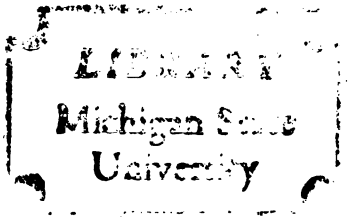

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MOTIVES INTERSCHOLASTIC ATHLETES HAVE FOR PARTICPATION
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Linda Marie Petlichkoff

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MOTIVES INTERSCHOLASTIC ATHLETES HAVE FOR PARTICIPATION AND REASONS FOR DISCONTINUED INVOLVEMENT IN SCHOOL SPONSORED SPORTS

By

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ABSTRACT

MOTIVES INTERSCHOLASTIC ATHLETES HAVE FOR PARTICIPATION
AND REASONS FOR DISCONTINUED INVOLVEMENT
IN SCHOOL SPONSORED SPORTS

By

Linda Marie Petlichkoff

This investigation was designed to examine motives children have for participation in and withdrawal from interscholastic athletics at the junior and senior high school levels. Two hundred seventy athletic participants and 46 nonparticipants, ranging in age from 12 to 18 years, were randomly selected and administered questionnaires designed to assess motives for athletic involvement and/or discontinued participation. In addition, each former participant was individually interviewed in an effort to further assess reasons for discontinued involvement. Based on the previous research three predictions were made: (1) motives for involvement in interscholastic sports would be the same as those for agency-sponsored sports, with affiliation, excellence and stress/arousal being rated as most important; (2) motives for involvement would be independent of age, sex, and type of sport; and, (3) reasons for discontinued involvement would be dependent on age, with junior high dropouts more often ceasing participation for reasons related to emphasis on winning, whereas high school aged dropouts would more often cease participation because of work or conflicts of interests. Descriptive and univariate statistical analyses of the results revealed that prediction one was partially supported in that excellence (learning new skills and improving existing skills)

and affiliation were rated as primary motives for involvement. Little support was found for prediction two, in that a number of sex, age and sport differences were found in incentive motives. Finally, little support was found for prediction three in that all dropouts, regardless of their age, withdrew primarily because of conflicts of interest. It was concluded that both school and nonschool sport participants have similar motives for participation and discontinued participation.

This work is dedicated to the athletes in the Wayne-Westland Community School District. It was their input that initiated my concerns to investigate motives for participation and reasons for discontinued involvement in interscholastic sports.

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CHAPTER I

INTRODUCTION

Why do young athletes participate in sport? Do children of different ages and sex have the same objectives for participation? Why do so many children discontinue their athletic involvement and what are their reasons for doing so? These are important motivational questions that athletic leaders, parents and coaches have concerning children's involvement in competitive athletics. In the past, coaches and other adult leaders had to rely solely on their own experience to answer these questions. Sport scientists (Alderman & Wood, 1976; Gill, Gross & Huddleston, Note 1; Orlick, 1973; Sapp & Haubenstricker, Note 2), however, have recently begun to examine children's motivation for participating and discontinuing involvement in sport. Moreover, the findings of their investigations are contributing to a body of knowledge about athletic motivation which can assist adult leaders in providing rewarding and fulfilling athletic experiences for a large number of children.

Investigators are finding that children participate in organized sports for a variety of reasons. In an extensive study conducted in Michigan, for example, it was found that males and females ranging in age from 5 to 17 years primarily participated in sports to have fun, to improve their skills, to meet new friends, and to become physically fit (Sapp & Haubenstricker, Note 2). Similarly, Gill et al. (Note 1) and Griffin (Note 3) found that fun, learning skills, affiliation,

achievement, and challenge were the primary objectives young athletes perceived in terms of sport involvement. Finally, Alderman and Wood (1976) found that affiliation, excellence and stress-excitement were the primary incentives that motivate children, ranging in age from 11 to 18 years, to become involved in sports regardless of their sex, sport or culture. Thus, the primary motives children have for athletic participation include having fun, improving skills, being with friends -- old or new, becoming physically fit and experiencing excitement.

Not only have researchers begun to examine why children become involved in sports, but they have also shown interest in determining why children discontinue their involvement in organized sports. Orlick (1974), for instance, found that the primary reasons for which children drop out of sports include the emphasis placed on winning and personal involvement in other activities. Similarly, in an investigation conducted for the State of Michigan, it was found that involvement in other activities and working contributed the most to discontinued athletic participation by both males and females (Sapp & Haubenstricker, Note 2). Other investigations (McPherson, Martenik, Clark, and Tihayl, 1977; Orlick, 1972) have also shown that children discontinue their involvement in sports when they have inadequate time to improve skills, when they do not receive enough playing time, when they fear athletic failure and when the sport experience is no longer fun.

While these preliminary studies have provided valuable information for coaches and adult leaders involved in youth athletic programs,

much more needs to be known. The results of these investigations must be replicated and extended across different samples of children who vary in age, sex, and the type of sports program in which they are involved. Sapp and Haubenstricker (Note 2), for instance, showed that sports participation increased up to the ages of 11, 12 and 13 years and then sharply declined. In addition, it was found that the primary reasons for discontinuing involvement were interest in other activities and working. However, this study, as well as most of the other research on children's participation motivation in youth athletics, has focused on nonschool sports. Little is known about children's motivation of interscholastic athletic programs. Would these findings extend to children involved in school sports? This is a question of particular importance and was the major focus of the present investigation.

Purpose of the Study

The purpose of the present study was twofold. First, the major objectives or motives of children, ages 12 to 18 years, have for participating in school athletics were assessed via survey techniques. These motives were examined to determine if they differed for athletes of various ages, sex and levels of involvement. Second, children who once participated in junior or senior high school athletic programs but no longer do so were surveyed and their major reasons for discontinuing participation were assessed. These reasons were examined to determine if school sport participants of differing ages, sex or levels of experience discontinued involvement for reasons similar to

those of nonschool sport participants.

Significance of the Study

There has been growing concern among coaches and adult leaders in school and nonschool athletic programs that an alarming number of youngsters are discontinuing involvement in sports as they move throughout the continuum of athletics. However, little is known as to why this attrition occurs. One of the objectives of this study, then, was to investigate children's motives for athletic participation. The results obtained will be used to provide information which will assist program directors in reconstructing athletic environments for the purpose of facilitating and maintaining the involvement of youth in competitive athletics.

The present investigation was also designed to more specifically examine differences in children's motivational orientation in competitive athletics. It is possible, for example, that motives for involvement and discontinued athletic participation may vary with age. Some motives may determine which sport or physical activity an individual may be involved in at a given moment, while others may determine the degree and length of involvement (Harris, 1973). Specifically, Alderman and Wood (1976) reported affiliation and excellence were the main incentives for children's involvement in sports regardless of the athlete's age. In contrast, Orlick (1974) found that the majority of high school aged athletes withdrew from competition because of conflict of interest, whereas elementary school aged children dropped out for reasons related to the competitive emphasis of the programs.

