sport participation. These items range from "very true" (4) to "not at all true" (1) (See Appendix E). The researcher constructed the questionnaire based upon his knowledge of the culture in Jordan. Reliability and validity have not been determined for this questionnaire.

Overall Ability Questionnaire. This questionnaire was designed to find out how children in Jordan perceive themselves in terms of their ability in sport skills. The question of perceived sport ability was rated on a nine-point scale, with 1 being "very poor" and 9 being "excellent." (See Appendix F for a copy of this questionnaire.)

Perceived Control Questionnaire. The purpose of the Perceived Control Questionnaire was to assess the

degree of responsibility children feel for both successes and failures in sport, one of Harter's four competence domains. Harter's Perceived Control Questionnaire was developed to assess the degree to which a child perceived their source of control within the four competence domains. The three sources of control are self or internal, powerful others or external, and unknown. Childrens' perceptions of the extent to which each source is responsible are measured independently. The format of this instrument is very similar to that used in the perceived competence scale in that the social desirability effects are minimized. Twelve items assessing perceived control in the physical competence domain were chosen from the original questionnaire for the purposes of this study. Items were rated on a 4-point scale ranging from "very true" to "not true at all." (See Appendix G)

Perceived Competence Questionnaire. Harter's (1979) Perceived Scale for Children was administered to assess general self-esteem and perceived physical, cognitive, and social competence. (A copy of this questionnaire is given in Appendix H.)

Each of the subscales consisted of seven items and was scored on a 4-point ordinal scale. A score of 1 indicated low perceived competence and a score of 4

indicated high perceived competence. The questionnaire used a "structural alternative format" in which subjects were asked to decide which of two types of person they were most like. They were then asked to decide whether the description of that kind of person was "sort of true" or "really true" for them.

The reliability estimates for Harter's four subscales, based on a measure of internal consistency within the subscale, were .73 for general self-esteem, .83 for physical competence, .70 for cognitive competence, .80 for social competence, and .72 for challenge.

Intrinsic/Extrinsic Motivational Orientation Questionnaire. The purpose of this questionnaire was to determine how intrinsic motivation was maintained, enhanced, or attenuated with a necessary sensitivity to extrinsic motivation. The question format used was the one initially devised in the construction of the Perceived Competence Scale for Children, with the main purpose being to compensate for the tendency of many self-report measures to pull socially desirable responses. Each item was scored on an ordinal scale from 1 to 4, where a score of 1 is the maximum extrinsic orientation and a score of 4 is the maximum intrinsic orientation. (See Appendix I for a copy of the questionnaire.) Each of the five subscales contains 6 items.

Within each subscale, three of the items are worded to begin with the intrinsic orientation and three to begin with the extrinsic orientation. The average loadings for items on their designated factors is between .46 and .53, and no items systematically cross-load on other factors. In the samples taken from New York, California, and Colorado, reliabilities range from .78 to .84, .68 to .82, .70 to .78, .72 to .81, and .75 to .83 for the challenge, independent mastery, curiosity, judgment, and criteria subscales, respectively.

Achievement Orientation Questionnaire. The purpose of the Achievement Orientation Questionnaire was to measure each individual's achievement orientation in sport activities. This questionnaire was identical to the one used by Ewing (1981), with the exception that only one success experience was requested of the subject rather than three. (See Appendix J for a copy of the questionnaire.)

Subjects were asked to briefly describe a perceived success they had experienced in an organized sport setting. Achievement orientations were assessed via factor analysis from subjects' responses concerning why they felt successful in that particular experience. Responses to statements were measured on a 5-point Likert scale, ranging from "strongly agree" to "strongly

disagree." With American children, the reliability coefficients, based on Cronbach's alpha, were .91, .80, and .91 for the social approval, task, and ability orientations, respectively (Ewing, 1981).

In addition, subjects were asked to indicate what caused them to be successful on the identified experience. These attributions were measured on a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree."

Data Collection Procedures

To facilitate the collection of data for this study, a letter requesting permission to gather the data was sent to the Ministry of Education in Jordan. After receiving this request, the Ministry of Education sent letters of facilitation to the Department of Education in Irbid, who forwarded the necessary letters to the school districts who, in turn, informed the physical education teachers. (See Appendix K for copies of the correspondence.)

The researcher spoke directly with the coaches and teachers about the study and gave them further details about its nature and purpose. The teachers and coaches were asked to find volunteer subjects to participate in the study. The teachers and coaches were informed that the subjects' participation must be voluntary, and subjects who were both participating in sport and who

had dropped out of sport were to be selected based on their knowledge of the athletes. The schools were randomly selected.

The researcher then informed the subjects that he was doing the study and that their help would aid both science and the development of Jordan. He also assured them of the survey's confidentiality; their coaches, teachers, and parents would not read their answers. The researcher then gave them the questionnaires, which had been translated from English into Arabic (see Appendix L for the Arabic versions). This was done during class time without pressure from their teachers and coaches.

Administering the questionnaires required a single time frame of approximately 2 hours. All of the students from one school were tested in this time period. The students were collected in a room for administering the questionnaires, without the presence of the teacher or the coach. The directions for each questionnaire were read aloud. Students were allowed to ask questions if they had problems completing the questionnaire. When they finished, the researcher had one of the students tell the coach or teacher so that he or she could return to their regular day. Finally, the researcher thanked the students, teachers, coaches, and administrative personnel for their help and offered a copy of the results to anyone involved.

CHAPTER IV

RESULTS

Questionnaires were administered to 109 male and 152 female athletes ranging in age from 11 to 17 years, with the female mean age being 14.65 and the male mean age being 14.58. All subjects were students from the district of Irbid junior and senior high schools in the country of Jordan. Of these subjects, 181 with a mean age of 14.61 were athletic participants, and 80 with a mean age of 14.64 were athletic dropouts. In addition, 193 were from urban backgrounds while 68 were from rural backgrounds (see Table 1).

The distribution of subjects by major game is given in Table 2. As Table 2 illustrates, participation in soccer in Jordan is restricted to males. This is because of the physical interaction between players and the rough nature of the game; by custom, females are not allowed to participate in outdoor sports in an informal setting during puberty years, and no indoor soccer is available. Badminton, however, came to Jordan as a game that only females played. Table 3 shows the number of years that subjects have participated in sports.

TABLE 1
DISTRIBUTION OF SUBJECTS BY STATUS
(N = 261)

Status	Total
Participant	181
Dropout	80
Rural	68
Urban	193
11-13 years old	102
14-17 years old	159
Male	109
Female	152

TABLE 2
DISTRIBUTION OF SUBJECTS BY MAJOR GAME
(N = 261)

Major Game	N	
Soccer	38	(males only)
Team Handball	34	
Volleyball	62	
Basketball	39	
Track & Field	69	
Table Tennis	16	
Badminton	3	(females only)

TABLE 3
DISTRIBUTION OF SUBJECTS BY
DURATION OF PARTICIPATION IN SPORT
(N=261)

Number of Years Played	N
1	31
2	93
3	68
4	35
5	22
6	12

Reasons for Participation Questionnaire

This instrument was designed to measure reasons for participation in youth sport. The results of the ratings of the 30 items ranked from most important to least important are contained in Tables 4 and 5.

An examination of Table 4 revealed that for participants, liking the team spirit, wanting to be popular, liking the action, wanting to go to a higher level, liking the travel, and wanting to learn new skills were the motives rated the most important. Motives rated the least important were liking the rewards, wanting to get rid of energy, wanting to have fun, wanting to have something to do, wanting to use the equipment and facilities, and liking the teamwork.

As shown in Table 5, dropouts identified liking to travel, liking to stay in shape, wanting to improve skills, liking the action, liking to do something they are good at, and liking the excitement as the important reasons. Reasons rated the least important were getting rid of energy, liking the rewards, liking the action, liking the challenge, wanting to be physically fit, wanting to gain status, and liking to have something to do.

Differences Among Participants and Dropouts

Multiple t-tests were performed to determine whether or not there were any significant differences in

TABLE 4
REASONS FOR PARTICIPATION
BY PARTICIPANTS

Reasons	Pct Most Important
I like the team spirit	12.7
I want to be popular	8.3
I like the action	7.7
I want to go to a higher level	7.2
I like to travel	5.5
I like to learn new skills	5.5
I like the challenge	5.0
I want to stay in shape	5.0
I want to improve my skills	5.0
I want to be physically fit	3.9
I like to compete	3.9
I like to win	3.9
My parents and friends want me to play	3.9
I like being on a team	2.8
I like to get exercise	2.2
I like to feel important	2.2
I like to get out of the house	2.2
I like the coaches or instructors	1.7
I like to do something I am good at	1.7
I like the excitement	1.7
I like to be with my friends	1.7
I want to gain status or recognition	1.7
I want to release tension	1.1
I like to meet new friends	1.1
I like to use the equipment	0.6
I like to have something to do	0.6
I like the teamwork	0.6
I want to get rid of energy	0.0
I like the rewards	0.0
I like to have fun	0.0

TABLE 5
REASONS FOR PARTICIPATION
BY DROPOUTS

Reasons	Pct Most Important
I like to travel	8.8
I like to stay in shape	8.8
I want to improve my skills	6.3
I like the action	6.3
I like to do something I am good at	6.3
I like the excitement	6.3
I like to be popular	5.0
I like to compete	5.0
I like to feel important	5.0
I like to meet new friends	5.0
I want to be with my friends	3.7
I like to get exercise	3.7
I like the coaches or instructors	2.5
I like being on a team	2.5
I like to go to a higher level	2.5
I like to get out of the house	2.5
I like the team spirit	2.5
I want to release tension	2.5
My parents and friends want me to play	2.5
I like to be with my friends	1.2
I like the teamwork	1.2
I like to have fun	1.2
I like to use the equipment	1.2
I want to get rid of energy	0.0
I like the rewards	0.0
I like the action	0.0
I want to be physically fit	0.0
I like the challenge	0.0
I want to gain status or recognition	0.0
I like to have something to do	0.0

reasons for participation between participants and dropouts. An examination of Table 6 reveals that participants and dropouts differed significantly on a number of reasons for participation. Specifically, dropouts scored higher than participants on: "I like to get out of the house," "I want to be with my friends," "I want to release tension," "I like to do something I am good at," "I want to travel," "I like to meet new friends," and "I like the rewards." In addition, while the dropouts ranked wanting to learn new skills, liking the team spirit, and liking the action as the most important reasons for participation (in that order), the participants ranked liking the team spirit, wanting to be popular, and being on the team as the most important reasons for participation (in that order).

To further differentiate between dropouts and participants in their reasons for participation, t-tests were conducted to discover if there were any differences between male dropouts and participants and female dropouts and participants. As Table 7 reveals, male dropouts and participants differed in their reasons for participation on four items. Male dropouts rated "I want to be with my friends," "I like to get out of the house," "I like the challenge," and "I like to use the equipment" higher than male participants. In addition,

TABLE 6
REASONS FOR PARTICIPATING BY
PARTICIPANTS AND DROPOUTS

Item	Participants		Dropouts		t-value
	\bar{x}	SD	\bar{x}	SD	
I want to improve my skill	4.68	0.68	4.63	0.79	0.57
I want to be with my friends	3.55	1.22	4.03	1.11	-2.99*
I like to win	4.19	1.20	4.46	0.87	-1.84
I want to get rid of energy	3.21	1.44	3.01	1.43	1.02
I like to travel	3.17	1.50	3.60	1.41	-2.19*
I want to stay in shape	4.46	0.88	4.55	0.73	-0.82
I like team work	4.23	1.04	4.09	1.11	0.98
I like the excitement	3.71	1.31	3.60	1.33	0.64
My parents/friends want me to play	3.19	1.53	3.40	1.43	-1.05
I want to learn new skills	4.54	0.81	4.36	1.03	1.46
I like to meet new friends	3.76	1.24	4.11	1.14	-2.19*
I like to do something I am good at	4.13	1.16	4.45	0.81	-2.22*
I want to release tension	3.48	1.45	4.01	1.33	-2.71*
I like the rewards	2.78	1.48	3.20	1.39	-2.13*
I like to get exercise	4.22	1.15	4.25	0.99	-0.20
I like to have something to do	3.40	1.32	3.60	1.30	-1.14
I like the action	4.67	0.78	4.59	0.85	0.75
I like the team spirit	4.73	0.83	4.58	0.97	1.32
I like to get out of the house	3.13	1.38	3.71	1.40	-3.15*
I like to compete	4.22	1.16	4.16	1.07	0.35
I like to feel important	3.86	1.33	4.05	1.30	-1.09
I like being on a team	4.35	1.07	4.39	0.99	-0.28
I want to go to a higher level	4.49	1.00	4.46	0.89	0.22
I want to be physically fit	4.54	0.83	4.58	0.78	-0.31
I want to be popular	3.90	1.32	3.94	1.29	-0.21
I like the challenge	3.72	1.47	4.06	1.18	-1.85
I like the coach/teacher	3.93	1.24	3.99	1.24	-0.36
I like to gain status	3.62	1.28	3.68	1.30	-0.29
I like to have fun	3.85	1.21	4.15	1.09	-1.89
I like to use the equipment	3.43	1.47	3.54	1.32	-0.59

*significant at $\alpha < .05$

TABLE 7

REASONS FOR PARTICIPATING BY
MALE PARTICIPANTS/MALE DROPOUTS

Item	Participants		Dropouts		t-value
	\bar{x}	SD	\bar{x}	SD	
I want to improve my skill	4.66	0.65	4.50	0.85	-1.07
I want to be with my friends	3.53	1.12	4.31	0.95	-3.55*
I like to win	4.05	1.27	4.28	1.03	-0.92
I want to get rid of energy	2.77	1.40	3.28	1.41	-1.79
I like to travel	3.12	1.41	3.53	1.34	-1.43
I want to stay in shape	4.25	0.88	4.50	0.66	-1.53
I like team work	4.16	1.07	3.86	1.27	-1.31
I like the excitement	3.58	1.24	3.50	1.23	0.30
My parents/friends want me to play	2.96	1.41	3.31	1.35	-1.23
I want to learn new skills	4.62	0.76	4.28	1.06	1.92
I like to meet new friends	3.79	1.09	4.03	1.03	-1.07
I like to do something I am good at	4.03	1.18	4.39	0.87	-1.63
I want to release tension	3.51	1.48	4.03	1.40	-1.76
I like the rewards	2.63	1.41	3.00	1.31	-1.32
I like to get exercise	4.37	0.92	4.25	0.91	0.64
I like to have something to do	3.30	1.18	3.72	1.32	-1.69
I like the action	4.63	0.66	4.50	0.78	0.92
I like the team spirit	4.62	0.88	4.61	0.90	0.03
I like to get out of the house	3.12	1.24	3.89	1.39	-2.92*
I like to compete	4.15	1.16	4.28	0.94	-0.57
I like to feel important	3.81	1.35	4.11	1.26	-1.13
I like being on a team	4.36	1.02	4.28	1.06	0.37
I want to go to a higher level	4.53	0.90	4.53	0.88	0.04
I want to be physically fit	4.41	0.91	4.50	0.78	-0.50
I want to be popular	3.89	1.28	4.11	1.24	-0.86
I like the challenge	3.60	1.41	4.25	0.94	-2.49*
I like the coach/teacher	3.97	1.14	3.92	1.16	0.24
I like to gain status	3.52	1.30	3.64	1.40	-0.44
I like to have fun	3.66	1.19	4.06	1.09	-1.68
I like to use the equipment	3.26	1.54	3.89	1.14	-2.17*

*significant at $\alpha < .05$

male dropouts ranked wanting to stay in shape as the most important reason for their participation, while male participants ranked liking the team spirit as the most important reason for participation.