Thus, there seems to be some conflicting evidence about whether children of differing ages have the same motives for sport involvement and discontinued participation. Therefore, a subpurpose of the present study was to examine if children of differing ages vary in their participation motivation. This information should be valuable in helping adult leaders provide programs which will meet the needs of young athletes of varying ages.

Title IX has opened the door to competitive athletics for females in most communities, providing them with equal opportunities to participate in athletics. However, the State of Michigan report has shown that large sex differences exist in sport participation patterns (Sapp & Haubenstricker, Note 2). Specifically, it has been reported that one out of every five girls participate in agency-sponsored softball while only one of ten complete the season. For the males, one out of every three participated in baseball and three out of four complete the season. Does this discrepancy exist in school-sponsored programs? If so, why does it occur? Do males and females differ in their motives concerning sport participation and discontinuation? These are important questions for those involved in youth sports and were specifically addressed in the present investigation.

The rate of athlete retention and the reasons for involvement may also be specific to the sport (Guppy, 1974). For example, athletic teams can be classified as one of two types -- individual or team sports. Sport type and the difference in the make-up of the sport may affect the retention or dropout rate. For instance, an athlete in an individual sport has control over his or her actions and is less

dependent upon others. Thus, athletes who have high independence needs may gravitate to individual sports. In contrast, team membership necessitates working with others to achieve a common goal, with some members assuming roles as leaders and others as followers. This type of sport may better meet the needs of a more socially oriented person. Therefore, it would seem appropriate to study participation motivation by comparing reasons children give for participating in various types of sport.

In essence, studying the effects of age, sex and sport type on children's motives for participation and discontinued athletic involvement may lead to a more complete understanding of why individuals choose to participate or discontinue athletic participation. This would provide important information for those administering scholastic sports programs. Adult leaders would have information concerning the interests and desires of school children so that sports programs could be modified to increase participation rates.

Research Plan

This investigation was conducted to assess why children participate or discontinue participation in athletic programs at the junior and senior high school level in the Wayne-Westland Community School District. This district currently consists of four junior high and two senior high schools which, at both levels, conduct extensive school sponsored sports programs. The interscholastic sports programs at the junior high level compete within the school system's boundries and determine a city champion in twelve sports for males and females

at both the varsity and junior varsity level. The two senior high schools are members of different interscholastic sports leagues and maintain all sports sponsored by the Michigan High School Athletic Association, with the exception of ice hockey.

This study was conducted in two separate phases. Phase I involved a survey of objectives for athletic participation and was completed by male and female participants who competed during the 1980 - 1981 school year in an interscholastic sport(s) at either the junior or senior high school level. In Phase II, former participants who had discontinued their involvement in school athletic programs over the last two years were surveyed and interviewed regarding the reasons they discontinued sport involvement. Data for this investigation was analyzed with descriptive and univariate statistical techniques.

Phase I

Male and female subjects were chosen from athletic eligibility lists supplied by each school's athletic director for the 1980 - 1981 school year. From this population, a stratified random sample of 270 athletes was selected. Each subject was administered a questionnaire in his or her respective school. The survey instrument used was the Alberta IMI-Incentive Motivation Inventory developed by Alderman and Wood (1976). This inventory consists of 70 items and was specifically designed to measure and evaluate the structure of incentive motivation in the individual athlete. In addition to the use of this scale, demographic and background data concerning the athlete's age, sex and extent of school and nonschool sport involvement were assessed.

Phase II

Coaches were asked to supply names of junior or senior high school athletes who participated in school athletic programs for one complete season within the previous two years, were still eligible to participate, but no longer did so. From the population of 100 former participants, a random sample of 50 was selected and surveyed. These subjects, ranging in age from 12 to 18 years, were contacted and asked to complete the same participation motivation questionnaire as that used in Phase I. In addition, the subjects completed a second questionnaire which assessed reasons for discontinued involvement and were then interviewed to further ascertain why they chose to withdraw from school sponsored sports or sports in general. The survey instrument used to measure reasons for discontinued involvement was one developed by Gill et al. (Note 1) and modified for athletic dropouts by Gould, Feltz, Horn & Weiss (Note 4). Data collection of Phase II subjects was conducted in their home on an appointment basis with the approval of the athlete and his or her parents.

Research Hypothesis

Based on the previous literature it was hypothesized that:

1) Motives for involvement in interscholastic sports would be the same as those found in agency-sponsored sports. Specifically, children who participate in school sports were predicted to rate having fun, improving skills or learning new skills, affiliation, developing physical fitness, experiencing stress-excitement and striving for excellence as major motives for participating. Furthermore, these motives for participation, affiliation, excellence and stress/arousal would be ranked first, second and third in importance.

2) Motives for involvement in school sponsored sports would be independent of age, sex and type of sport. This prediction is based on the finding of Alderman (1978) who demonstrated that children ranging in age from 11 to 18 years become involved in sport primarily for affiliation, excellence and stress-excitement motives, regardless of their sport, sex, age or culture.

3) Reasons for discontinued involvement are predicted to be dependent on the age of the athlete. A study by Orlick (1974) found 60% of the high school aged children dropped out because of a conflict of interest, as compared to 100% of elementary school aged children who dropped out for reasons related to an overemphasis on winning. Therefore, it was predicted that younger aged participants would more often cease participation for reasons related to emphasis on winning, whereas high school aged participants would more often cease involvement because of working or conflict of interest -- sport or nonsport.

No other predictions were made because of the scarcity of research in this area and the exploratory nature of the study.

Scope of the Investigation

Subjects sampled in this investigation were limited to participants from interscholastic sport programs in one school district. Subjects from nonschool agency-sponsored competitive athletic programs were not considered, although the extent of involvement in these programs was assessed. The investigator recognizes the potential weakness in this limited sample. Random sampling procedures used on

one school district certainly set a limitation on the study. Therefore, any substantial findings can only be generalized to interscholastic athletic programs and to districts of similar make-up regarding sports programs, socioeconomic status and student populations.

Definitions

An athlete is defined as a student who has completed the season in an interscholastic sport during the 1980 - 1981 school year in the Wayne-Westland Community School District. An athlete who withdrew from one sport shall be considered a dropout in that sport.

A dropout is an athlete who began participation in an interscholastic sport during the 1980 - 1981 school year and did not complete the season or had previously competed in a sport in the 1979 - 1980 school year, was still eligible to compete, but had chosen not to return to competition in the 1980 - 1981 school year.

School sponsored sports (interscholastic) are those sports, varsity and junior varsity, that have organized practices, coaches, scheduled competitions between teams from different schools, and compete within the guidelines of the Michigan High School Athletic Association.

Nonschool sports are those sports that have organized practices, coaches, and scheduled competitions sponsored by organizations outside the school (e.g., AAU).

Motives, incentives, objectives are defined as an athlete's reason(s) for his or her participation or withdrawal from sport.

While distinctions are often made among these terms, in this study they are considered synonymous.

CHAPTER II

REVIEW OF THE LITERATURE

Knowing the young athlete and why he or she is participating in sport is the first step in gaining a better understanding of the individual's motivation (Gould, 1980). In the past most coaches have had to rely on their own intuition and insight to determine such information. In recent years, however, researchers have begun to examine why children participate in sports, as well as why they choose to discontinue their involvement. Investigators (Gill et al., Note 1; Griffin, Note 3; Sapp & Haubenstricker, Note 2) have found, for example, that the most common motives for participation are: (a) to have fun; (b) to improve and learn new skills; (c) to be with friends and make new friends; (d) to become physically fit; and, (e) to experience stress and excitement. In contrast, the primary reasons for discontinued involvement in youth athletics include other activities, working and overemphasis on competition (Orlick, 1974; Sapp & Haubenstricker, Note 2). It is the purpose of this review to provide an indepth examination of the research which focuses on why children participate in sport and what prompts youngsters to discontinue involvement.

Why Children Participate in Sport

In the most extensive study conducted to date, researchers examining youth sports in Michigan investigated why males and females

participate in agency-sponsored sports programs (Sapp & Haubenstricker, Note 2). The findings from this study revealed that over 94% of the respondents compete to have fun, while approximately 80% participate for the purpose of improving their skills. In addition, slightly over 50% of the athletes cited physical fitness and comraderie as motives for involvement. Finally, parental influence was rated as important by one-third of the participants while nothing else to do and feeling important were rated as important by less than 20% of the respondents.

Reasons for sport participation were also examined by sex with similar patterns emerging for both males and females. The only exception to this pattern was found in terms of affiliation incentives. Specifically, 44% of the females indicated that affiliation was a very important objective of participation, as compared to 33% of the male respondents. Few differences were found when participation objectives were examined by sport. Specifically, having fun, learning new skills, becoming physically fit, and having friends who played generally received the highest percentages of important or very important ratings for participants in most of the sports surveyed (Sapp & Haubenstricker, Note 2).

In another investigation, Griffin (Note 3) conducted a comprehensive study of two youth football leagues in the Southwestern portion of the United States. These leagues were comprised of males ranging in age from 9 to 15 years. The most significant observation concerned the attitude of the young players toward winning and losing.

For more than 95% of the boys sampled, having fun was more important than winning. In addition, these young athletes cited the values derived from participating in the Youth League Football as having fun, learning about football, meeting new friends, learning to work with others and learning sportsmanship. Thus, these findings generally support the State of Michigan results.

Recently Gill et al. (Note 1) assessed participation motives of males and females, attending the University of Iowa Summer Sports Schools. Their results were similar to those reported in the previous two studies. Specifically, the most important motive for participation for both males and females was improving skills. In addition, males also indicated that challenge, competition, fun and the learning of new skills were the primary motives for participation. Female respondents indicated that having fun, learning new skills, becoming physically fit and facing challenge were primary motives for participation. Consequently, children of both sexes competed for many of the same reasons, although females rated physical fitness as more important while males indicated competition as being a more important motive for participation. The participants were also asked to select the most important reason for involvement, and, consistent with the previous findings, improvement of skills and fun were the top two rated responses, regardless of sex.

Factor analysis of the data in this study also suggested that the reasons for participating may be grouped into a number of separate dimensions. Specifically, the findings suggest achievement/status, team atmosphere, friendship, fitness, energy release, skill

development, and fun/excitment as possible dimensions of participation motivation (Gill et al., Note 1).

These investigative studies have provided considerable descriptive information concerning children's motives for athletic participation. A parallel line of research has also been conducted to investigate theoretically derived incentives responsible for guiding individuals' behavior in sport. Specifically, Alerman and Wood (1976) theorized that the same major incentives systems which influence behavior in any realm also operate in youth sports. Initially, the theoretical model being examined was one developed by Birch and Veroff (1966), who contended that seven motive incentive systems are active in any goal-seeking activity. These include sensory, aggression, achievement, affiliation, curiosity, power and independence motives. Subsequently, this model was modified by Alerman and Wood (1976) to make it more relevant to sport participation. The seven major incentives were operationally defined in sport as: (1) affiliation incentives which revolve around opportunities in sport to attain, maintain, and consolidate warm personal relationships with others; (2) power incentives which focus on opportunities in sport to influence and control other people, particularly their opinions and attitudes; (3) independence incentives which involve opportunities in sport to do things on one's own without help from others; (4) stress incentives which revolve around opportunities in sport for excitement, tension, pressure and pure action supplied by the sport; (5) excellence incentives which function as opportunities in sport for being good at something or being better than someone else; (6) success

incentives which include opportunities in sport for status, prestige, recognition and social approval; and (7) aggression incentives which focus on opportunities in sport to intimidate, subdue or injure others.

Initial pilot research using this model with young Canadian ice hockey players, ages 11 to 18 years, demonstrated some consistent motivation patterns (Alderman and Wood, 1976). Specifically, it was found that affiliation and excellence were the most highly rated incentives for sports participation for these young hockey players, with stress incentives found to run a consistent third. Subsequent studies (Alderman, 1976) also showed that 2000 Canadian athletes, ages 11 to 18 years, were basically motivated by the same incentives regardless of their age, sex, sport or culture.

The Birch and Veroff (1966) incentive motivation systems model also addresses four major sources of goal-directed behavior: availability, expectancy, incentives, and motives. Availability refers to the extent to which a particular course of action is available to someone, whereas expectancy is engaging in an activity that will lead to a particular goal. Incentive is the values associated with certain outcomes that make one approach or avoid those activities, and motives is the basic strength of the attraction or repulsion to this activity.

Alderman (1976) concluded that each determinant contributes independently to the strength of a person's goal-directed tendencies, the decisions he or she makes regarding alternative choices, and the subsequent courses of action the person pursues. Thus, involvement in

sports may revolve around the following two concepts: (1) the extent to which a participant expects his or her performance will be successful; and (2) how the young athlete interprets the degree of success within himself or herself. Therefore, if an individual perceives that his or her performance has been successful, then there is motivation to continue participating in that activity.

Taken together the incentive motivation literature and the descriptive research examining why children participate in sport indicate that youngsters have a variety of objectives for participating. Furthermore, if an athlete's level of motivation is to be maintained these objectives must be met. Therefore, children will continue participating when they perceive that they are having fun, when they are given plenty of opportunity for skill development, when practices are well planned to eliminate boring drills and produce excitement, when they experience success, and when there are opportunities to improve fitness during practice (Gould, 1980).