As shown in Table 8, female dropouts and female participants differed significantly only on two items. Female dropouts rated "I want to get rid of energy" and "I want to release tension" higher than female participants. In addition, female dropouts ranked liking to travel as the most important reason for participation while female participants ranked liking the team spirit as the most important reason for participation.

Differences Among Gender

Multiple t-tests were used to determine whether or not there were any differences in reasons for participation between males and females. A small α value (.05) was used to determine significant differences because the use of multiple t-tests increase the probability of Type I error. The results of the t-tests and the associated means and standard deviations are revealed in Tables 9 and 10 for male and female dropouts and participants, respectively.

As shown in Table 9, among the dropouts there were only two gender differences in reasons for participation. Males scored higher on "I like to use the

TABLE 8
REASONS FOR PARTICIPATING BY
FEMALE PARTICIPANTS/FEMALE DROPOUTS

Item	Participants		Dropouts		t-value
	\bar{x}	SD	\bar{x}	SD	
I want to improve my skill	4.70	0.70	4.73	0.73	-0.26
I want to be with my friends	3.56	1.29	3.80	1.19	-1.06
I like to win	4.28	1.15	4.61	0.69	-1.81
I want to get rid of energy	3.51	1.40	2.80	1.44	2.83*
I like to travel	3.29	1.57	3.66	1.48	-1.68
I want to stay in shape	4.60	0.85	4.59	0.79	0.07
I like team work	4.27	1.02	4.27	0.95	-0.01
I like the excitement	3.81	1.35	3.68	1.41	0.51
My parents/friends want me to play	3.34	1.60	3.48	1.50	-0.48
I want to learn new skills	4.48	0.85	4.43	1.02	0.31
I like to meet new friends	3.73	1.34	4.18	1.23	-1.93
I like to do something I am good at	4.20	1.14	4.50	0.76	1.58
I want to release tension	3.49	1.44	4.00	1.28	-2.04*
I like the rewards	2.89	1.52	3.36	1.45	-1.77
I like to get exercise	4.12	1.28	4.25	1.06	-0.59
I like to have something to do	3.46	1.42	3.50	1.29	-0.15
I like the action	4.69	0.85	4.66	0.91	0.23
I like the team spirit	4.81	0.79	4.55	1.02	1.68
I like to get out of the house	3.13	1.47	3.57	1.40	-1.69
I like to compete	4.26	1.16	4.07	1.17	0.92
I like to feel important	3.89	1.33	4.00	1.35	-0.47
I like being on a team	4.34	1.11	4.48	0.93	-0.71
I want to go to a higher level	4.46	1.07	4.41	0.90	0.29
I want to be physically fit	4.63	0.77	4.64	0.78	-0.05
I want to be popular	3.91	1.36	3.80	1.32	0.46
I like the challenge	3.80	1.50	3.91	1.34	-0.43
I like the coach/teacher	3.90	1.31	4.05	1.31	-0.63
I like to gain status	3.70	1.26	3.70	1.23	-0.05
I like to have fun	3.98	1.21	4.23	1.10	-1.16
I like to use the equipment	3.54	1.41	3.25	1.40	1.14

*significant at $\alpha < .05$

TABLE 9

REASON FOR PARTICIPATING BY MALE/FEMALE DROPOUTS

Item	Females		Males		t-value
	\bar{x}	SD	\bar{x}	SD	
I want to improve my skills	4.73	0.73	4.50	0.85	1.29
I want to be with my friends	3.80	1.19	4.31	1.95	-2.08*
I like to win	4.61	0.69	4.28	1.03	1.74
I want to get rid of energy	2.80	1.44	3.28	1.41	-1.51
I like to travel	3.66	1.48	3.53	1.34	0.41
I want to stay in shape	4.60	0.79	4.50	0.66	0.55
I like team work	4.27	0.95	3.86	1.27	1.66
I like the excitement	3.68	1.41	3.50	1.23	0.61
My parents/friends want me to play	3.48	1.50	3.31	1.35	0.53
I want to learn new skills	4.43	1.02	4.28	1.06	0.66
I like to meet new friends	4.18	1.22	4.03	1.03	0.60
I like to do something I am good at	4.50	0.76	4.39	0.87	0.61
I want to release tension	4.00	1.28	4.03	1.40	-0.09
I like the rewards	3.36	1.45	3.00	1.31	1.17
I like to get exercise	4.25	1.06	4.25	0.91	1.37
I like to have something to do	3.50	1.29	3.72	1.32	-0.76
I like the action	4.66	0.91	4.50	0.77	0.83
I like the team spirit	4.55	1.02	4.61	0.90	-0.30
I like to get out of the house	3.57	1.40	3.89	1.39	-1.02
I like to compete	4.06	1.17	4.28	0.94	-0.87
I like to feel important	4.00	1.35	4.11	1.26	-0.38
I like being on a team	4.48	0.93	4.28	1.06	0.90
I want to go to a higher level	4.41	0.90	4.53	0.88	-0.59
I want to be physically fit	4.64	0.78	4.50	0.78	0.78
I want to be popular	3.80	1.32	4.11	1.24	-1.09
I like the challenge	3.91	1.34	4.25	0.94	-1.29
I like the coach/teacher	4.05	1.31	3.92	1.15	0.46
I like to gain status	3.70	1.23	3.64	1.39	0.22
I like to have fun	4.23	1.10	4.06	1.09	0.70
I like to use the equipment	3.25	1.40	3.89	1.14	-2.20*

*significant at $\alpha < .05$

TABLE 10
REASON FOR PARTICIPATING BY
MALE/FEMALE PARTICIPANTS

Item	Females		Males		t-value
	\bar{x}	SD	\bar{x}	SD	
I want to improve my skill	4.69	0.70	4.66	0.65	0.36
I want to be with my friends	3.56	1.29	3.53	1.12	0.11
I like to win	4.28	1.15	4.05	1.26	1.23
I want to get rid of energy	3.51	1.40	2.77	1.40	3.50*
I like to travel	3.19	1.59	3.12	1.41	0.31
I want to stay in shape	4.60	0.85	4.25	0.88	2.72*
I like team work	4.27	1.02	4.16	1.07	0.67
I like the excitement	3.81	1.35	3.58	1.24	1.16
My parents/friends want me to play	3.34	1.60	2.96	1.41	1.66
I want to learn new skills	4.48	0.85	4.62	0.76	-1.10
I like to meet new friends	3.73	1.34	3.79	1.09	-0.33
I like to do something I am good at	4.20	1.14	4.03	1.18	1.01
I want to release tension	3.49	1.44	3.51	1.48	-0.07
I like the rewards	2.89	1.52	2.63	1.41	1.17
I like to get exercise	4.12	1.28	4.37	0.92	-1.43
I like to have something to do	3.46	1.42	3.30	1.17	0.80
I like the action	4.69	0.85	3.63	0.66	0.55
I like the team spirit	4.81	0.79	4.62	0.88	1.51
I like to get out of the house	3.13	1.48	3.12	1.23	0.03
I like to compete	4.26	1.16	4.15	1.16	0.62
I like to feel important	3.89	1.33	3.81	1.35	0.40
I like being on a team	4.34	1.11	4.36	1.02	-0.08
I want to go to a higher level	4.46	0.07	4.53	0.90	-0.47
I want to be physically fit	4.63	0.77	4.41	0.91	1.74
I want to be popular	3.91	1.36	3.89	1.28	0.08
I like the challenge	3.80	1.50	3.60	1.42	0.87
I like the coach/teacher	3.90	1.31	3.97	1.14	-0.39
I like to gain status	3.69	1.26	3.52	1.30	0.90
I like to have fun	3.98	1.21	3.66	1.19	1.77
I like to use the equipment	3.54	1.41	3.26	1.54	1.25

*significant at $\alpha < .05$

equipment" than females, while females scored lower than males on "I want to be with my friends." In addition, while female dropouts ranked "liking to travel" as the most important reason for participation, male dropouts ranked "wanting to stay in shape" as the most important reason for participation.

Male and female participants differed on two reasons for participation, as shown in Table 10. Specifically, females rated the reasons "I want to get rid of energy" and "I want to stay in shape" higher than males. Yet, both male and female participants agreed that liking the team spirit was the most important reason for participation.

Differences in Age Groups

Multiple t-tests were used to determine if there were any significant differences in reasons for participation for children from the 11-14 year age group and the 15-17 year age group. The results are shown in Table 11. There were no significant differences in their reasons for participation.

Differences in Rural and Urban

To determine whether or not there were any significant differences in reasons for participation among rural and urban children, multiple t-tests were

TABLE 11
REASONS FOR PARTICIPATING BY
OLDER/YOUNGER CHILDREN

Item	Young (11-13)		Old(14-17)		t-value
	\bar{x}	SD	\bar{x}	SD	
I want to improve my skill	4.61	0.80	4.70	0.64	-0.92
I want to be with my friends	3.78	1.21	3.63	1.21	0.98
I like to win	4.35	1.06	4.22	1.15	0.94
I want to get rid of energy	3.28	1.40	3.06	1.47	1.20
I like to travel	3.38	1.50	3.24	1.48	0.71
I want to stay in shape	4.46	0.86	4.51	0.82	-0.46
I like team work	4.29	0.98	4.11	1.12	1.41
I like the excitement	3.58	1.31	3.75	1.31	-1.05
My parents/friends want me to play	3.46	1.45	3.11	1.51	1.88
I want to learn new skills	4.60	0.81	4.40	0.94	1.76
I like to meet new friends	3.95	1.19	3.81	1.24	0.89
I like to do something I am good at	4.24	1.08	4.22	1.06	0.11
I want to release tension	3.64	1.43	3.66	1.44	-0.12
I like the rewards	3.03	1.45	2.83	1.47	1.08
I like to get exercise	4.25	1.06	4.22	1.14	0.22
I like to have something to do	3.55	1.28	3.39	1.34	0.34
I like the action	4.67	0.75	4.63	0.84	0.45
I like the team spirit	4.76	0.65	4.63	1.00	1.25
I like to get out of the house	3.23	1.45	3.36	1.38	-0.75
I like to compete	4.13	1.16	4.25	1.11	-0.85
I like to feel important	3.83	1.89	3.97	1.35	-0.83
I like being on a team	4.30	1.05	4.40	1.04	-0.75
I want to go to a higher level	4.49	1.02	4.48	0.93	0.05
I want to be physically fit	4.56	0.79	4.55	0.84	0.13
I want to be popular	3.75	1.38	4.03	1.25	-1.67
I like the challenge	3.76	1.44	3.87	1.36	-0.61
I like the coach/teacher	4.03	1.21	3.89	1.26	0.90
I like to gain status	3.47	1.34	3.75	1.23	-1.64
I like to have fun	3.83	1.16	4.03	1.19	-1.35
I like to use the equipment	3.52	1.39	3.41	1.44	0.61

*Significant at $\alpha < .05$

performed. The results, as shown in Table 12, indicate that there are significant differences between rural and urban children. Rural children rated "I like the excitement," "I like to have fun," and "I like to do something I'm good at" more important than the urban children.

Reasons for Dropping Out Questionnaire

This instrument was designed to measure reasons that children have for dropping out of sport. The results of the 31 items and their overall importance are presented in Table 13.

Listed in order from highest to lowest, according to the percentage of most important reason, the highest was "I didn't learn new skills," followed by "I didn't like to compete," "there was not enough team spirit," "it was not exciting enough," and lastly, three items that ranked equally, "I had other things to do," "I was injured," and "I didn't meet new friends."

Multiple t-tests were used to determine whether or not there were significant differences in reasons for dropping out among males and females. The results in Table 14 show that there were differences in the reasons that males and females gave for dropping out of sport programs. Females scored higher than males on the following reasons: "I didn't win enough," "I didn't feel important enough," "I didn't receive enough rewards," "I

TABLE 12

REASONS FOR PARTICIPATING BY RURAL/URBAN

Item	Rural		Urban		t-value
	\bar{x}	SD	\bar{x}	SD	
I want to improve my skill	4.69	0.65	4.56	0.87	1.40
I want to be with my friends	3.74	1.24	3.58	1.11	0.95
I like to win	4.34	1.09	4.09	1.21	1.58
I want to get rid of energy	3.25	1.44	2.87	1.41	1.89
I like to travel	3.35	1.52	3.16	1.39	0.88
I want to stay in shape	4.52	0.85	4.38	0.77	1.20
I like team work	4.18	1.06	4.22	1.08	-0.32
I like the excitement	3.83	1.26	3.23	1.36	3.30*
My parents/friends want me to play	3.22	1.51	3.34	1.49	-0.54
I want to learn new skills	4.42	0.92	4.65	0.79	-1.78
I like to meet new friends	3.93	1.24	3.68	1.14	1.49
I like to do something I am good at	4.31	0.99	3.99	1.25	2.21*
I want to release tension	3.67	1.41	3.62	1.50	0.25
I like the rewards	2.98	1.44	2.71	1.51	1.35
I like to get exercise	4.19	1.15	4.34	0.96	-0.94
I like to have something to do	3.55	1.32	3.20	1.28	1.97
I like the action	4.67	0.82	4.59	0.74	0.66
I like the team spirit	4.69	0.91	4.67	0.77	0.22
I like to get out of the house	3.38	1.43	3.09	1.34	1.49
I like to compete	4.19	1.15	4.22	1.10	-0.18
I like to feel important	3.91	1.32	3.93	1.34	-0.08
I like being on a team	4.35	1.09	4.38	0.93	-0.20
I want to go to a higher level	4.48	0.96	4.49	0.98	-0.03
I want to be physically fit	4.57	0.81	4.50	0.84	0.61
I want to be popular	3.89	1.32	3.97	1.27	-0.43
I like the challenge	3.91	1.36	3.57	1.47	1.73
I like the coach/teacher	3.91	1.29	4.04	1.08	-0.76
I like to gain status	3.70	1.23	3.46	1.41	1.38
I like to have fun	4.05	1.17	3.65	1.17	2.42*
I like to use the equipment	3.51	1.42	3.32	1.44	0.92