Why Children Discontinue Sports Participation

Statistics compiled by the Canadian Amateur Hockey Association show that a high percentage of boys quit playing ice hockey by the age of fifteen (Hansen, 1976). Similarly, data from the State of Michigan study revealed that over 30 percent of the athletes they surveyed indicated that they did not plan to compete the next year (Sapp & Haubenstricker, Note 2). Because of findings such as these, researchers have become increasingly aware of the high youth sports

attrition rate and have begun to examine why youngsters discontinue their involvement in organized sports programs.

In a study involving 60 athletic dropouts from 7 to 19 years of age, for example, Orlick (1974) found that 67% of those interviewed dropped out for reasons related to emphasis on winning, with over one-half of the respondents stating that an overemphasis on winning caused them to dropout. Another 31 percent indicated that involvement in other activities was a major reason for discontinued sport involvement. More importantly, reasons for dropping out of organized sports were found to vary with age. While 60% of the high school aged dropouts cited conflict of interest as the major cause for discontinuing involvement, all the elementary school aged children cited overemphasis on winning. Of those children reporting an overemphasis on winning, 40% indicated that they discontinued involvement because they did not play and 60% indicated they were not successful.

As previously stated, in the State of Michigan study an alarmingly high percentage of youth sports participants indicated that they planned to discontinue participation in organized athletics (Sapp & Haubenstricker, Note 1). Specifically, 32% of the males and 37% of the females indicated that they were no longer interested in competing. These young athletes indicated their two major reasons for discontinuing involvement in sports were being involved in other activities (63% males, 65% females) and working (43% males, 44% females). The largest sex difference among reasons for discontinuing participation was on the too old item, with 34% of the males as

compared to 18% of the female respondents saying they were too old for their respective program. Motive items which were selected by less than 25% of the respondents included too time-consuming, friends quit, did not play enough, and did not like the coach. Injuries and disliking players were rated as the least important reasons for discontinuing involvement.

Discontinued participation statistics were also examined by sport with no specific pattern emerging. The greatest attrition rate, however, was found in soccer with a 63% drop out rate. Thus, while no specific sport type patterns existed, these results suggest the need to further investigate sport related differences in attrition patterns.

In an earlier investigation limited to younger children, Orlick (1972) interviewed 8 and 9 year old sport participants and nonparticipants to determine their perception of sports involvement. It was found that these children were well aware of the fact that they had to be good to make the team or play on a regular basis. In addition, 75% of the nonparticipants thought they were not good enough to make the team, but indicated they would go out if they knew they would surely make the squad. However, some nonparticipants interviewed indicated they never wanted to go out for sports again. Consequently, Orlick concluded that fear of failure or disapproval appears to influence certain children to the extent that they were afraid to participate.

McPherson, Martenik, Clark, and Tihanyl (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 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 recent study involving 50 soccer dropouts, ranging from 10 to 15 years of age, Pooley (Note 5) found that 33% of those interviewed dropped out for reasons related to emphasis on competition, while almost one-half had a conflict of interest. Additional interview questions revealed that conflict of interest most often occurred when the boys became interested in other sport and nonsport activities. Examples of sports conflicts included "deciding to give baseball a try" and "wanting to try other sports." Even though some change in interest would be expected at this age, it is also possible that these changes may be caused by the fact that a particular sport was not as enjoyable as the child had expected.

Finally, evidence exists which shows that a considerable number of participants have been found to discontinue involvement in school sponsored sports but remain involved in agency-sponsored sports. In a Canadian study, for example, Guppy (1974) found that 39% of the males and 30% of the females he surveyed stopped participation in interscholastic sport programs. Of these, however, 75% of the males and 50% of the females continued in organized sports in the community where dropout rates were 13% and 14% for males and females, respectively. This, coupled with the State of Michigan study which reported a progressive increase in participation until the ages of 12,

13, and 14, after which there is a progressive decline, suggests that further research is needed on dropouts in both nonschool and school sponsored athletics (Sapp & Haubenstricker, Note 2).

Thus, the literature examining why children dropout of youth sports reveals several common reasons for the attrition. As some children mature, other interests and the desire to work lead to their withdrawal, while, for other children, the competitive emphasis of the program causes them to no longer participate. However, the scarcity of literature on attrition in sports suggests the need to further investigate nonschool youth sports and to begin investigation concerning dropout rates and patterns in school-sponsored athletic programs.

Summary

The first section of this chapter examined the literature that assessed motives for participation in youth sports. Although little research has been done on this area, it was concluded that young athletes primarily participate in sport to have fun, to be with friends, to improve their skills, and to become physically fit. However, most of this literature examined participation motivation in nonschool youth sports programs. Therefore, a need exists to investigate interscholastic athletics and the motives young athletes have for participation in these programs.

The second section of this chapter examined why children discontinue participation in sports. The review of this literature

revealed that the attrition of youth sports participants is most often related to interest in other activities or sports, to the competitive emphasis of the program, and to the increased desire to work. As with the participation motivation literature, however, a need exists to further investigate the reasons for discontinued involvement in young athletes participating in both school and nonschool sponsored athletic programs.

CHAPTER III

METHOD

The purpose of this study was to assess the major motives which induce children both to participate and to withdraw from interscholastic athletics at the junior and senior high school levels. To accomplish this goal the study was conducted in two separate phases. In Phase I, motives for participation and demographic information were assessed in junior and senior high school athletes enrolled in the 1980-1981 school year. In Phase II, former junior and senior high school athletic participants who had discontinued their involvement were surveyed and interviewed to assess their major reasons for withdrawal from interscholastic athletics.

Both samples consisted of male and female subjects varying in age from 12 to 18 years and randomly selected from the Wayne-Westland Community School District. This particular school district covers 32 square miles, includes all or part of five municipalities and is located in the southwestern portion of Wayne County in Michigan. The district's make-up is largely residential with a neighborhood school concept. Approximately 32% of the student body, however, are bussed to their respective schools via school transportation.

This school system consists of four junior high schools and two senior high schools which have extensive athletic programs. Each junior high school participates in the district's interscholastic athletic program. This program consists of twelve sports for males

and females, at both the varsity and junior varsity levels, and city championships are determined in all sports. The two senior high schools are members of the Michigan High School Athletic Association (MHSAA) and maintain all sports sponsored by the MHSAA with the exception of ice hockey. The sample for Phase I was comprised of 151 junior high school athletes (55.9%) and 119 senior high school athletes (44.1%). The Phase II sample was comprised of 12 junior high school athletic dropouts (26.1%) and 34 senior high school athletic dropouts (73.9%) whose names were supplied by their former interscholastic coaches.

Phase I

Sample

Athletes were randomly chosen from athletic eligibility lists for the 1980 - 1981 school year. These lists were obtained from each secondary school's athletic director and then arranged by school and age. Names that appeared more than once was deleted until all athletes were represented once for their respective school. A stratified random sample of 280 athletes were selected for equal representation of twenty athletes for each sex in each age group. A breakdown of the sample is contained in Table III-1. Examination of Table III-1 reveals equal representation was not obtained. Unequal cells resulted due to factors such as the athlete's decision not to participate in the survey or absenteeism from schol on the day the survey was administered at each respective school.

Table III-1. Phase I Sample by Age and Sex

	12 years	13 years	14 years	15 years	16 years	17 years	18 years	TOTAL
Males	16	21	22	20	18	21	16	134
Females	20	19	20	21	18	19	19	136
TOTAL	36	40	42	41	36	40	35	270

Survey Instruments

The questionnaire used in Phase I of the investigation was divided into two specific sections designed to assess demographic information and incentive motivation.

Demographic Data. Background information was obtained from each athlete regarding their past and present involvement in athletics (see Appendix A). Involvement was measured by determining the age that an athlete first became involved in school and nonschool sports and how many seasons they had participated. In addition, the sports (school and nonschool) the athlete had been involved in during the 1980 - 1981 school year were assesed as well as all past involvement in school and nonschool sports. Information concerning the extent of sports participation, summed for both school and nonschool athletes, is summarized in Table III-2.

Athletic Motivation Inventory. The Alberta IMI was developed by Alderman and Wood (1976) and specifically designed to measure and evaluate incentive motivation in athletes (see Appendix B). Incentive motivation is operationally defined as an individual's motivation which is largely determined by the incentive he or she perceives as being available in competitive sports. Based on Viroff and Wood's incentive motivation model, Alderman and Wood conceptualized seven major motivational systems (affiliation, power, independence, stress, excellence, success, and aggression) which may influence children's

Table III-2. Sport Participation Summed for School and Nonschool

Sport	Age of Males							
	12	13	14	15	16	17	18	Total
Baseball	6	7	17	14	13	13	8	78
Softball	1	2				2	1	6
Basketball	5	4	8	6	4	7	6	40
Tackle Football	3	5	10	8	10	11	9	56
Golf				1	1	1	2	5
Gymnastics					2			2
Cross Country					1		1	2
Swimming	8	4	2	4	2	2	1	23
Tennis			1					1
Track & Field	4	15	12	6	3	5	2	47
Wrestling	4	6	7	3	3	4	4	31
Volleyball	1	1		1				3
Other	3	2	6	3	3	1	3	21
Total	35	46	63	46	42	46	37	315

Table III-2. (continued)

Sport	Age of Females							
	12	13	14	15	16	17	18	Total
Baseball	1							1
Softball	17	18	13	14	5	5	10	82
Basketball	5	12	11	9	5	6	10	58
Tackle Football	1							1
Golf								
Gymnastics	11	1	5	2	5	5		29
Cross Country					1	1	2	4
Swimming	8	9	8	11	1	8	2	47
Tennis				1	2	1	6	10
Track & Field	9	9	6	6	5	7	5	47
Wrestling							1	1
Volleyball	4	10	5	7	8	7	4	45
Other	4		1	1			1	7
Total	60	59	49	51	32	40	41	332

involvement in sport. The inventory developed by Alderman and Wood attempts to isolate each for measurement and evaluation purposes.

The inventory consists of 70 statements to which the athlete responds by marking one of four response choices -- always, often, seldom, or never -- on the basis of which choice best represents the way he or she feels about the statement. Values of 1 are assigned to the never item, 2 to the seldom item, 3 to the sometimes item and 4 to the always item. Seven subscale scores are computed by adding item scores for every eighth question. Therefore, each incentive subscale is comprised of 10 items and subscale scores range from 1 to 40.

At this time, Alderman and Wood (1976) offer no information regarding the Alberta IMI's validity and/or reliability because of its developmental stages. Despite this limitation, the instrument was selected for use because no other inventory has established reliability and validity. In addition, the Alderman and Wood is designed to be less obtrusive regarding what it actually measures.

Assessment Procedures

In April of 1981, Research and Survey Committee member James R. Doyle, of the Wayne-Westland Community School District was contacted regarding the feasibility of conducting a study to assess motives of involvement and discontinued participation in interscholastic sports (see Appendix C). After evaluation by the Review Committee, permission was granted and approval was obtained from principals and athletic directors to conduct the survey in each secondary school in the Wayne-Westland Community School District (see Appendix D). With consent from the district, an abstract and a copy of all instruments

involved in the study were sent to the Human Subjects Committee at Michigan State University (see Appendix E).

In May, 1981, a list of randomly selected athletes from each school was compiled and times were arranged for distribution of informed consent forms. After consent was obtained, the athletes were dismissed from classes at prearranged times and directed to a central testing area in each school. Informed of their rights as subjects, the athletes were allowed to take part if they so desired. All participant questionnaires were completed by the end of May, 1981, and coding was completed in June 1981.

Analysis of Data

Data for this investigation was analyzed via the Statistical Packages for the Social Sciences (SPSS) on the Michigan State University Control Data Corporation (CDS) 6500 computer. Descriptive statistics were used to examine sample and subscale scores for the survey instruments. In addition, Behren's Fisher *t'* tests (Kohr, 1970) were used to analyze the two level independent variable findings. This statistical procedure was selected for testing population means with unequal *n*'s and variances. Analyses of variance (ANOVAs) were used with factors containing more than two levels. Due to unequal *n*'s, multi-factor ANOVA procedures were not employed.

Independent variables for this study were based on demographic information obtained from survey instruments and related literature. These included the subject's sex, age, and years experience. In addition, several other pertinent independent variables were computed from the demographic information and are explained in detail in Chapter IV of this study.

Phase II

Sample

Coaches from the Wayne-Westland Community School District were asked to supply names of junior and senior high school athletes who had participated in school athletic programs for at least one complete season within the last two years, but who no longer participated even though eligibility had still been retained. Poor response from coaches resulted in a relatively small population size (n=76). Random samples of male and female former athletes, varying in age from 12 to 18 years, were selected. However, because subjects within these selected samples were free to decline to participate, the final cell sizes were not equal. Specifically, the final sample was comprised of 25 males and 21 females.

Survey Instrument

Each subject in the dropout sample completed two separate survey instruments. First, the questionnaire used in Phase I was employed for the purpose of assessing demographic background information and incentive motivation. In addition, a dropout questionnaire was used to assess reasons for discontinued participation.

Dropout Questionnaire. The dropout questionnaire was used to measure major reasons former athletes gave for discontinued involvement (see Appendix F). This survey instrument was developed by Gill *et al*. (Note 1) to assess high school aged athletes' reasons for involvement and was modified for athletic dropouts by Gould, Feltz, Horn and Weiss (Note 4.)

The survey was comprised of 32 items and the dropouts responded by marking one of three response choices -- very important, somewhat important, or not at all important on the basis of which response best represented the way he or she felt about the statement. In addition to rating each item, the subjects were also asked to select the one response choice out of the 32 listed which represented the most important reason for which they dropped out.