*significant at $\alpha < .05$

TABLE 13

REASONS FOR DROPPING OUT

Reasons	Percent Most Important
I didn't learn new skills	18.8
I didn't like to compete	11.2
There was not enough team spirit	10.0
It was not exciting enough	6.3
I was injured	5.0
I had other things to do	5.0
I didn't meet new friends	5.0
I didn't travel enough	3.7
I didn't feel important enough	3.7
There was not enough challenge	3.7
I didn't like the pressure	3.7
I didn't have enough fun	2.5
I didn't receive enough rewards	2.5
I didn't like the rewards	2.5
My parents/friends don't want me to play	2.5
My skills did not improve	2.5
I was not popular	2.5
I didn't like being on the team	2.5
I was not able to be with friends	1.2
It was boring	1.2
I wasn't as good as I wanted to be	1.2
I wasn't in good enough shape	1.2
I was not able to use the equipment/facility	1.2
My friends no longer play	0
I didn't win enough	0
The training was too hard	0
There was no teamwork	0
I didn't get enough recognition	0
I didn't participate enough	0
I was too old	0
I wanted to play another sport	0

TABLE 14
REASONS FOR DROPPING OUT BY MALE/FEMALE

Item	Female		Male		t-value
	\bar{X}	SD	\bar{X}	SD	
I didn't learn new skills	3.75	1.18	3.22	1.55	1.73
I didn't like to compete	3.57	1.27	3.33	1.43	0.78
There was not enough team spirit	3.39	1.30	3.03	1.32	1.22
It was not exciting enough	3.57	1.30	3.08	1.30	1.66
I was injured	3.43	1.21	2.83	1.49	1.99*
I had other things to do	3.77	1.26	2.86	1.42	3.05*
I didn't meet new friends	3.59	1.25	2.75	1.48	2.76
I didn't travel enough	3.82	1.06	3.69	1.37	0.46
I didn't feel important enough	3.61	1.47	2.89	1.55	2.15*
There wasn't enough challenge	3.78	1.20	3.47	1.34	1.06
I didn't like the pressure	3.57	1.35	3.17	1.34	1.33
I didn't have enough fun	3.39	1.45	3.58	1.32	-0.63
I didn't receive enough rewards	3.33	1.34	2.56	1.28	2.60*
I didn't like the rewards	3.50	1.46	2.61	1.52	2.67*
My parents/friends don't want me to play	3.64	1.16	3.17	1.32	1.69
My skills did not improve	3.80	1.34	3.31	1.37	1.61
I was not popular	3.80	1.32	3.72	1.21	0.26
I didn't like being on the team	3.80	1.47	3.78	1.29	0.06
I couldn't be with friends	3.57	1.33	3.14	1.42	1.39
It was boring	3.05	1.60	2.81	1.67	0.65
I wasn't as good as I wanted to be	3.11	1.37	3.11	1.45	0.01
I wasn't in good enough shape	3.07	1.37	2.53	1.21	1.85
I was not able to use the equipment facility	2.95	1.43	2.89	1.17	0.22
My friends no longer play	3.86	1.32	3.44	1.36	1.39
I didn't win enough	3.84	1.20	3.11	1.43	2.48*
The training was too hard	3.48	1.37	3.50	1.28	-0.08
There was no teamwork	3.16	1.26	3.11	1.30	0.17
I didn't get enough recognition	3.64	1.43	3.28	1.28	1.17
I didn't participate enough	2.86	1.37	2.25	1.46	1.93
I was too old	2.50	1.50	2.89	1.49	-1.16
I wanted to play another sport	2.64	1.54	2.94	1.43	-0.92

*significant at $\alpha < .05$

didn't meet new friends," "I didn't like the rewards," "I had other things to do." Both females and males agreed that the most important reason for dropping out of sports was "not learning new skills." They disagreed on the second most important reason, with females rating "not liking to compete" as second and males ranking "not enough team spirit" as second. They agreed again that the third most important reason for dropping out of sport was that it was "not exciting enough."

Cultural Questionnaire

This instrument was designed to understand the environmental, traditional, religious, and social factors that affect participation in and dropout from sports in Jordan. The results of this questionnaire are shown in Table 15.

Listed in order from highest to lowest, the reasons highest in importance were items numbered 1, 2, 3, 4, and 5. The lowest item was No. 24, followed by numbers 22 and 23.

Differences in Sport Participation Due to Religious Values

As hypothesized, the results, as shown in Table 16, indicate that religion has a more negative effect on girls (mean of 2.78) than on boys (mean of 2.47) with respect to sport participation. Contrary to the

TABLE 15
CULTURAL QUESTIONNAIRE
(Entire Sample)

Item	Statement	Percent Most Important
1	When one participates in sport he/she feels proud of his/her participation	10.3
2	I like my participation in sport but sometimes I have a conflict between sport participation and the traditional way of life	8.8
3	Sometimes I feel as if I can't express my opinion to the coaches and teachers because they will get angry with me	8.0
4	I like my participation in sport but sometimes I have a conflict between sport participation and religion	7.3
5	Sometimes when I come home late from a game or practice my parents get angry and sometimes punish me	6.5
6	I like sport very much but the people who organize it don't give enough support	5.7
7	I would love to continue participating in sport if my family will offer their support and encouragement	5.4
8	My parents support my participation in sports	5.4
9	I like participating in sport because it can make one famous and recognized	5.4
10	Society in general respects participation in sport	3.8
11	The coaches and teachers don't give enough support for athletes	3.8
12	I participate in sport for a better chance of getting a scholarship	3.4

TABLE 15
(Continued)

Item	Statement	Percent Most Important
13	Sometimes it makes me feel bad because some people say that athletic people are not smart academically	3.4
14	I would like to participate in sport programs but the leaders and coaches don't give enough positive treatment	3.4
15	It is hard for me to ask my parents to buy any equipment for sport because they would rather spend the money on something else	3.1
16	It was very difficult for me to buy the equipment that I needed to participate because my family doesn't have enough money	3.1
17	Even though I like participating in sport, the programs have too much emphasis on winning and losing	2.7
18	Sometimes I want to quit sports because people make fun of me	2.3
19	I don't have enough time to participate in sport because I have lots of other work to do	1.9
20	My friends and neighbors encourage my participation in sport	1.9
21	Even though I participate a lot in sport, in general I feel as if I am not improving very much and will never get much better	1.5
22	Participation in sport has a negative effect on my personal reputation	1.1
23	There are not enough facilities and equipment in my school for sport use	1.1
24	I love participating in sport but sometimes I think people think that it makes girls or boys too aggressive	0.4

hypothesized relationship, religion also has a more negative effect on dropouts (mean of 2.88) than participants (mean of 2.55) with respect to sport participation.

TABLE 16
DIFFERENCES BETWEEN MALES AND FEMALES
AND PARTICIPANTS AND DROPOUTS
WITH REGARD TO RELIGION

Group	N	Mean	S.D.	t value	p value
Girls	152	2.78	1.12	2.44	.01**
Boys	109	2.47	1.02		
Participants	181	2.55	1.11	2.34	.01**
Dropouts	80	2.88	1.01		

**significant at $\alpha < .01$ (one-tailed)

Differences Among Males and Females in Regard to
the Effect of Tradition on Sport Participation

The results, as shown in Table 17, indicate that tradition has no effect on both boys and girls, and participants and dropouts, equally with respect to sport participation. This finding did not support the proposed hypothesis.

Differences Among Males and Females in Regard to
the Effect of Coaches'/Teachers' Influence
on Sport Participation

As hypothesized, the results, as shown in Table 18, indicated that coaches/teachers had a more negative effect on girls (mean of 2.58) as compared to boys (mean

of 2.12) with respect to sport participation. There was no significant difference found between participants and dropouts, which did not support the hypothesis.

TABLE 17
DIFFERENCES BETWEEN MALES AND FEMALES
AND PARTICIPANTS AND DROPOUTS
WITH REGARD TO TRADITION

Group	N	Mean	S.D.	t value	p value
Girls	152	2.67	1.11	1.26	.10 n.s.
Boys	109	2.51	1.01		
Participants	181	2.56	1.08	1.09	.14 n.s.
Dropouts	80	2.71	1.06		

n.s. = not significant at $\alpha = .05$ (one-tailed)

TABLE 18
DIFFERENCES BETWEEN MALES AND FEMALES
AND PARTICIPANTS AND DROPOUTS WITH REGARD
TO COACHES'/TEACHERS' INFLUENCE

Group	N	Mean	S.D.	t value	p value
Male	152	2.58	1.17	3.43	.00*
Female	109	2.12	0.98		
Participants	181	2.31	1.10	1.75	.08
Dropouts	80	2.55	1.14		

**significant at $\alpha < .001$

Overall Ability Questionnaire

This questionnaire was designed to find out how children in Jordan perceive themselves in terms of their ability in sport skills. The results of the multiple t-tests, shown in Table 19, indicated that there was a significant difference between male participants and male dropouts in overall perceived ability. The male participants scored higher (mean = 7.45) than the male dropouts (mean = 6.33). The results also indicated that there was a significant difference between female participants and female dropouts in their overall perceived ability. The female participants scored higher (mean = 7.74) than the female dropouts (mean = 6.50).

TABLE 19
OVERALL ABILITY

	Participants		Dropouts		t-value
	\bar{x}	SD	\bar{x}	SD	
Males	7.45	1.01	6.33	1.15	5.20*
Females	7.74	1.13	6.50	0.90	6.53*
Overall: $\bar{x} = 7.26$ $SD = 1.20$					

*significant at $\alpha < .001$

T-tests were also carried out to determine whether there were significant differences between male and female participants and male and female dropouts with respect to overall perceived ability. The results, as

presented in Table 20, indicated that the differences were not significant.

TABLE 20
RESULTS OF T-TESTS FOR DIFFERENCES BETWEEN
MALES AND FEMALES WITHIN THE PARTICIPANTS
AND DROPOUTS

Participants	\bar{X}	SD	t-value	
Males	7.45	1.01	1.76	n.s.
Females	7.74	1.03		
Dropouts				
Males	6.33	1.15	0.73	n.s.
Females	6.50	0.90		

Theoretical Models

Harter's Theory

Perceived Control Questionnaire. Multivariate tests were used to assess the differences in the perceived control of failure/success between participants and dropouts with respect to sport participation. Table 21 shows the sample sizes, means, and standard deviations of perceived control for participants and dropouts.

The results of the multivariate analysis of variance test indicated that the differences were not significant, $F(6,252) = 1.89$, $p = .083$. Due to the fact that these results approached significance, and the interest in exploring further the relationship between

participants and dropouts in their perceived control of outcome, a discriminant analysis follow-up was performed. Results of the discriminant analysis revealed one significant function $x^2 = 10.96$, $p < .05$. The one discriminating variable was unknown success. The means indicated that more dropouts tended to perceive success as due to unknown factors compared to the participants. As shown in Table 21, the results of the multivariate test did not show any differences between participants and dropouts with respect to internal success/failure and others success/failure. It can thus be concluded that the findings of this study did not support Harter's theory.

TABLE 21
MEANS AND STANDARD DEVIATIONS OF PERCEIVED
CONTROL FOR PARTICIPANTS AND DROPOUTS

Perceived Control	Participants ^a		Dropouts ^b	
	Mean	S.D.	Mean	S.D.
Internal success	3.22	.84	3.04	.81
Internal failure	2.35	.79	2.33	.70
Others success	2.54	.75	2.63	.82
Others failure	2.50	.80	2.49	.67
Unknown success	2.38	.83	2.71	.80
Unknown failure	2.43	.70	2.28	.74

^a_n = 181

^b_n = 80

Perceived Competence. A multivariate ANOVA test was used to examine the differences in the sources of

motivation between participants and dropouts with respect to sport participation. Table 22 shows the sample sizes, means, and standard deviations of perceived sources of competence for participants and dropouts.

TABLE 22
MEANS AND STANDARD DEVIATIONS OF
PERCEIVED SOURCES OF COMPETENCE
FOR PARTICIPANTS AND DROPOUTS

Source	Participants ^a		Dropouts ^b	
	Mean	S.D.	Mean	S.D.
Cognitive	2.68	.55	2.57	.42
Social	2.70	.45	2.59	.45
Physical	2.62	.44	2.50	.39
General self-esteem	2.62	.49	2.52	.43

^a_n = 181
^b_n = 80

There were no significant differences found between participants and dropouts, $F(4,256) = 1.52$, $p > .05$. These results tend to refute Harter's theory.

Intrinsic/Extrinsic Motivation. A multivariate ANOVA test was used to find the differences in the perceived motivation for participation in sport between participants and dropouts. Table 23 shows the sample sizes, means, and standard deviations of perceived motivation for participants and dropouts.

TABLE 23

MEANS AND STANDARD DEVIATIONS OF PERCEIVED
MOTIVATION FOR PARTICIPANTS AND DROPOUTS

Motivation	Participants ^a		Dropouts ^b	
	mean	S.D.	mean	S.D.
Challenge	2.75	.42	2.65	.43
Curiosity/Interest	2.80	.49	2.71	.43
Independent mastery	2.72	.45	2.66	.43
Independent judgment	2.84	.43	2.73	.46
Internal criteria	2.78	.44	2.71	.46

^an = 181

^bn = 80

The result of the multivariate ANOVA test was not significant, $F(5,255) = .75$, $p > .05$. This finding did not support the proposed hypothesis.

Maehr and Nicholls' Model

An achievement orientation questionnaire was used to gather information on why the subjects felt successful in sport participation. Factor analysis employing oblique rotation was carried out on the responses to determine the congruence of orientations between the Jordanian culture and the American sample upon which the orientations had been derived. Loadings equal to or greater than .4 were considered to contribute to a construct. Five items were found clustered to the "Ability" factor, 2 items to the "Venture" factor, and 2

items to the "Independence" factor, although the second item is weak. The "independence" factor was found only in Jordanian athletes, which is not predicted by Maehr and Nicholls' theory. The items and factor loadings are shown in Table 24. The results indicated that the items did not cluster to "task orientation" and "social approval orientation" factors as predicted by Maehr and Nicholls' model. Instead, the items clustered to "ability," "venture," and "independence" orientation factors.

A multivariate ANOVA test was used to examine the differences in the means of scores on ability, venture, and independence factors between participants and dropouts. The results of the MANOVA indicated that the differences in the mean score were significant, $F(3,257) = 9.3$, $p < .05$. Additional tests of the hypothesized relationships could not be made given the differences in orientation patterns.

Discriminant analysis was carried out to examine if ability, venture, and independence achievement orientations in sport participation can discriminate the participants and the dropouts. The results revealed one significant function, $x^2 = 24.59$, $p < .05$. The only discriminating variable was ability orientation. The means indicated that more participants tended to perceive ability as an achievement orientation compared to

TABLE 24
FACTOR LOADINGS OF ACHIEVEMENT ORIENTATION
IN SPORT PARTICIPATION

	Ability	Venture	Social Approval	Independence	Unknown
Item					
I showed how smart					
I was	.30				
My performance made					
me feel good	.42				
I met the challenge	.59				
I demonstrated my					
skills athletically	.40				
My hard work (practice)					
paid off	.64				
I was able to think of					
the needed strategy	.62				
I did something few					
other people did		.52			
I did something new and					
different		.55			
I was recognized as a good					
player		.31			
I showed I was a leader		.37			
I demonstrated my					
importance to others			.34		
Other people told me I					
did well			.32		
I did it on my own				.65	
I understood something					
important				.32	
I reached a goal					.32

dropouts. The result supports the proposed hypothesis with respect to ability orientation.

Summary

The descriptive part of the results presented the most important reasons that children have for participating in and dropping out of sports in Jordan, and the influence of culture, coaches and teachers, religion, and tradition upon sport participation in Jordan. The second part of the results tested Harter's and Maehr and Nicholls' theories for sport motivation in Jordan. The discussion of these results will be presented in the next chapter.

The most important reason for participating in sport programs was "liking the team spirit," "liking to improve skills," and "liking the action," while the most important reasons for dropping out of sport programs were "didn't learn new skills," "didn't like to compete," and "not enough team spirit." The only aspect of Harter's perceived control theory confirmed was "unknown success" as a source of motivation for sport participation. Perceived physical competence was the only aspect of Harter's perceived competence theory confirmed, and the study did not support Harter's theory in terms of intrinsic/extrinsic motivation. The results did not support Maehr and Nicholls' theory except in ability achievement motivation.

The results of this study confirmed the following hypotheses:

1. Children who score highly on ability orientation are more likely to maintain their sport participation.

2. Misinterpretation of religion has a stronger negative effect on girls' participation in sports than on boys.

3. Misinterpretation of religion has a stronger negative effect on sport dropouts than on sport participants.

4. Teachers and coaches have a strong effect on girls' participation than on boys' participation.

5. Girls' reasons for participating in sport are different from boys' reasons for participating in sport.

6. Rural children are more likely to drop out of sport than urban children.

CHAPTER V

DISCUSSION

The purpose of this study was to determine the reasons that children have for participating in and withdrawing from sport programs, and to examine factors in achievement motivation that would discriminate between sport participants and sport dropouts on measures of perceived competence, perceived control, extrinsic/intrinsic motivational orientation, achievement goals, and reasons for participating.

The following are the major research questions:

1. What are the most important reasons that children have for participating in sports in Jordan?
2. What are the most important reasons that children have for dropping out of sport programs?
3. Do young males and females have the same reasons for participating in or dropping out of sport?
4. Do religion, tradition, coaches, and teachers have an influence on sport participation in Jordan?
5. What motivational variables from Harter's (1978) and Maehr and Nicholls' (1980) theories can discriminate between sport participants and dropouts?

Research Question 1: What are the most important reasons that children have for participating in sports in Jordan?

The most important reasons for participating in sports were "liking the team spirit," "liking to improve skills," "liking the action," "wanting to be physically fit," and "liking to travel."

Similar findings were obtained by Sapp and Haubenstricker (1978). This study revealed that 80% of the respondents participated in sports to improve skills; over 50% of the respondents stated that physical fitness was their main purpose for participating. Feltz, Ewing, Albrecht & Schultz (1984), however, found that the most important reason for participating in sport was to go to a higher level competition.

While Jordanian athletes chose "liking the team spirit" as the most important reason for participating, the American athletes chose "having fun" as the most important reason (Sapp & Haubenstricker, 1978) for participating in sport programs. The choice of "liking the team spirit" by Jordanian children as the most important reason for participating in sports might be due to cultural influences on Jordanian children, in which loyalty to the community or the institution, as well as to the family, is considered very important. The Jordanian philosophy of sport programs is to provide

children with the appropriate attitudes for providing societal needs; team spirit develops loyalty and the feeling of being part of a group.

This study also revealed that female athletes differed from male athletes with respect to the reasons for participating in sports. Female athletes rated "I want to stay in shape" and "I want to get rid of energy" higher than male athletes rated these factors. The choice of "to stay in shape" as a reason for females' participating in sports could be because of the emphasis placed by society and the mass media on female appearance.

Both male and female athletes chose "I like team spirit" as the most important reason for their participation. While the male athletes felt that the second most important reason for participating was wanting to improve their ability, female athletes' second most important reason for participation was "liking to travel." Additionally, both female and male athletes agreed that the least important reason for participation was "liking the rewards." The way males and females in Jordan approach sports differs. Female athletes in Jordan generally approach sports as a hobby or social activity that will both give them exercise and improve their appearance. Male athletes, on the other hand, view sports from a perspective of future rewards such as

scholarships, careers, and other monetary opportunities, which can be substantial in Jordan.

Different findings were obtained with American children by Gill et al. (1983) and Sapp & Haubenstricker (1978). They found that females rated liking fitness, friendship, having something to do, and having fun as being more important reasons for participation than males rated these factors. This could be due to the orientation that society approves sport participation for males more than it does for females.

The comparison between participants and dropouts with respect to the most important reasons for participating in sport programs indicated that dropouts and participants differ in their choice of reasons. Dropouts ranked "wanting to learn new skills," "liking the team spirit," and "liking the action" as the most important reasons for participation, whereas the participants ranked "liking team spirit," "wanting to be popular," and "liking being on the team" as the most important reasons for participation. This leads to the fact that dropouts want to learn new skills but dropped out because they didn't do so.

The comparison between urban- and rural-background students showed that rural-background students chose "wanting to improve skills," "liking team spirit," and

"liking the action" as the most important reasons for participating in sport programs, while urban-background students chose "liking the team spirit," "learning new skills," and "wanting to improve skills" as the most important reasons. Rural children chose "wanting to improve skills" because the ability level of most rural children is low; this is in part due to the low educational background of the physical education teachers and coaches. The Ministry of Education in Jordan has been employing high quality physical education teachers in the large cities but send lesser qualified personnel to the small towns.

The comparison between athletes in the 11-13 year-old age group and athletes in the 14-17 year-old age group revealed that both younger and older athletes chose "liking the team spirit," "liking the action," and "wanting to improve skills" as the three most important reasons for participating in sport programs. This similarity might be due to the education system, which has the same programs and same philosophy for young and older athletes. Sport is also considered a suitable activity for developmental reasons but not for a professional career.

Research Question 2: What are the most important reasons that children have for dropping out of sport programs?

The most important reasons for dropping out of sport were "I didn't learn new skills," followed by "I didn't like to compete" and "there was not enough team spirit." Jordanian children like to learn new skills, but since they were not learning new skills they discontinued their participation in sports. Perhaps they felt incompetent to compete and wanted to avoid failure; they preferred to withdraw from participation.

These findings conflict with those of other investigators (Orlick, 1972, 1974; and Pooley, 1981), who found that "an overemphasis on winning" and "having other things to do" were the primary reasons for discontinued involvement. The differences between the cultures may relate to instrument bias. The instruments should be adapted to suit specific cultures or modified in a way that the instruments will actually measure the reasons for dropping out of sport programs in Jordan.

The comparison between female and male dropouts revealed that the two groups chose the same three most important reasons for dropping out of sport programs: "not learning new skills"; "not liking to compete"; and "participating was not exciting enough." The findings were in conflict with those of Gould et al. (1982), who found that swimmers rated the reasons "I was not as good as I wanted to be," "I did not have enough fun," and "I

wanted to play another sport" as most important, and Pooley's (1981) study, which found that male students dropped out from sport programs due to an overemphasis on winning. Sabb & Haubenstricker (1978) found that female athletes dropped out of sport programs due to other activities, involvement in work, and getting old.

Research Question 3: Do religion, tradition, coaches, and teachers have an influence on sport participation?

The results of this study revealed that religion, tradition, coaches, and teachers have negative effects upon sport participation. This may be due to the misinterpretation of sport involvement according to social and cultural values. Specifically, female athletes and dropouts were generally more strongly affected compared to male athletes and participants.

Even though there were negative influences of social values in sport participation, the results showed that Jordanian athletes have a positive perception about their overall ability in sport performance.

Research Question 4: What motivational variables from Harter's (1978) and Maehr and Nicholls' (1980) theories can discriminate between sport participants and dropouts?

The results of this study did not support Harter's theory with respect to "internal success," "internal

failure," "others failure," and "others success." However, the results supported Harter's theory with respect to "unknown success." The results indicated that more dropouts tended to perceive success as due to unknown factors as compared to participants. There was no difference in the perception of the internal control over outcomes of performance situations between participants and dropouts. The results refuted Harter's theory since no significant differences were found in the behavior of participants and dropouts.

This study revealed that there were no differences in the perception of internal/external motivation between participants and dropouts, hence it did not support Harter's theory with respect to intrinsic/extrinsic motivation for participating in sport. The results of this study supported Maehr and Nicholls' theory only with respect to the ability achievement orientation. Participants scored higher in ability orientation as compared to the dropouts. Additional statements may need to be added to the instrument to more accurately assess the orientations of the Jordanian culture.

Summary

This investigation was conducted to identify the reasons that young athletes have for participating in and dropping out of sport programs, and to examine

factors in achievement motivation that discriminate between participants and dropouts in measures of perceived control, perceived competence, intrinsic/extrinsic motivational orientations, and achievement goals.

The results of this study support the predicted hypotheses in that religion, tradition, coaches, and teachers have a significant influence on athletic performance. This may be due to the type of culture and the social value system in Jordan. The results of this study confirmed Harter's theory with respect to perceived physical competence as a source of motivation and confirmed Maehr and Nicholls' model with respect to ability orientation as achievement motivation of sport participants. However, the results did not confirm Harter's theory with respect to perceived control and intrinsic/extrinsic motivation and their relationship to sport participation.

It is recommended that the Ministry of Education and the Ministry of Youth, who sponsor athletic programs in Jordan, provide the parents and the children with appropriate knowledge and education which would increase the level of motivation and alter the attitude that people have about sport participation and to view sport as a development aspect of society.

Further study is also needed to find out the problems and obstacles that would increase the number of sport participants in Jordan. Furthermore, instruments should be designed to fit the culture to better serve the purpose of research. One cannot assume that a specific theory would apply to different cultures. In addition, it is very necessary to reassess sport programs and curricula in Jordan to provide children with the opportunity and appropriate motivation for sport participation.

There is a need for further investigation to determine the psychological and physical elements that affect achievement motivation and sport participation among young children, based on a better understanding of the environment and philosophy of the culture.

Finally, it would be very helpful if a prior consultation could be done with the sponsoring agencies, families, and educators. This would help in designing appropriate instruments to assess motivation and to better understand the problems encountered by young children in sport programs.

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APPENDIX A

SAMPLE ITEMS FROM HARTER'S PERCEIVED
COMPETENCE SCALE FOR CHILDREN

SCORING KEY: 4 = highest competence
1 = lowest competence

4	3	Some kids feel that they are very good at their schoolwork	BUT	Other kids worry about whether they can do the schoolwork assigned to them	2	1
---	---	--	-----	--	---	---

Cognitive

1	2	Some kids find it hard to make friends	BUT	For other kids it's pretty easy	3	4
---	---	--	-----	---------------------------------	---	---

Social

4	3	Some kids do well at all kinds of sports	BUT	Other don't feel that they are very good when it comes to sports	2	1
---	---	--	-----	--	---	---

Physical

1	2	Some kids feel that there are a lot of things about themselves that would change if they could	BUT	Other kids would like to stay pretty much the same	3	4
---	---	--	-----	--	---	---

General Self-Esteem

APPENDIX B

PERSONAL INFORMATION QUESTIONNAIRE

Sex: Male _____ Female _____ Age _____

Name of School _____

Name of the Game _____ Name of Team _____

Below are some questions about your competitive sport. As you answer the questions, remember that "competitive sports" are those that have organized practices, scheduled competitions, coaches and teachers.

1. How old were you when you first started to participate in competitive sport? _____
2. How many years have you been involved in competitive sport? _____
3. At what levels have you participated as a competitive athlete?
 _____ Elementary
 _____ Junior High School
 _____ High School team
4. What other competitive sports have you participated in?

SPORT	NO. OF SEASONS PLAYED	AGE WHICH STARTED TO PLAY	CHECK IF YOU NOW PARTICIPATE OR PLAN TO PARTICIPATE THIS SEASON
Example: Softball	4	8	√

APPENDIX C

REASONS FOR PARTICIPATION IN SPORT QUESTIONNAIRE

Below are some reasons that people give for participating in sport. Reach each item carefully and decide if that item describes a reason why YOU participate in sport. Mark an "X" to indicate if that reason is very important, pretty important, somewhat important, slightly important, or not at all important for you.

	very important	pretty important	somewhat important	slightly important	not at all important
1. I want to improve my skills.	[]	[]	[]	[]	[]
2. I want to be with my friends.	[]	[]	[]	[]	[]
3. I like to win.	[]	[]	[]	[]	[]
4. I want to get rid of energy.	[]	[]	[]	[]	[]
5. I like to travel.	[]	[]	[]	[]	[]
6. I want to stay in shape.	[]	[]	[]	[]	[]
7. I like teamwork.	[]	[]	[]	[]	[]
8. I like the excitement.	[]	[]	[]	[]	[]
9. My parents or close friends want me to participate.	[]	[]	[]	[]	[]
10. I want to learn new skills.	[]	[]	[]	[]	[]
11. I like to meet new friends.	[]	[]	[]	[]	[]
12. I like to do something I'm good at.	[]	[]	[]	[]	[]
13. I want to release tension.	[]	[]	[]	[]	[]
14. I like the rewards.	[]	[]	[]	[]	[]
15. I like to get exercise.	[]	[]	[]	[]	[]
16. I like to have something to do.	[]	[]	[]	[]	[]
17. I like the action.	[]	[]	[]	[]	[]
18. I like the team spirit.	[]	[]	[]	[]	[]
19. I like to get out of the house.	[]	[]	[]	[]	[]
20. I like to compete.	[]	[]	[]	[]	[]
21. I like to feel important.	[]	[]	[]	[]	[]
22. I like being on a team.	[]	[]	[]	[]	[]
23. I want to go to a higher level.	[]	[]	[]	[]	[]
24. I want to be physically fit.	[]	[]	[]	[]	[]

REASONS FOR PARTICIPATION IN SPORT QUESTIONNAIRE

Continued

Page 2

	very important	pretty important	somewhat important	slightly important	not at all important
25. I want to be popular.	[]	[]	[]	[]	[]
26. I like the challenge.	[]	[]	[]	[]	[]
27. I like the coaches or instructors.	[]	[]	[]	[]	[]
28. I want to gain status or recognition.	[]	[]	[]	[]	[]
29. I like to have fun.	[]	[]	[]	[]	[]
30. I like to use the equipment or facilities.	[]	[]	[]	[]	[]

From the reasons listed above, go back and circle the number of the one that is the most important to you.

APPENDIX D

REASONS FOR DROPPING OUT QUESTIONNAIRE

Below are some reasons that people give when they stop participating in sport. Read each item carefully and decide if that item describes a reason why YOU stopped participating in sport. Mark an "X" to indicate if the reason is very important, somewhat important, or not at all important.