Interview. Each dropout was then interviewed to further assess major reasons for discontinued involvement in interscholastic athletics (see Appendix G). The interview instrument used was developed by Gould et al. (Note 4) and consisted of 23 questions which assessed background information, involvement in sport(s), parent and coach encouragement, and involvement in other activities.

Procedures

In May, 1981, from the list of names supplied by coaches, dropouts were randomly selected and contacted at home and asked to participate in the study. The significance of the study and an assurance of confidentiality were explained to each dropout before consent to participate was requested.

A scheduled time was arranged for initial contact with each dropout. At this time, the survey instruments were administered. A second meeting was scheduled to collect the survey and conduct an interview. All dropout questionnaires and interviews were completed by the end of June, 1981 and coding was completed in July of 1981 (see Appendix H).

Analysis of Data

Similar statistical procedures were followed as in Phase I. That is, analysis via the SPSS system on the Michigan State University CDS 6500 computer were employed. Descriptive statistics were used to examine the sample, subscale scores, reasons for discontinued involvement and interview results. Behren's Fisher *t'* tests (Kohr, 1970) were used to examine the effects of sex. Univariate statistical techniques were used to examine the effects of age and seasons of experience on participation motives and reasons for discontinued involvement. Due to the small sample size and the unequal *n*'s multi-factor, ANOVA procedures were not selected.

CHAPTER IV

RESULTS

Two hundred seventy athletic participants and 46 nonparticipants from the Wayne-Westland Community School District were randomly selected and administered questionnaires to asess their motives for involvement or discontinued participation in interscholastic athletics. The study was conducted in two separate phases. In Phase I demographic and background information, as well as objectives for athletic involvement of current school sports participants were assessed. In Phase II, former participants completed the same questionnaire used in Phase I, as well as a second questionnaire in which they rated their major reasons for discontinued athletic involvement. In addition, each former participant was individually interviewed in an effort to obtain further information concerning both their participation motivation and reasons for discontinued involvement.

Statistical Procedures

Descriptive and univariate statistical techniques were used to analyze the results of the survey administered in Phase I. Specifically, the relationship between the athlete's sex, age, level of experience, type of sport, number of sports played, seasons of involvement, extent of participation (summed over school and nonschool) and participation incentives were examined. Descriptive

and univariate statistical procedures were also used to examine the reasons that the former athletes gave for discontinuing involvement in Phase II. The relationship between the dropout's sex, age, seasons of involvement (school and nonschool), and reasons for discontinued involvement were then examined.

If a significant "F" was obtained in the ANOVAs used in either phase, a Scheffe post hoc comparison procedure was employed to determine which of the subgroups significantly differed from each other. The Scheffe method was employed because of unequal n's found in the samples. For all of the univariate analyses, the criterion for significance was set at the .05 level, whereas a significance criterion level of .10 was set for Scheffe post hoc comparisons tests. The change in criterion was employed to offset the conservative nature of the Scheffe test in this exploratory investigation.

Phase I Results

Who is the Interscholastic Athlete?

The sample of participants was comprised of 134 male and 136 female athletes ranging in age from 12 to 18 years with an average of 15 years (M=14.97, SD=1.96). Fifty-six percent of those sampled (n=151) were involved in junior high school athletics while the remaining 44% were involved in high school athletics (n=119). On the average, the athletes participated in two school or nonschool sports during the school year (M=2.41, SD=1.16), and their competitive athletic experience (summed for both school and nonschool sports) ranged from 1 to 21 seasons of experience with an average of eight total seasons of sport participation (M=8.06,SD=4.67).

Major Incentives for Interscholastic Athletics

All participants were administered the Alderman and Wood (1976) Incentive Motivation Inventory. This inventory consists of 70 items each of which is rated on a four point scale, with a rating of four indicating that they always felt that way, three sometimes felt that way, two seldom felt that way, and one never felt that way. Seven incentive systems subscale scores were derived according to the procedures suggested by Alderman and Wood (1976), each of which could range from 10 to 40. Ranked subscale score means summed over all athletes are contained in Table IV-1. An examination of Table IV-1 reveals that excellence, affiliation, and success were the incentive motives rated most important by all athletes. In contrast, aggression and independence were the lowest rated incentive motives.

Factors Influencing Incentive Motivation in Interscholastic Athletics

Differences in incentive motivation subscale scores were examined as a function of the various levels of the independent variables. Specifically, the athlete's sex, age, level of experience, type of sport, number of sports in which participated, seasons of involvement, and extent of participation were examined.

Sex difference. T' tests were used to determine if any sex-related differences existed on the seven incentive systems subscale scores. The results revealed that males and females significantly differed on six of the seven incentive subscales (see Table IV-2). Examination of Table IV-2 reveals that males rated success, stress/arousal, aggression, power, and independence as being more important than females. In contrast, females rated affiliation significantly higher than males, with it being the second most

Table IV-1. Means, Standard Deviations and Rank of Incentive Motivation for Participants

FACTOR	RANK	M	SD
Excellence	1	34.73	3.05
Affiliation	2	30.19	3.43
Success	3	28.45	3.98
Stress/Arousal	4	26.82	4.19
Power	5	23.07	4.47
Aggression	6	22.91	5.07
Independence	7	15.99	3.95

Table IV-2. Participants' Importance Ratings, Means, Standard Deviations and Ranks of Incentive Motivation by Sex

FACTOR	SEX								
	MALE				FEMALE				
	M	n	SD	RANK	M	n	SD	RANK	t'
Excellence	34.73	131	(3.07)	1	34.73	128	(3.04)	1	0.00
Affiliation	29.68	130	(3.32)	3	30.64	131	(3.48)	2	2.28*
Success	30.19	129	(3.64)	2	26.76	133	(3.56)	3	7.63*
Stress/Arousal	27.66	122	(4.14)	4	26.03	132	(4.09)	4	3.15*
Power	24.56	132	(4.06)	6	21.50	126	(3.75)	5	6.29*
Aggression	24.91	125	(5.24)	5	20.93	126	(4.01)	6	6.83*
Independence	16.64	131	(4.59)	7	15.37	134	(3.09)	7	2.64*

*Significant at $\alpha = .05$ or less.

important motive for involvement.

Age difference. ANOVA techniques were used to determine age differences in incentive motivation. The age main effect was significant on only two incentive motives. Specifically, significant main effects were found on incentive subscales excellence, $F(6,228)=2.68$, $p<.02$, and stress/arousal, $F(6.228)=2.50$, $p<.02$. The means for these signficant effects are shown in Table IV-3. Follow-up comparisons revealed that 13 year old participants ($M=35.94$, $SD=2.92$) rated excellence as a more important reason for participation than 17 year old participants ($M=33.53$, $SD=3.00$). No other age effects were found to be significant.