	Very Important	Somewhat Important	Not At All Important
1. My skills did not improve.	[]	[]	[]
2. I was not able to be with my friends.	[]	[]	[]
3. My friends no longer play.	[]	[]	[]
4. I did not win (enough).	[]	[]	[]
5. I did not travel enough.	[]	[]	[]
6. The training was too hard.	[]	[]	[]
7. It was boring.	[]	[]	[]
8. There was no teamwork.	[]	[]	[]
9. My parents or close friends no longer wanted me to play.	[]	[]	[]
10. I did not learn new skills.	[]	[]	[]
11. I did not meet new friends.	[]	[]	[]
12. I was not as good as I wanted to be.	[]	[]	[]
13. I did not like the rewards.	[]	[]	[]
14. I did not receive enough rewards.	[]	[]	[]
15. I had other things to do.	[]	[]	[]
16. It was not exciting enough.	[]	[]	[]
17. There was not enough team spirit.	[]	[]	[]

REASONS FOR DROPPING OUT QUESTIONNAIRE

Continued

Page 2

	Very Important	Somewhat Important	Not At All Important
18. I did not like to compete.	[]	[]	[]
19. I did not feel important enough.	[]	[]	[]
20. I did not like being on the team.	[]	[]	[]
21. I was not in good enough shape.	[]	[]	[]
22. I was not popular.	[]	[]	[]
23. There was not enough challenge.	[]	[]	[]
24. I did not like the pressure.	[]	[]	[]
25. I did not get enough recognition.	[]	[]	[]
26. I did not have enough fun.	[]	[]	[]
27. I was not able to use the equipment or facilities enough.	[]	[]	[]
28. I did not participate (compete) enough.	[]	[]	[]
29. I was too old.	[]	[]	[]
30. I was injured.	[]	[]	[]
31. I wanted to do something else.	[]	[]	[]

From the reasons listed above, go back and circle the number of the one that was the most important for you.

APPENDIX E

CULTURAL QUESTIONNAIRE

Below are some statements about participation in sports. Please read them carefully and mark the box that is most appropriate for your situation.

- | | very
true | sort
of
true | not
very
true | not
at all
true |
|---|--------------|--------------------|---------------------|-----------------------|
| 1. My family supports my participation in sports. | [] | [] | [] | [] |
| 2. My friends and neighbors encourage my participation in sport. | [] | [] | [] | [] |
| 3. Society in general doesn't respect participation in sports. | [] | [] | [] | [] |
| 4. Participation in sports has a negative effect on my personal reputation. | [] | [] | [] | [] |
| 5. I would love to continue participating in sports if my family will offer their support. | [] | [] | [] | [] |
| 6. I love participating in sports but I am afraid it will affect my (femininity), (masculinity). | [] | [] | [] | [] |
| 7. I like my participation in sports but sometimes I have a conflict between sport participation and the traditional way of life. | [] | [] | [] | [] |
| 8. I like my participation in sports but sometimes I have a conflict between sport participation and the religious way of life. | [] | [] | [] | [] |
| 9. I like sport very much but the people who organize and supervise don't give me enough support. | [] | [] | [] | [] |
| 10. I like sport very much but the people who organize and supervise don't give me enough positive treatment. | [] | [] | [] | [] |

CULTURAL QUESTIONNAIRE

Continued

Page 2

- | | very
true | sort
of
true | not
very
true | not
at all
true |
|---|--------------|--------------------|---------------------|-----------------------|
| 11. Even though I like participating in sport, the programs and games that are provided have too much stress on winning and losing. | [] | [] | [] | [] |
| 12. Sometimes when I come home late from a game or practice my family gets angry and sometimes punishes me. | [] | [] | [] | [] |
| 13. Even though I participate a lot in sports in general, I feel as if I'm not improving very much and will never get much better. | [] | [] | [] | [] |
| 14. It was very difficult for me to buy the equipment that I needed to participate because my family does not have enough money. | [] | [] | [] | [] |
| 15. It is very difficult for me to buy the equipment that I needed to participate because my family would rather not spend their money on sports. | [] | [] | [] | [] |
| 16. Sometimes it makes me feel bad because some people say that people who play sports are not smart academically. | [] | [] | [] | [] |
| 17. My school has all the equipment necessary to play sports, and they provide everything for the athletes. | [] | [] | [] | [] |
| 18. My coaches and teachers are very supportive and treat us very well. | [] | [] | [] | [] |
| 19. When one participates in sports, he/she feels proud of his/her participation. | [] | [] | [] | [] |

CULTURAL QUESTIONNAIRE

Continued

Page 3

- | | very
true | sort
of
true | not
very
true | not
at all
true |
|---|--------------|--------------------|---------------------|-----------------------|
| 20. I participate in sports for a better chance at getting a scholarship. | [] | [] | [] | [] |
| 21. It's hard to continue participating in sports because I'm exposed to a lot of embarassment because of insulting comments. | [] | [] | [] | [] |
| 22. I like participating in sport because it can make one famous. | [] | [] | [] | [] |
| 23. I don't have enough time to participate in sports because I have a lot of other work to do. | [] | [] | [] | [] |
| 24. When I participate in sports, the coaches and teachers are very threatening and I'm afraid that if I say anything I will get kicked off the team. | [] | [] | [] | [] |

APPENDIX F

OVERALL ABILITY QUESTIONNAIRE

How would you rate your overall sports ability?

[illegible]

APPENDIX G

PERCEIVED CONTROL QUESTIONNAIRE
MULTIDIMENSIONAL MEASURE OF CHILDREN'S PERCEPTIONS OF CONTROL

WHY THINGS HAPPEN

Directions: Read each sentence and decide which answer best describes your feelings concerning why things happen in sport situations.

SAMPLE QUESTIONS

(A) I like chocolate ice cream better than vanilla ice cream.

Very true Sort of True Not Very True Not at all True

(B) Most kids like spinach.

Very true Sort of True Not Very True Not at all True

1. When I win at a sport, a lot of times I can't figure out why I won.

Very True Sort of True Not Very True Not At All True

2. I can be good at any sport if I try hard enough.

Very True Sort of True Not Very True Not At All True

3. When I play an outdoor game against another kid and I win, it's probably because the other kid didn't play well.

Very True Sort of True Not Very True Not At All True

4. If I try to catch a ball and I miss it, it's usually because I didn't try hard enough.

Very True Sort of True Not Very True Not At All True

5. When I lose an outdoor game, it is usually because the kid I played against was much better at that game to begin with.

Very True Sort of True Not Very True Not At All True

PERCEIVED CONTROL QUESTIONNAIRE

Continued

Page 2

6. When I don't win at an outdoor game, the person I was playing against was probably a lot better than I was.
- Very True Sort of True Not Very True Not At All True
7. When I don't win at an outdoor game, most of the time I can't figure out why.
- Very True Sort of True Not Very True Not At All True
8. If I try a new sport and don't do very well, I wouldn't know why I couldn't do the skill well.
- Very True Sort of True Not Very True Not At All True
9. If I am not too good at any athletic skill, it's usually because I haven't practiced enough.
- Very True Sort of True Not Very True Not At All True
10. When I win at a sport, it's usually because the person I was playing against played badly.
- Very True Sort of True Not Very True Not At All True
11. I can be good at any sport if I work hard enough.
- Very True Sort of True Not Very True Not At All True
12. When I win at an outdoor game, a lot of times I don't know why I won.
- Very True Sort of True Not Very True Not At All True

APPENDIX H

PERCEIVED COMPETENCE QUESTIONNAIRE

Name _____ Age _____ Birthday (Mo.) _____ Day _____

Grade Level _____ Boy or Girl (circle which)

Sample Questions

REALLY TRUE for me	SORT OF TRUE for me				SORT OF TRUE for me	REALLY TRUE for me
a. []	[]	Some kids would rather rather play outdoors in their spare time	BUT	Other kids would rather watch T.V.	[]	[]
b. []	[]	Some kids like ham- burgers better than hotdogs	BUT	Other kids like hotdogs better than hamburgers	[]	[]

1. []	[]	Some kids like hard sport skills because they're a challenge	BUT	Other kids prefer easy sport skills that they are sure they can do	[]	[]
2. []	[]	When some kids can't learn a skill right away they want the coach to help them	BUT	Other kids would try and figure it out by themselves	[]	[]
3. []	[]	Some kids work on skills to learn how to do them	BUT	Other kids work on skills because you're supposed to	[]	[]
4. []	[]	Some kids almost always think that what the coach says is OK	BUT	Other kids sometimes think their own ideas are better	[]	[]
5. []	[]	Some kids know when they've made mistakes without checking with the physical education teacher	BUT	Other kids need to check with the physical education teacher to know if they've made a mistake	[]	[]
6. []	[]	Some kids like diffi- cult skills because they enjoy trying to become good at them	BUT	Other kids don't like to try difficult sport skills	[]	[]
7. []	[]	Some kids practice because the physical education teacher tells them to	BUT	Other kids practice to find out how good they can become	[]	[]

PERCEIVED COMPETENCE QUESTIONNAIRE

Continued

Page 2

REALLY TRUE for me	SORT OF TRUE for me				SORT OF TRUE for me	REALLY TRUE for me
8. []	[]	When some kids make a mistake they would rather figure out the right way by themselves	BUT	Other kids would rather ask the teacher how to do it right	[]	[]
9. []	[]	Some kids know whether or not they're doing well in physical education without grades	BUT	Other kids need to have grades to know how well they're doing in physical education	[]	[]
10. []	[]	Some kids agree with the physical education teacher because they think the teacher is right about most things	BUT	Other kids don't agree with the physical education teacher sometimes and stick to their own opinion	[]	[]
11. []	[]	Some kids would rather just learn only what they have to in physical education	BUT	Other kids would rather learn about as much as they can	[]	[]
12. []	[]	Some kids like to learn skills on their own that interest them	BUT	Other kids think it's better to do skills that the physical education teachers thinks they should be learning	[]	[]
13. []	[]	Some kids practice sport skills because they are interested in the sport	BUT	Other kids practice skills because the physical education teacher wants them to	[]	[]
14. []	[]	Some kids need to get their teacher's opinion to tell how they are doing in physical education	BUT	Other kids know for themselves how they are doing even before they get their teacher's opinion	[]	[]
15. []	[]	If some kids get stuck on a skill, they ask the physical education teacher for help	BUT	Other kids keep trying to figure out the skill on their own	[]	[]
16. []	[]	Some kids like to try new skills that are more difficult to do	BUT	Other kids would rather stick to skills which are pretty easy	[]	[]

PERCEIVED COMPETENCE QUESTIONNAIRE

Continued

Page 3

REALLY TRUE for me	SORT OF TRUE for me				SORT OF TRUE for me	REALLY TRUE for me
17. []	[]	Some kids think that what the teacher thinks of their skill is the most important thing	BUT	For other kids what they think of their skill is the most important thing	[]	[]
18. []	[]	Some kids ask questions in physical education because they want to learn new things	BUT	Other kids ask questions because they want the physical education teacher to notice them	[]	[]
19. []	[]	Some kids aren't really sure if they've done well on a physical skills test until they get their score back from the teacher	BUT	Other kids pretty much know how well they did even before they get their score back	[]	[]
20. []	[]	Some kids like the PE teacher to help them plan what to do next	BUT	Other kids like to make their own plans for what to do next	[]	[]
21. []	[]	Some kids think they should have a say in what skills they do in physical education class	BUT	Other kids think the teacher should decide what skills they should do	[]	[]
22. []	[]	Some kids like sports that are pretty easy to do	BUT	Other kids like those sports that make them work pretty hard to be good	[]	[]
23. []	[]	Some kids aren't sure if their performance is really good or not until the teacher tells them	BUT	Other kids know if it's good or not before the teacher tells them	[]	[]
24. []	[]	Some kids like to try to figure out how to do sport skills on their own	BUT	Other kids would rather ask the teacher how it should be done	[]	[]
25. []	[]	Some kids work extra hard so they can get better grades	BUT	Other kids work extra hard because they learn more about sports	[]	[]
26. []	[]	Some kids think it's best if they decide when to work on different skills	BUT	Other kids think that the teacher is the best one to decide when to work on skills	[]	[]

PERCEIVED COMPETENCE QUESTIONNAIRE

Continued

Page 4 .

REALLY TRUE for me	SORT OF TRUE for me			SORT OF TRUE for me	REALLY TRUE for me
27. []	[]	Some kids know they didn't do their best on a skill when they finish it	BUT	Other kids have to wait until the teachers tells them to know that they didn't do as well as they could have	[]
28. []	[]	Some kids don't like difficult sport skills because they have to work too hard	BUT	Other kids like difficult sport skills because they find them more challenging	[]
29. []	[]	Some kids like to practice their skills without help	BUT	Other kids like to have the teacher help them practice their skills	[]
30. []	[]	Some kids work really hard to get good grades in physical education	BUT	Other kids work hard because they really like to improve their sport skills	[]

APPENDIX I

INTRINSIC/EXTRINSIC MOTIVATIONAL ORIENTATION QUESTIONNAIRE

WHAT I AM LIKE

Age _____

Sex _____

REALLY TRUE for me	SORT OF TRUE for me	Sample Sentences	SORT OF TRUE for me	REALLY TRUE for me
A. []	[]	Some kids would rather rather play outdoors in their spare time	BUT []	Other kids would rather watch T.V.
B. []	[]	Some kids never worry about anything anything	BUT []	Other kids sometimes worry about certain things

1. []	[]	Some kids feel that they are very good at their school work	BUT []	Other kids worry about whether they can do the school assigned to them
2. []	[]	Some kids find it hard to make friends	BUT []	For other kids it's pretty easy
3. []	[]	Some kids do very well at all kinds of sports	BUT []	Others don't feel that they are very good when it comes to sports
4. []	[]	Some kids feel that there are a lot of things about them- selves they would change if they could	BUT []	Other kids would like to stay pretty much the same
5. []	[]	Some kids feel like they are just as smart as other kids their age	BUT []	Other kids aren't so sure and wonder if they are as smart
6. []	[]	Some kids have alot of friends	BUT []	Other kids don't have very many friends
7. []	[]	Some kids wish they could be alot better at sports	BUT []	Other kids feel they are good enough
8. []	[]	Some kids are pretty sure of themselves	BUT []	Other kids are not very sure of themselves

INTRINSIC/EXTRINSIC MOTIVATIONAL ORIENTATION QUESTIONNAIRE

Continued

Page 2

	REALLY TRUE for me	SORT OF TRUE for me				SORT OF TRUE for me	REALLY TRUE for me
9.	[]	[]	Some kids are pretty slow in finishing their school work	BUT	Other kids can do their school work quickly	[]	[]
10.	[]	[]	Some kids don't think they are a very important member of their class	BUT	Other kids think they are pretty important to their classmates	[]	[]
11.	[]	[]	Some kids think they could do well at just about any new outdoor activity they haven't tried before	BUT	Other kids are afraid they might not do well at outdoor things they haven't ever tried	[]	[]
12.	[]	[]	Some kids feel good about the way they act	BUT	Other kids wish they acted differently	[]	[]
13.	[]	[]	Some kids often forget what they learn	BUT	Other kids can remember things easily	[]	[]
14.	[]	[]	Some kids are always doing things with alot of kids	BUT	Other kids usually do things by themselves	[]	[]
15.	[]	[]	Some kids feel that they are better than others their age at school	BUT	Other kids don't feel they can play as well	[]	[]
16.	[]	[]	Some kids think that maybe they are not a very good person	BUT	Other kids are pretty sure that they are a good person	[]	[]
17.	[]	[]	Some kids like school because they do well in class	BUT	Other kids don't like school because they aren't doing very well	[]	[]
18.	[]	[]	Some kids wish that more kids liked them	BUT	Others feel that most kids do like them	[]	[]
19.	[]	[]	In games and sports some kids usually watch instead of play	BUT	Other kids usually play rather than just watch	[]	[]
20.	[]	[]	Some kids are very happy being the way they are	BUT	Other kids wish they were different	[]	[]

INTRINSIC/EXTRINSIC MOTIVATIONAL ORIENTATION QUESTIONNAIRE

Continued

Page 3

REALLY TRUE for me	SORT OF TRUE for me				SORT OF TRUE for me	REALLY TRUE for me
21. []	[]	Some kids wish it was easier to understand what they read	BUT	Other kids don't have any trouble under- standing what they read	[]	[]
22. []	[]	Some kids are popular with others their age	BUT	Other kids are not very popular	[]	[]
23. []	[]	Some kids don't do well at new outdoor games	BUT	Other kids are good at new games right away	[]	[]
24. []	[]	Some kids aren't very happy with the way they do alot of things	BUT	Other kids think the way they do things is fine	[]	[]
25. []	[]	Some kids have trouble figuring out the answers in school	BUT	Other kids almost always can figure out the answers	[]	[]
26. []	[]	Some kids are really easy to like	BUT	Other kids are kind of hard to like	[]	[]
27. []	[]	Some kids are among the last to be chosen for games	BUT	Other kids are usually picked first	[]	[]
28. []	[]	Some kids are usually sure that what they are doing is the right way	BUT	Other kids aren't so sure whether or not they are doing the right thing	[]	[]

APPENDIX J

SPORTS ACHIEVEMENT QUESTIONNAIRE

DIRECTIONS

We are interested in learning more about what people think is important in playing sports. In order to understand what you think is important, we will be asking you to think about those experiences in sport that you felt good about. We would like to know what it was that made you feel good about the experience.