Level difference. The athletes were dichotomized into two school levels; junior high ($n=151$) and senior high school ($n=119$). T' tests were used to determine level differences in incentive motivation subscale score means. Junior and senior high school athletes differed on only three of the seven incentive systems subscale scores. The results, contained in Table IV-4, revealed that junior high school athletes rated excellence significantly higher in importance than did senior high school athletes, whereas, senior high school athletes rated power and stress/arousal significantly higher in importance than junior high athletes. No differences in the overall importance ranking of the seven incentive motives existed between the two groups.

Type of sport. Interscholastic participants were subdivided according to the type of sport each participated in during the

Table IV-3. Incentive Motivation Subscale Score Means and Standard Deviation by Age

		12 years	13 years	14 years	15 years	16 years	17 years	18 years
Number of Subjects		29	34	35	36	32	36	33
Excellence	M	35.55	*35.94	34.97	34.06	34.41	*33.53	34.82
	SD	(2.69)	(2.92)	(2.89)	(3.37)	(2.95)	(3.00)	(3.00)
Stress/Arousal	M	25.21	25.91	25.91	27.25	27.66	27.83	28.12
	SD	(4.88)	(4.05)	(4.88)	(3.81)	(3.58)	(3.22)	(4.02)

*Significant at α = .10 or less.

Table IV-4. Participants' Importance Ratings, Means, Standard Deviations and Ranks of Incentive Motivation by Level

FACTOR	LEVEL								
	JUNIOR HIGH				HIGH SCHOOL				
	M	n	SD	RANK	M	n	SD	RANK	t'
Excellence	35.05	109	(3.16)	1	34.20	87	(2.86)	1	1.97*
Affiliation	30.08	109	(3.30)	2	30.20	87	(3.83)	2	.232
Success	28.13	109	(4.19)	3	29.19	87	(3.81)	3	1.89
Stress/Arousal	25.88	109	(4.60)	4	28.01	87	(3.65)	4	3.61*
Power	22.66	109	(4.72)	5	23.91	87	(4.12)	5	1.98*
Aggression	22.63	109	(5.50)	6	23.41	87	(4.75)	6	1.06
Independence	16.07	109	(4.13)	7	15.51	87	(3.07)	7	1.08

*Significant at α = .05 or less.

1980 -1981 school year. Specifically, athletes were trichotomized into individual (n=117), team (n=94) and mixed - both individual and team (n=54) sports athletes. ANOVA techniques were then used to determine differences in incentive motivation systems between the three groups. Two of the seven incentive systems subscale scores differed significantly as a function of the type of sport: excellence, $F(2,232)=2.92$, $p<.05$ and independence, $F(2,232)=3.88$, $p<.02$. Follow-up comparisons revealed that individuals involved in mixed sports (M=35.63, SD=2.52) differed significantly from those who participated in only team (M=34.35, SD=3.32) or individual (M=34.48, SD=3.00) sports on the incentive motive of excellence. In contrast, individual sports participants (M=16.68, SD=4.44) rated independence as a more important participation objective than team sports participants (M=15.09, SD=3.77). No other differences were significant.

Total number of school and nonschool sports. The number of school and nonschool sports each athlete participated in were summed for the 1980 - 1981 school year and trichotomized as follows: (a) one sport (n=59), (b) two sports (n=107) and (c) three or more sports (n=104). The results revealed only the incentive system subscale score excellence, $F(2,232)=5.37$, $p<.005$, was significantly influenced by total number of sports played. Follow-up comparisons revealed that participants who were involved in three or more sports (M=35.45, SD=2.73) rated excellence more important than those who participated in two sports (M=34.00, SD=3.53) but did not differ significantly from those who participated in one sport (M-34.79, SD=3.00) for the

1980 - 1981 school year.

Total seasons of school and nonschool sports. The number of seasons an athlete had been involved in school and nonschool sports was summed to create this independent variable. Total seasons of involvement were subdivided into three groups: (a) five seasons or less (n=78), (b) six to ten seasons (n=87) and (c) 11 or more seasons (n=70). ANOVA techniques revealed that four of the seven incentive subscale scores were found to differ significantly as a function of total seasons of involvement. Specifically, significant differences were found on the power, $F(2,232)=6.21$, $P<.002$ and stress/arousal, $F(2,232)=3.76$, $p<.025$ subscale score means. Follow-up comparisons revealed that those athletes with 11 or more seasons of experience (M=27.89, SD=4.24) and six to ten seasons of experience (M=27.21, SD=3.94) rated stress/arousal incentive motive as being significantly more important than participants with less than five seasons of experience (M=25.59, SD=4.13). Athletes with 11 or more seasons of experience (M=23.75, SD=4.90) and six to ten seasons of experience (M=23.38, SD=5.09) also rated the aggression incentive motive as being significantly more important than participants with less than five seasons of experience (M=21.52, SD=5.06).

Extent of total involvement. The athlete's overall involvement throughout his or her total athletic career was summed for all seasons in all school and nonschool sports and then trichotomized as follows: (a) six seasons or less (n=60), (b) seven to 13 seasons (n=85) and (c) 14 seasons or more (n=70). The ANOVA techniques revealed significant differences on three incentive motives. Specifically, extent of total

participation significantly influenced power, $F(2,232)=6.38$, $p<.002$, stress/arousal, $F(2,232)=8.10$, $p<.001$ and aggression, $F(2,212)=4.60$, $p<.011$, incentive motives. Follow-up comparisons revealed that participants with 14 or more seasons ($M=24.39$, $SD=4.23$) of involvement were found to rate power as more important than those with less than six seasons of total involvement ($M=21.77$, $SD=4.05$) and seven to 13 ($M=27.15$, $SD=3.93$) seasons of participation were also found to rate stress/arousal as more important than those athletes with less than six seasons of participation ($M=25.20$, $SD=4.26$). Finally, athletes with over 14 ($M=23.47$, $SD=4.98$) and seven to 13 ($M=23.53$, $SD=5.19$) seasons of participation were found to rate aggression as more important than those with less than six seasons of participation ($M=21.15$, $SD=4.80$).

Phase II Results

Who is the Interscholastic Athletic Dropout?

The second phase sample was comprised of 25 male and 21 female athletic dropouts ranging in age from 12 to 18 years with an average age of 16 years ($M=16.15$, $SD=1.69$). An athletic dropout was operationally defined as anyone who had participated in an interscholastic sport in the previous two years, was still eligible to participate, but no longer did so. Twenty-six percent of those sampled ($n=12$) had dropped out at the junior high school level while the remaining 74% ($n=34$) had dropped out during high school. The total amount of competitive athletic experience for the interscholastic dropout, summed for school and nonschool sports,

ranged from 0 to 16 seasons with the average competitive experience being eight seasons (M=8.52, SD=4.68).