We are most interested in what you, not your teachers, coaches, friends or parents think. In order to identify these experiences and what it was that made you feel good, we ask that you take a little time to think about your responses.

Remember, there are no RIGHT or WRONG answers.

For the following situation, think about an experience you've had in which you felt successful, i.e., you felt good about what you did. Briefly describe the experience on the lines provided and then answer the questions that follow the experience. You may need to take a few minutes to think about those experiences you have had before describing one. If you have questions, we will be glad to help you.

Identify a sport experience in which you felt successful.

- A. What were the things that made you feel successful? For each statement below, circle the number representing the amount you agree or disagree with each statement.

1	2	3	4	5
Strongly		Neither agree		Strongly
disagree	disagree	nor disagree	Agree	agree

I FELT SUCCESSFUL BECAUSE:

- | | | | | | |
|---|---|---|---|---|---|
| 1. I please people important to me. | 1 | 2 | 3 | 4 | 5 |
| 2. I did something few other people did. | 1 | 2 | 3 | 4 | 5 |
| 3. I demonstrated my importance to others. | 1 | 2 | 3 | 4 | 5 |
| 4. I showed how smart I was. | 1 | 2 | 3 | 4 | 5 |
| 5. I did it on my own. | 1 | 2 | 3 | 4 | 5 |
| 6. I experienced adventure. | 1 | 2 | 3 | 4 | 5 |
| 7. I did something new and different. | 1 | 2 | 3 | 4 | 5 |
| 8. I was recognized as a good player. | 1 | 2 | 3 | 4 | 5 |
| 9. I showed I was a leader. | 1 | 2 | 3 | 4 | 5 |
| 10. I made other people happy. | 1 | 2 | 3 | 4 | 5 |
| 11. I understood something important to me. | 1 | 2 | 3 | 4 | 5 |
| 12. I completed something. | 1 | 2 | 3 | 4 | 5 |
| 13. Other people made me feel good. | 1 | 2 | 3 | 4 | 5 |
| 14. I reached a goal. | 1 | 2 | 3 | 4 | 5 |
| 15. My performance made me feel good. | 1 | 2 | 3 | 4 | 5 |
| 16. I met the challenge. | 1 | 2 | 3 | 4 | 5 |
| 17. Other people told me I did well. | 1 | 2 | 3 | 4 | 5 |
| 18. I demonstrated my athletic skills. | 1 | 2 | 3 | 4 | 5 |
| 19. My hard work (practice) paid off. | 1 | 2 | 3 | 4 | 5 |
| 20. I was able to think through the
needed strategy. | 1 | 2 | 3 | 4 | 5 |

- B. Now think about the success again. I would like you to think about WHY you were successful. Circle the number representing the degree to which you agree or disagree with the following statements.

I WAS SUCCESSFUL BECAUSE:

- | | | | | | |
|--|---|---|---|---|---|
| 1. I used the right strategy. | 1 | 2 | 3 | 4 | 5 |
| 2. I knew the right people. | 1 | 2 | 3 | 4 | 5 |
| 3. I have a lot of friends. | 1 | 2 | 3 | 4 | 5 |
| 4. I tried hard. | 1 | 2 | 3 | 4 | 5 |
| 5. I have special skills for this task. | 1 | 2 | 3 | 4 | 5 |
| 6. I was lucky. | 1 | 2 | 3 | 4 | 5 |
| 7. I perform well in these situations. | 1 | 2 | 3 | 4 | 5 |
| 8. I was able to meet the challenge. | 1 | 2 | 3 | 4 | 5 |
| 9. I enjoy sport experiences. | 1 | 2 | 3 | 4 | 5 |
| 10. I spent a lot of time working on it. | 1 | 2 | 3 | 4 | 5 |
| 11. I am good at sport skills. | 1 | 2 | 3 | 4 | 5 |
| 12. I am capable. | 1 | 2 | 3 | 4 | 5 |

APPENDIX K

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION • DEPARTMENT OF HEALTH
AND PHYSICAL EDUCATION
INTRAMURAL SPORTS-CIRCLE BUILDING

EAST LANSING • MICHIGAN • 48824-1049

Dr. Henry E. Bredrick
Chair, UCRIHS
238 Administration Building
CAMPUS

Dear Dr. Bredick:

Enclosed are two copies of a research proposal entitled, "Achievement Motives for Participation and Dropout in Youth Sports" submitted by my advisee Ahmed Hayajneh for examination for exemption to the regulations governing human subjects. Exemption is claimed as a Type 3 research project. I have given my approval of this proposal.

If you have any questions concerning this proposal, please feel free to contact me.

Sincerely,

Deborah L. Feltz

Deborah L. Feltz, Ph.D.
Associate Professor of Physical Education
Phone: 353-6497

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION • DEPARTMENT OF HEALTH
AND PHYSICAL EDUCATION
INTRAMURAL SPORTS-CIRCLE BUILDING

EAST LANSING • MICHIGAN • 48824

Ministry of Youth
Amman, Jordan

To Whom it May Concern:

Ahmed Hayaajneh, who is my advisee at Michigan State University has had his Masters Thesis Proposal approved by the committee of his department.

The title of the Thesis is, "Achievement Motives for Participating In and Dropping Out of Youth Sport." The study requires that he collect his data by issuing surveys and questionnaires to youth in schools and social clubs in Jordan, in the District of Irbid.

Your help in this matter in allowing Ahmed Hayaajneh the necessary approval would be greatly appreciated. Mr. Hayaajneh will make his findings available to the Ministry of Youth and others upon request.

Participants will be anonymous, and will be referred to by number only.

Thankyou for your concern in this matter.

Sincerely,

Deborah L. Feltz

Deborah L. Feltz
Associate Professor of Physical
Education
Michigan State University
MI U.S.A.

MICHIGAN STATE UNIVERSITY

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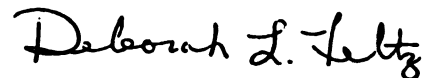
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APPENDIX L

_____ : الجنس :
 _____ : العمر :
 _____ : اسم المدرسة :
 _____ : اسم الطريق :

٤. ماهي الرياضات التامة الدفري التي تمارسها؟

[illegible]

استبيان المشاركة بالرياضة

العمر

الجنس

فيما يلي بعض الاسباب التي يعطيها الناس لمشاركتهم بالرياضة .
اقرأ كل عبارة بدقة وضع الحرف المناسب لها والذي يمثل درجة الانتماء
بالنسبة لمشاركتك في الرياضة في الفراغ الموجود امام كل سبب ؟

مهم جدا	مهم تقريبا	مهم بعض الشيء	خفيف الانتماء	غير مهم إطلاقاً
١	٢	٣	٤	٥

- ١ - اريد ان احسن مهاراتي
- ٢ - احب ان اكون مع اصدقائي
- ٣ - احب ان افوز
- ٤ - احب ان اتخلص من الطاقة
- ٥ - احب ان اسافر
- ٦ - احب ان اكون رقيقاً
- ٧ - احب العمل بطريقة
- ٨ - احب الاثارة
- ٩ - والدتي وادتي المقيمين يريدونني ان اشارك .
- ١٠ - اريد ان اتعلم مهارات جديدة .
- ١١ - احب ان اكون اصدقاء جدد
- ١٢ - احب ان احصل شيء جديد
- ١٣ - اريد ان اربح القوس
- ١٤ - احب المكافآت
- ١٥ - احب ان اعمل تمارين
- ١٦ - احب ان اجد شيئاً ما لكي اعمله
- ١٧ - احب الحركة (النشاط)
- ١٨ - احب روح الفريق الرياضية
- ١٩ - احب ان اخرج خارج المنزل
- ٢٠ - احب ان اناقس
- ٢١ - احب ان اشعر انني مهم
- ٢٢ - احب ان اكون في الطريق
- ٢٣ - اريد ان اهل الى مستوى اعلى
- ٢٤ - اريد ان اكون لائقاً رياضياً
- ٢٥ - احب ان اكون مشهوراً
- ٢٦ - احب التحدي
- ٢٧ - احب ان اكون مع المدرب والمدرس .
- ٢٨ - احب ان اكون معروفوا واكسب وضعاً
- ٢٩ - احب ان احصل على المتعة
- ٣٠ - احب استعمال الامهارة والادوات .

ارجع الى الاسباب المدرجة اعلاه وبع دائرة حول الرقم الذي يبين
السبب الأكثر أهمية بالنسبة لك .

استبيان متعلق بالمضارم

العمر

الجنس

فيما يلي بعض الحالات حول ممارسة الأنشطة الرياضية ، من فضلك
اذا علم بدته واختار الحرف الذي يناسب حالتك وضعه على الخط الموضوع
الاسم كل حالة ٢ .

- أ - صحيح جدا ب - صحيح بدون الشيء ج - غير صحيح كثيرا د - غير صحيح
بشأن
- ١..... - انا انا بدعوني بشاركتي بالرياضة .
- ٢..... - اصدقائي وجيرانني يشجعون مشاركتي في الرياضة
- ٣..... - المجتمع بشكل عام لا يشجع المشاركة في الرياضة
- ٤..... - المشاركة في الرياضة لها تأثير طيب على صحة الشخص .
- ٥..... - احب ان اكمل مشاركتي بالرياضة لو ان انا انا بوفروا
الدعم لي .
- ٦..... - احب المشاركة بالرياضة ولستني تخوف من انها تؤخر
على (جولتي) (جولتي) .
- ٧..... - احب المشاركة بالرياضة ولكن في بعض الاحيان يحصل عندي
مراع فيما بين ممارسة الأنشطة الرياضية وتكاليفها
- ٨..... - احب المشاركة في الرياضة ولكن يحصل عندي بعض الاحيان
مراع بين ممارسة الرياضة والامور المتعلقة بالادمان .
- ٩..... - احب الرياضة كثيرا ولكن الناس المحترمون والمنظمون
لا يشجعون الدعم الثاني .
- ١٠..... - احب الرياضة كثيرا ولكن المنظمين والمضربين لا يتعاملون
بمعاملة ايجابية .
- ١١..... - بالرغم من انني احب المشاركة بالرياضة ولستني الهرايم
والاشباب المتوفرة فيها تشجع من الممارسة في التمرين
على الفوز والخسارة .
- ١٢..... - عندما انا الى البيت مقاهرا بسمي الاحيان بتد الاشتراك
في مباراة او تمرين بمنتب انا واحيانا بشاركتي .
- ١٣..... - بالرغم انني اشارك كثيرا في الرياضة بشكل عام ،
ولستني انا كانه لا انا ولن انا كثيرا .
- ١٤..... - كان من الصعب علي ان اشترى شعرا الادوات التي
احتاجها للمشاركة في الرياضة ان انا لا يملكون
الزمان الثاني .
- ١٥..... - من الصعب علي ان اشترى الادوات التي احتاجها للمشاركة
في الرياضة ان انا لا يحسن ان يمشوا الطول من
اخر الرياضة .

- ١٦ - بعض الاميان اخبر بالمخاطبة لان بعض الناس يقولون بان الذين يلعبون الرياضة هم اذكيا . اكاديميا .
- ١٧ - يوجد في مدرستي جميع الادوات الضرورية لممارسة الرياضة ويوفرون كل شيء للرياضيين .
- ١٨ - اساتذتي ومدرسيني يوفرون الدعم الكافي ويعاملونا جيدا كثيرا .
- ١٩ - عندما يشارك الشفص بالرياضة يشعر بالتحرر بهذه المشاركة .
- ٢٠ - اشارك في الرياضة لتوطير شروء اذتل لتمويل على بعضه دراسية .
- ٢١ - من الصعب ان اكمل ممارسة الرياضة لانني اقترض لكني من الامراج بسبب التعليقات الحادة .
- ٢٢ - احب ممارسة الرياضة لاننا ممكن ان نحلني مشهورا .
- ٢٣ - ليس عندي وقت كافي للمشاركة في الرياضة لان عندي الكثير من الاعمال الاخرى .
- ٢٤ - عندما اشارك في البرامج الرياضية ، المدربون والمشرفون يخطون الشفص واحاف اذا قلت شيئا ما ان اطرء من الفريق .

عودة الى الحالات السابقة ضع دائرة حول رقم الحالة التي تشكّل أهمية كبيرة بالنسبة لك .

تجربة التحصيل الرياضي

الملاحظات:

يهمني أن أتعلم أكثر من ما كنت أعلم بالنسبة لتقاسمي معارضة الأسئلة الرياضية ولكي أفهم ما هو مهم باعتقادك سأسألك عن ماذا تفكر بالنسبة لهذه الخبرات في الأنشطة الرياضية والتي شعرت بالذخيرة فيها.

أنتي مهتم على الأكثر بمعرفة رأيك وبماذا تفكر أنت وليس مدرسيك أو مدربيك أو أصدقائك أو أهلك . ولكي تحدد هذه الخبرات وما الذي جعلك تشعر بالضرورة أنني أطلب منك أن تأخذ بعض الوقت للتفكير حول الإجابة.

تذكر ليس هناك مع أو خطأ في الإجابة.

بالنسبة للعائلة التالية فكر بحيرة أو بتجربة شعرت أنك كنت ناجحا فيها وشعرت شعورا حقا بها فعلت . أو أنك هذه الخبرات باختصار في السطور المعدة لذلك وبعدنا أجب الأسئلة التي تتابع هذه الخبرة . ربما تحتاج أن بعض الدقائق لتفكر بهذه الخبرات قبل أن تقرر أن تشارك أداها فيكون معيدا لإجابة أي أسئلة.

حدد خبره رياضية شعرت فيها بالتحاج .

استبدان خبرات الدجاج والفصلا

البحر

الجنس

١ - ما هي الأنعام التي عليك تستقر بالنتاج ؟ في كل حالة تالية اني
دائرة حول الرقم الذي يمثل درجة الارتباط مع مديها انما : -
حاله من الحالات التالية : -

١ اوافق ٢ اوافق ٣ اوافق ٤ اوافق ٥ اوافق
١ ٢ ٣ ٤ ٥

أنا شرت بالدجاج بسمك : -

- ١ - انني استدت أناس بدمي بالخصبة في
- ٢ - انني عملت شيئا أناسا للمبتون عدلوه
- ٣ - انني علمت للأخرون انشرا المرحمة بالظلمة
- ٤ - انني اظهرت كم كنت جيدا (شائرا)
- ٥ - انني عملت ذلك بنفسي
- ٦ - انني جربت الحفاصة
- ٧ - انني عملت شيئا جيدا ومثلنا
- ٨ - انني كنت معروف ككلمب جيد
- ٩ - انني اظهرت انني قائد
- ١٠ - انني عملت أناس آخرين سدا
- ١١ - انني فهمت شي مهم بالنسبة لي
- ١٢ - انني اعملت شي ما
- ١٣ - أناسا آخرين جعلوني اشر شتورا جيدا
- ١٤ - انني وصلت الى هدف
- ١٥ - أدالي جعلني احمق بشعور جيد
- ١٦ - انني واجهت التمسك
- ١٧ - لان بعض الناس خبروني انني عملت جيدا
- ١٨ - انني اظهرت مهاراتي الرياضية
- ١٩ - انني شابرتي (تدريب) اثمر
- ٢٠ - لانني كنت قادر على التفتير غلال الخلد المطلوب

- ب - الآن شكره الخرى في النجم - انني اربيه في ان تفكر به لـ ماذا
 كنت ناجما - ضع دائرة حول الرقم الذي يمثل درجة موافقتك
 من عدمها فيما يلي :-
 ١ - لداؤاسه بئر -
 ٢ - لداؤاسه -
 ٣ - لداؤاسه بئر -
 ٤ - لداؤاسه بئر -
 ٥ - لداؤاسه بئر -
 ٦ - لداؤاسه بئر -

- ١ - لانني استعملت الطلاء الصحيح ١ ٢ ٣ ٤ ٥
 ٢ - لانني مرغت الناس الصحيحين ١ ٢ ٣ ٤ ٥
 ٣ - لان عندي اصداء * نظيرين ١ ٢ ٣ ٤ ٥
 ٤ - حاولت جاددا ١ ٢ ٣ ٤ ٥
 ٥ - انا عندي مهارات خاصة لهذه المنحة ١ ٢ ٣ ٤ ٥
 ٦ - كنت معظوظا ١ ٢ ٣ ٤ ٥
 ٧ - انني ادبت ميدا في هذه الحالة ١ ٢ ٣ ٤ ٥
 ٨ - انني كنت قادرا على لمواجهة التحدى ١ ٢ ٣ ٤ ٥
 ٩ - انني اتمتع بالانارة الرياضية ١ ٢ ٣ ٤ ٥
 ١٠ - انني قضيت وقتا كثيرا اعمل بها ١ ٢ ٣ ٤ ٥
 ١١ - انا جيد في الممارات الرياضية ١ ٢ ٣ ٤ ٥
 ١٢ - انني قادر (كفى) ١ ٢ ٣ ٤ ٥

استبيان استيعاب التفاضل

الجنس		العمر		العلم	
عفا صحيح بالنسبة لي	صحيح بعض الشيء بالنسبة لي	عفا صحيح بالنسبة لي	صحيح بعض الشيء بالنسبة لي		
<input type="checkbox"/>	<input checked="" type="checkbox"/>	أ - بعض الفتيات/الفتيات يلفطون اللعاب باللعاب في وقت فراغهم.	ولكن	فتيات/فتيات آخرون يلفطون مشاهدة التلفزيون.	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	ب - بعض الفتيات/الفتيات يحبون اللبن أكثر من اللبلاء	ولكن	غيرهم يحب اللبلاء أكثر من اللبن.	<input checked="" type="checkbox"/>

اقرأ الحالات التالية وضع علامة x في المربع الذي يمثل حالته :-

<input type="checkbox"/>	<input type="checkbox"/>	١. بعض الفتيان/الفتيات يحبون المهارات المعقدة في الرياضة لأن فيها تحدي.	ولكن	فتيان/فتيات آخرون يلفطون المهارات الرياضية السهلة التي يشعرون بأنهم متأكدون من القدرة على أدائها.	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	٢. عندما لم يتمكن بعض الفتيان/الفتيات من تعليل المهارة حلالاً فإنهم يريدون من المعلم أو المدرب أن يصادمهم	ولكن	فتيان/فتيات آخرون يلفطون محاولة معرفة المهارات بأنفسهم.	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	٣. بعض الفتيان/الفتيات يمارسون المهارات ليتعلموا كيف يؤدوها.	ولكن	فتيان/فتيات آخرون يمارسونها لأن الواجب عليهم فعلها.	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	٤. بعض الفتيان/الفتيات يعتقدون دائماً أن كل ما يقوله مدرب أو مدرس التربية الرياضية هو صحيحاً.	ولكن	فتيان/فتيات آخرون يعتقدون أن أكتارهم اللبلاء.	<input type="checkbox"/>

حقا صحيح بالنسبة لي	صحيح بعض الشي بالنسبة لي			صحيح بعض الشي بالنسبة لي	حقا صحيح بالنسبة لي
<input type="checkbox"/>	<input type="checkbox"/>	فتيان/فتيات آخرون بحاجة الى مراجعة المدرس لمعرفة فيما إذا كانوا قد أخطوا.	ولكن	٥٠ يدرك بعض الفتيان/الفتيات الأخطاء التي يعملوها.	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	فتيات/فتيان آخرون لا يحبون أن يجربوا المهارات الرياضية المعبة.	ولكن	٦٠ بعض الفتيان/الفتيات يحبون المهارات المعبة لأنهم يحبون التمتع بمحاولة اجادتها.	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	فتيات/فتيان آخرون يتمرنون حتى يعرفوا مدى تمكنهم من اجادة المهارة.	ولكن	٧٠ يقوم بعض الفتية/الفتيات بالتدريب لأن مدرب التربية الرياضية يطلب منهم ذلك	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	فتيان/فتيات آخرون يحتاجون الى وجود علامات حتى يعرفوا مدى اجادتهم في التربية الرياضية.	ولكن	٨٠ عندما يخطئ بعض الفتية/ الفتيات فانهم ينفلون معرفة الطريقة الصحيحة بأنفسهم.	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	فتيان/فتيات آخرون يحتاجون الى وجود علامات حتى يعرفوا مدى اجادتهم بالتربية الرياضية	ولكن	٩٠ يعرف بعض الفتية/الفتيات عما إذا كان (اذاؤهم) جيدا في التربية الرياضية بدون علامات.	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	فتية وفتيات آخرون لا يوافقون أحيانا بأنهم يتسمكون بأرائهم الشخصية.	ولكن	١٠٠ بعض الفتيان/الفتيات يوافقون مدرب /مدرس التربية الرياضية الرأي لأنهم يعتقدون أن كلام مدرس /مدرب التربية الرياضية صحيحا عن معظم الأشياء.	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	فتية آخرون ينفلون أن يتعلموا قدر امكانياتهم	ولكن	١١٠ بعض الفتية/الفتيات ينفلون أن يتعلموا فقط ما هو مطلوب منهم في التربية الرياضية.	<input type="checkbox"/>

٢

<input type="checkbox"/>	<input type="checkbox"/>	خير منهم قاذرين دائما تقرئنا على معرفة الاجابات .	رسم	ما في الامتحان من معرفة ما في اجابة الاسئلة المدرسية	<input type="checkbox"/>	<input type="checkbox"/>	٢٥
<input type="checkbox"/>	<input type="checkbox"/>	غيرهم من المموبة ان يحبوا بسهولة .	ولكن	بعض الفتيان من السهل ان يحبوا .	<input type="checkbox"/>	<input type="checkbox"/>	٢٦
<input type="checkbox"/>	<input type="checkbox"/>	غيرهم عادة يختاروا في البداية .	ولكن	بعض الفتيان آخر من يختاروا من بين الآخرين ليحبوا .	<input type="checkbox"/>	<input type="checkbox"/>	٢٧
<input type="checkbox"/>	<input type="checkbox"/>	غيرهم غير متأكدين بان ما يعملوه من اشياء صحيح أو لا .	ولكن	بعض الفتيان متأكدون مادة ان كل ما يعملوه دائما صحيح .	<input type="checkbox"/>	<input type="checkbox"/>	٢٨

<div> <div> <div>معجب</div> <div>حقا</div> <div>بالنسبة</div> <div>لي</div> </div> <div> <div>معجب</div> <div>بعض</div> <div>الشي</div> <div>بالنسبة</div> <div>لي</div> </div> </div>	<div> <div> <div>معجب</div> <div>حقا</div> <div>بالنسبة</div> <div>لي</div> </div> <div> <div>معجب</div> <div>بعض</div> <div>الشي</div> <div>بالنسبة</div> <div>لي</div> </div> </div>	
<input type="checkbox"/>	<input type="checkbox"/>	١٥. اذا واجه بعض الفتيات/الفتيات صعوبة في مهارة ما فلهنم يطلبوا المساعدة من مدرس التربية الرياضية.
<input type="checkbox"/>	<input type="checkbox"/>	ولكن فتية/فتيات آخرون يستمرون في المحاولة حتى يعرفوا المهارات بأنفسهم.
<input type="checkbox"/>	<input type="checkbox"/>	١٦. بعض الفتيات/الفتيات يحاولون تجربة مهارات جديدة من التي يحب اداؤها.
<input type="checkbox"/>	<input type="checkbox"/>	ولكن فتية/فتيات آخرون يفلتوا الاكتفاء بالمهارات السهلة الى حد ما.
<input type="checkbox"/>	<input type="checkbox"/>	١٧. بعض الفتيات يعتقدون أن رأى المعلم حول مهاراتهم هو أهم شيء.
<input type="checkbox"/>	<input type="checkbox"/>	ولكن فتية/فتيات آخرون يعتقدون أن رأيهم الشخصي من مهاراتهم هو أهم شيء.
<input type="checkbox"/>	<input type="checkbox"/>	١٨. بعض الفتيات/الفتيات يسألون أسئلة من التربية الرياضية لأنهم يريدون أن يتعلموا أشياء جديدة.
<input type="checkbox"/>	<input type="checkbox"/>	ولكن فتية/فتيات آخرون يسألون أسئلة لأنهم يريدون أن يلاحظوا من قبل المدرس.
<input type="checkbox"/>	<input type="checkbox"/>	١٩. بعض الفتيات/الفتيات غير متأكدين عما اذا كانوا قد فعلوا جيدا في امتحان المهارات حتى يأخذوا العلامات من المعلم.
<input type="checkbox"/>	<input type="checkbox"/>	ولكن فتية/فتيات آخرون متأكدين من مدى اجادتهم حتى قبل أن يحطوا على علاماتهم.
<input type="checkbox"/>	<input type="checkbox"/>	٢٠. بعض الفتيان/الفتيات يحبون أن يساعدن معلم التربية الرياضية بتخطيط ما يجب عليهم عمله فيما بعد.
<input type="checkbox"/>	<input type="checkbox"/>	ولكن فتية/فتيات آخرون يحبون أن يخططوا بأنفسهم ماذا سيعملوا فيما بعد.
<input type="checkbox"/>	<input type="checkbox"/>	٢١. بعض الفتيات/الفتيات يعتقدون بأنه يجب أن يكون لهن رأى في المهارات التي عليهن اداؤها في حصة التربية الرياضية.
<input type="checkbox"/>	<input type="checkbox"/>	ولكن فتيان/فتيات آخرون يعتقدون أن المدرس هو الذي يقرر ما يجب عليهن تعلمه من مهارات.
<input type="checkbox"/>	<input type="checkbox"/>	٢٢. بعض الفتيان/الفتيات يحبون الرياضيات التي من السهل اداؤها.
<input type="checkbox"/>	<input type="checkbox"/>	ولكن فتيان/فتيات آخرون يحبون الرياضيات التي تتطلب عملا معبأ لاجادتها.

٥	صحيح حقا بالنسبة لي	صحيح بعض الشي بالنسبة لي
٢٣. بعض الفتيات غير متأكدين فيما إذا كان اداؤهم جيدا أم لا إلى أن يخبرهم المعلم بذلك.	<input type="checkbox"/>	<input type="checkbox"/>
٢٤. بعض الفتيات/الفتيات يحبون أن يحاولوا أن يعرفوا كيفية اداء المهارات الرياضية لوحدهم.	<input type="checkbox"/>	<input type="checkbox"/>
٢٥. بعض الفتيان/الفتيات يعملون بجموعة كبيرة ليحصلوا على علامات أفضل .	<input type="checkbox"/>	<input type="checkbox"/>
٢٦. بعض الفتيان/الفتيات يعتقد أنه من الأفضل لهم أن يفرروا بأنفسهم مشى عليهم أن يعملوا على مهارات مختلفة .	<input type="checkbox"/>	<input type="checkbox"/>
٢٧. بعض الفتيات/الفتيات يعرفون أنهم يعملوا أفضل مما عندهم بعد اداء المهارة .	<input type="checkbox"/>	<input type="checkbox"/>
٢٨. بعض الفتيان/الفتيات لا يحبون المهارات الرياضية الصعبة لأنها تتطلب منهم العمل المجهد .	<input type="checkbox"/>	<input type="checkbox"/>
٢٩. بعض الفتيان/الفتيات يحبوا أن يمارسوا مهاراتهم بدون مساعدة .	<input type="checkbox"/>	<input type="checkbox"/>
٣٠. بعض الفتيات/الفتيات يعملون بجهد ليحصلوا على علامات عالية في التربية الرياضية مهاراتهم .	<input type="checkbox"/>	<input type="checkbox"/>
ولكن	<input type="checkbox"/>	<input type="checkbox"/>
ولكن	<input type="checkbox"/>	<input type="checkbox"/>
ولكن	<input type="checkbox"/>	<input type="checkbox"/>
ولكن	<input type="checkbox"/>	<input type="checkbox"/>
ولكن	<input type="checkbox"/>	<input type="checkbox"/>
ولكن	<input type="checkbox"/>	<input type="checkbox"/>
ولكن	<input type="checkbox"/>	<input type="checkbox"/>
ولكن	<input type="checkbox"/>	<input type="checkbox"/>

صحيح
حقا
بالنسبة
لي

صحيح
بعض
الشي
بالنسبة
لي

استبانة المبررات الدلالية الخارجية

①

الجنس	العمر	صحيح حقا بالنسبة لي	صحيح بعض الشيء بالنسبة لي	أمثلة	صحيح بعض الشيء بالنسبة لي	صحيح حقا بالنسبة لي
أ		<input type="checkbox"/>	<input type="checkbox"/>	بعض الفتيان/الفتيات يفعلون ان يلعبون في الملاعب المفتوحة في اوقات فراغهم	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ب		<input type="checkbox"/>	<input type="checkbox"/>	بعض الفتيان/الفتيات لا يهتموا لأي شيء	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	ولكن فتيان/فتيات فيهم يفعلون مشاهد التلفزيون	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	ولكن فتيان/فتيات اخرون يهتمون لأي شيء	<input type="checkbox"/>	<input checked="" type="checkbox"/>

اقرأ الحالات التالية وضع علامة (x) في المربع الذي يمثل حالتك.

ملاحظته : (اختار فقط مربعا واحدا من كل جملة كما هو موضح أعلاه) .

أ	<input type="checkbox"/>	<input type="checkbox"/>	بعض الفتية يشعرون بانهم جيدون في امالهم المدرسية.	ولكن غيرهم قلقون حول مقدرتهم على القيام بالواجبات المدرسية التي تعطى لهم .	<input type="checkbox"/>	<input type="checkbox"/>
ب	<input type="checkbox"/>	<input type="checkbox"/>	بعض الفتية يجدون من المحب عليهم مفضل اصداقهم .	ولكن غيرهم فانها سهلة .	<input type="checkbox"/>	<input type="checkbox"/>
ج	<input type="checkbox"/>	<input type="checkbox"/>	بعض الفتية يعملون جيذا للغاية في جميع انواع الرياضات .	ولكن غيرهم لا يشعرون انهم جيدون كثيرا فيما يتعلق بالرياضة .	<input type="checkbox"/>	<input type="checkbox"/>
د	<input type="checkbox"/>	<input type="checkbox"/>	بعض الفتية يشعرون بان هناك كثيرا من الاشياء حول انفسهم يودون لو استطاعوا تغييرها .	ولكن غيرهم يحبون ان يبتلوا كما هم .	<input type="checkbox"/>	<input type="checkbox"/>
هـ	<input type="checkbox"/>	<input type="checkbox"/>	بعض الفتية يشعرون بانهم اذكيا مثل زملائهم الذين ليس عمرهم .	ولكن غيرهم غير متأكدين ومتحيرين فيما اذا كانوا مثل الآخرين .	<input type="checkbox"/>	<input type="checkbox"/>
و	<input type="checkbox"/>	<input type="checkbox"/>	بعض الفتية لهم اصداق كثيرين	ولكن غيرهم من الفتية ليس عندهم اصداق كثيرين .	<input type="checkbox"/>	<input type="checkbox"/>
ز	<input type="checkbox"/>	<input type="checkbox"/>	بعض الفتية يطمنون لو يستطيعوا ان يكونوا افضل بكثير في الرياضة .	ولكن غيرهم من الفتية يشعرون بانهم جيدون بالشكل الوافي .	<input type="checkbox"/>	<input type="checkbox"/>
ح	<input type="checkbox"/>	<input type="checkbox"/>	بعض الفتية متأكدون من معرفة انفسهم	ولكن غيرهم غير متأكدين من انفسهم .	<input type="checkbox"/>	<input type="checkbox"/>
ط	<input type="checkbox"/>	<input type="checkbox"/>	بعض الفتية يطمنون بانها واجباتهم المدرسية .	ولكن غيرهم يستطيعون ان يعملوا واجباتهم المدرسية بسرعة .	<input type="checkbox"/>	<input type="checkbox"/>
ي	<input type="checkbox"/>	<input type="checkbox"/>	بعض الفتية يعتقدون بانهم اعضاء غير مهمين في الصف .	ولكن غيرهم من الفتية يعتقدون بانهم اعضاء مهمين بالنسبة لزملاء صفهم .	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>	غيرهم من الفتيات متخوفون من عدم قدرتهم على اداء الاشياء (الحركات) فسي الملاعب الخارجية باجاده اذا لم يجربوها من قبل.	بعض الفتيان يعتقدون بانهم يستطيعوا ان يعملوا أي أنشطة جديدة في الملاعب الخارجية كأي أنشطة لم يجربوها من قبل.	<input type="checkbox"/>	<input type="checkbox"/>	١١
<input type="checkbox"/>	<input type="checkbox"/>	غيرهم من الفتيات يترقبون لو يتعرفوا بطريقة تخلفه	ولكن بعض الفتيات يشعرن بأن الطريقة التي يتعرفون بها جيدة.	<input type="checkbox"/>	<input type="checkbox"/>	١٢
<input type="checkbox"/>	<input type="checkbox"/>	غيرهم من الفتيات يستطيعوا أن يتذكروا الاشياء بسهولة	ولكن بعض الفتيات غالبا ما ينسوا ما تعلموه.	<input type="checkbox"/>	<input type="checkbox"/>	١٣
<input type="checkbox"/>	<input type="checkbox"/>	غيرهم من الفتيات مسادة يعملون الاشياء بأنفسهم.	ولكن بعض الفتيان/الفتيات دائما يعملون الاشياء مع كثير من الفتيان/الفتيات الآخرين.	<input type="checkbox"/>	<input type="checkbox"/>	١٤
<input type="checkbox"/>	<input type="checkbox"/>	غيرهم يشعرون أن باستطاعتهم أن يؤديوا مثل غيرهم.	ولكن بعض الفتيات يشعرون بأنهم أفضل من الفتيان الذين ينهم في الرياضة	<input type="checkbox"/>	<input type="checkbox"/>	١٥
<input type="checkbox"/>	<input type="checkbox"/>	غيرهم متأكدون بانهم اشخاص جيدون.	ولكن بعض الفتيات يعتقدون بانهم اشخاص غير جيدين.	<input type="checkbox"/>	<input type="checkbox"/>	١٦
<input type="checkbox"/>	<input type="checkbox"/>	غيرهم لا يحبون المدرسة لانهم لا يعملون جيدا في الصف.	ولكن بعض الفتيان يحبون المدرسة لانهم يؤدون جيدا في الصف.	<input type="checkbox"/>	<input type="checkbox"/>	١٧
<input type="checkbox"/>	<input type="checkbox"/>	غيرهم يشعرون بأن معظم الفتيان/الفتيات يحبونهم	ولكن بعض الفتيان/الفتيات يترقبون لو أن فتيان أكثر يحبونهم.	<input type="checkbox"/>	<input type="checkbox"/>	١٨
<input type="checkbox"/>	<input type="checkbox"/>	غيرهم عادة ما يلعبون بدلا من المشاهدة.	ولكن في الألعاب والأنشطة الرياضية بعض الفتيان عادة يكتفون بالمشاهدة بدل المشاركة (اللعب)	<input type="checkbox"/>	<input type="checkbox"/>	١٩
<input type="checkbox"/>	<input type="checkbox"/>	غيرهم يترقبون لو أنهم مختلفين عما هم عليه	ولكن بعض الفتيان جيدين جدا بوضعهم ونسي الطريقة التي هم عليها	<input type="checkbox"/>	<input type="checkbox"/>	٢٠
<input type="checkbox"/>	<input type="checkbox"/>	غيرهم ليس لديهم أي مشكلة في فهم ما يقرأون.	ولكن بعض الفتيان يترقبون ان يكون من السهل عليهم ان يفهموا ما يقرأون.	<input type="checkbox"/>	<input type="checkbox"/>	٢١
<input type="checkbox"/>	<input type="checkbox"/>	غيرهم غير مشهورين كثيرا بين زملائهم.	ولكن بعض الفتيان مشهورين ومعروفين بين زملائهم.	<input type="checkbox"/>	<input type="checkbox"/>	٢٢
<input type="checkbox"/>	<input type="checkbox"/>	غيرهم جيدين في اداء الألعاب الجديدة حالا.	ولكن بعض الفتيان لا يؤدون اداء جيدا فسي الألعاب الجديدة في الملاعب الخارجية.	<input type="checkbox"/>	<input type="checkbox"/>	٢٣
<input type="checkbox"/>	<input type="checkbox"/>	غيرهم يعتقدون أن الطريقة التي يعملون بها الاشياء جيدة.	ولكن بعض الفتيان غير سعداء في الطريقة التي يعملون بها كثيرا من الاشياء.	<input type="checkbox"/>	<input type="checkbox"/>	٢٤

٤

<input type="checkbox"/>	<input type="checkbox"/>	غيرهم قد يدرين دائما تقريرا على معرفة الاجابات .	نصف المهتمين بجاهل ولكن محبوبة ما في اجابة الاسئلة المدرسية	<input type="checkbox"/>	<input type="checkbox"/>	٢٥٠
<input type="checkbox"/>	<input type="checkbox"/>	غيرهم من المموبة ان يحبوا بسهولة .	بعض الفتيان من السهل ولكن ان يحبوا .	<input type="checkbox"/>	<input type="checkbox"/>	٢٦٠
<input type="checkbox"/>	<input type="checkbox"/>	غيرهم عادة يختاروا في البدايه .	بعض الفتيان آخر من يختاروا من بين الآخرين ليحبوا .	<input type="checkbox"/>	<input type="checkbox"/>	٢٧٠
<input type="checkbox"/>	<input type="checkbox"/>	غيرهم غير متأكدين بان ما يفعلوه من اشياء صحيح أو لا .	بعض الفتيان متأكدون عادة ان كل يملوه دائما صحيح .	<input type="checkbox"/>	<input type="checkbox"/>	٢٨٠

المختار متعدد الاختصاصات لتبيان تصور الاطفال عن التمر

التمر

الجنس

تعليمات

افراكل جملة ثم قرر أهم أفضل حواب يدك شتورك حول الاشياء التي
تحدث في المواقف الرياضية ، بوضع الرأى المناسب الذي يمثل
حالتك بين الخوسين بتمرير موضع في المثالين التاليين ؟

صحيح جدا	صحيح	صحيح	صحيح على الاطلاق
(1)	(2)	(3)	(4)

مثال
(أ) أحب المليب اكثر من الشاي (2)
مثال
(ب) معظم الاطفال يحبون الحمص (1)

- 1 . عندما افوز في رياضة ما ، فلي تظهر من الامكان لا امرئ لصدا .
نشرت ()
- 2 . ان بإمكانني ان اجيد أي رياضة اذا بذلت الجهد الثاني ()
- 3 . عندما اقوم باللعب في ملعب خارجي ضد انضيمه الآخرين ، واربح
شان هذا امكانا يكون لان الاولاد الاغربين لا يلعبون جيدا ()
- 4 . اذا حاولت مسك الكرة وفشلت ، فان هذا مادة لاني نسمي
ابذل الجهد الكافي ()
- 5 . عندما التقي واخسر في ملعب ميسر مطلق شيئا عادة لان الشتيه
الذي لعبت مدعم لأول مرة كانوا الظل كثيرا ()
- 6 . عندما لعب واخسر في ملعب ميسر مطلق شان الشخص الذي لعبت
هذه كان الذي مني بتكبير ()
- 7 . عندما لا اربح في لعب ميسر مطلق شاني لا اعرف انسب لسي
معظم الامكان ()
- 8 . عندما اجرّب رياضة جديدة ولا التقي جيدا ، لم اكن اعرف
لماذا لم استطع عمل المباراة جيدا ()
- 9 . اذا لم اكن جيدا في أي مباراة رياضية ، شيئا عادة لانني
لم اعرف بها فيه الكفاية ()
- 10 . عندما افوز في رياضة ما ، شيئا عادة لان الشخص الذي لعبت
هذه كان لعبه ضعيفا ()
- 11 . ان بإمكانني ان اكون جيدا في أي رياضة اذا بذلت حشدا .
كافيا ()
- 12 . عندما افوز في لعبة ذي علب خارجي سي تظهر من الامكان لا
امرئ للعب ()

استبيان الانقطاع عن ممارسة الانشطة الرياضية

التمهيد :-

فيما يلي بعض الاسباب التي يذهبها الناس لتوقفهم عن ممارسة الانشطة الرياضية :
القرار كل جملة بعناية وثبر فيما اذا كانت الشارة توجب السبب الذي من
اجله انقطعت عن ممارسة الانشطة الرياضية وضع العرف الذي يمثل درجة الامة
من عدمها بالنسبة لك في الفراغ الموجود امام كل سبب من الاسباب التالية :-

مهم جدا	مهم تغريبا	مهم نوعا ما	غثيف الامة	غير مهم نهائيا
أ	ب	ج	د	هـ
..... ١ -	مباراتي لم تتحسن .			
..... ٢ -	لم اتمكن من ان اكون مع اصدقائي .			
..... ٣ -	لم يعد يلعب اصدقائي .			
..... ٤ -	لم افوز بالمثل الكافي .			
..... ٥ -	لم اسافر كثيرا .			
..... ٦ -	التدريب كان ممبيا جدا .			
..... ٧ -	كان الوضع ممبيا .			
..... ٨ -	لم يكن هناك عمل جماعي .			
..... ٩ -	والدي وادقائي ! يريدوني ان اصب بند الآن .			
..... ١٠ -	لم اتعلم مهارات جديدة .			
..... ١١ -	لم التقي باصدقاء جدد .			
..... ١٢ -	لم اكن عيدا كما كنت اود .			
..... ١٣ -	لم تعجبني المكافآت .			
..... ١٤ -	لم اقلق جوائز كاشية .			
..... ١٥ -	عندي اشياء اخرى لأعملها .			
..... ١٦ -	لم تكن هناك اشارة كاشية .			
..... ١٧ -	لم تكن روح الفريق كاشية .			
..... ١٨ -	لم اعب المنافسات .			
..... ١٩ -	لم اقدر انني مهم بالدرجة الكافية .			
..... ٢٠ -	لم اعب ان اكون في الطريق .			
..... ٢١ -	لم تكن حالتني لائقة بالدرجة الكافية .			
..... ٢٢ -	لم اكن مشغولا .			
..... ٢٣ -	لم يكن هناك تعد كاف .			
..... ٢٤ -	لم اعب الضلع الناتج عن البرامج .			
..... ٢٥ -	لم استطع ان اكن معروفا بالدرجة الكافية .			
..... ٢٦ -	لم اعمل على متعة كاشية .			
..... ٢٧ -	لم اتمكن من استعمال الاجهزة .			
..... ٢٨ -	لم تكن الممارسة والمنافسة بالمثل الكافي .			
..... ٢٩ -	كان عمري كبيرا .			
..... ٣٠ -	كنت مصابا .			
..... ٣١ -	احببت ان اعمل شيئا آخر .			

من الاسباب المدرجة اعلاه عد وضع دائرة حول الرقم الذي يوضح السبب الأكثر أهمية بالنسبة لك .

استبان تصور القدره

- كيف تصنف او تقدر جميع قدراتك الرياضيه ؟

١ - ضعيف

٢ -

٣ -

٤ -

٥ -

٦ -

٧ -

٨ -

٩ - ممتاز

ضع دائرة حول الرقم الذي يمثل مستواك الرياضي .