Major Incentives for Past Interscholastic Athletes

All dropouts were asked to complete the Alderman and Wood (1976) Incentive Motivation questionnaire used in Phase I and the ratings of each incentive system summed over all dropouts are contained in Table IV-5. Inspection of Table IV-5 reveals that excellence, affiliation, and stress/arousal were the incentive motives rated most important by all former interscholastic athletes. In contrast, aggression and independence were the least important incentive motives rated by the dropouts.

Factors Influencing Incentive Motivation by Interscholastic Dropouts

Because of the small sample size used in Phase II, several of the factors employed as independent variables in Phase I could not be examined. Consequently, the only independent variables examined in this phase were sex and age of the dropout and number of seasons of participation in school and nonschool sports. Incentive motivation subscale scores were computed and univariate statistical techniques were used to determine if the scores differed significantly as a function of each independent variable. No significant differences were found to exist on the seasons of participation independent variable.

Sex difference. T' tests were used to determine if any sex related differences existed on the seven incentive systems subscale scores. The findings, contained in Table IV-6, revealed that on only one of the seven incentive motivation subscales did males and females

Table IV-5. Means, Standard Deviations and Rank of Incentive Motivation for Dropouts

FACTOR	RANK	M	SD
Excellence	1	34.02	3.10
Affiliation	2	30.02	3.85
Success	3	27.02	3.74
Stress/Arousal	4	26.36	4.02
Power	5	22.35	3.73
Aggression	6	22.05	5.12
Independence	7	16.82	3.21

Table IV-6. Dropouts' Importance Ratings, Means, Standard Deviations and Ranks of Incentive Motivation by Sex

FACTOR	SEX								
	MALE				FEMALES				
	M	n	SD	RANK	M	n	SD	RANK	t'
Excellence	33.38	24	(3.41)	1	34.84	19	(2.50)	1	1.62
Affiliation	29.08	24	(3.92)	2	31.15	20	(3.53)	2	1.84
Stress/Arousal	26.64	22	(3.63)	4	27.47	19	(3.91)	3	.70
Success	27.17	23	(4.16)	3	25.37	19	(3.70)	4	1.48
Power	22.41	22	(3.74)	6	22.32	19	(3.83)	4	1.48
Aggression	23.42	24	(5.17)	5	20.22	18	(4.56)	6	2.12*
Independence	16.57	21	(2.27)	7	17.11	18	(3.31)	7	.50

*Significant at $\alpha = .05$ or less.

differ. Specifically, male dropouts were found to rate aggression significantly more important as a reason for once participating ($t'(1,39)=2.12$, $p<.04$) than did females. Sex differences in the affiliation incentive system approached significance ($p<.08$) with females tending to rate affiliation as a more important reason for once participating in interscholastic sports than males. No other differences were found to be significant.

Age difference. Due to the small sample size used in this phase, age was trichotomized as follows: (a) 12 to 15 year olds ($n=9$), (b) 16 year olds ($n=5$) and (c) 17 to 18 year olds ($n=17$). These age groups were trichotomized according to the typical ages of children participating in various levels of interscholastic athletic competition. Specifically, students who participate in junior high school sports typically group from 12 to 15 years of age. In contrast, high school junior varsity teams are primarily madeup of 16 year olds, while varsity teams consist of 17 to 18 year olds. ANOVA techniques were then employed to determine if age differences existed on Alderman and Wood's Incentive Systems subscale scores. Significant effects were found on the incentive motives excellence, $F(2,30)=4.94$, $p<.014$ and independence, $F(2,30)=3.62$, $p<0.39$ and the means of these significant effects are shown on Table IV-7. Follow-up comparisons revealed that 17 to 18 year olds ($M=34.58$, $SD=2.71$) and 12 to 15 year olds ($M=34.85$, $SD=2.78$) rated excellence as being more important than 16 year olds ($M=30.20$, $SD=4.23$). In contrast, 16 year old dropouts ($M=20.00$, $SD=3.88$) rated independence significantly higher than 17 to 18 year old dropouts ($M=16.05$, $SD=2.91$).

Table IV-7. Dropouts' Incentive Motivation Means and Standard Deviations by Age

		12 to 15 year olds	16 year olds	17 to 18 year olds
Number of Subjects		9	5	17
Excellence	M	34.85	30.20	34.58
	SD	(2.78)	(4.23)	(2.71)
Independence	M	17.89	20.00	16.05
	SD	(3.50)	(3.88)	(2.91)

Dropout Questionnaire Results

Former participants rated major reasons for discontinued participation in interscholastic sports on a 3 point Likert type scale with a rating of 3 being very important, 2 being somewhat important, and 1 being not at all important. The questionnaire consisted of 32 motives for discontinued involvement rated by each dropout and the ratings summed over all dropouts are contained in Table IV-8. An examination of Table IV-8 reveals that having other things to do, being injured, having skills not improve, not being as good as they wanted to be and not having enough fun were the motives rated most important. Motives rated the lowest in importance by

dropouts included not liking the awards, not traveling enough, not receiving enough rewards, and being too old.

The Effects of Sex, Age and Experience on Reasons for Dropping Out of Interscholastic Athletics

Each motive for discontinued involvement was examined via univariate technqiues to determine if the means differed significantly as a function of each independent variable in Phase II. Because of the small sample size, a more conservative criterion for significance was set at the .025 level for all univariate techniques. At this criterion level no significant sex differences existed.

Age differences. For Phase II, age was trichotomized into three groups as follows: (a) 12 to 15 year olds (n=9), (b) 16 year olds (n=5) and (c) 17 to 18 year olds (n=17). ANOVA techniques were then employed to determine if age differences existed on the 32 reasons for dropping out of sports. Age differences existed on five of the reasons for dropping out and one reason approached significance. Specifically, no teamwork, $F(2,43)=9.315$, $p<.001$, did not meet new friends, $F(2,43)=4.616$, $p<.015$, did not feel important enough, $F(2,43)=4.095$, $p<.024$, not enough challenge, $F(2,43)=4.392$, $p<.018$; and, skills did not improve, $F(2,43)=3.868$, $p<0.29$, were the five reasons found to be significantly influenced by age. Follow-up comparisons revealed that dropouts aged 12 to 15 years rated did not

Table IV-8. Means, Standard Deviations and Rank of Motive Importance Ratings Summed Over All Dropouts

Reasons	Rank	M	SD	Percent Response		
				Very Important	Somewhat Important	Not At All Important
I had other things to do	1	1.96	.63	17.4	60.9	21.7
I was injured	2	1.78	.89	30.4	17.4	52.2
My skills did not improve	3	1.74	.80	21.7	30.4	47.8
I was not as good as I wanted to be	4	1.73	.78	19.6	32.6	45.7
I did not have enough fun	5	1.72	.78	19.6	32.6	47.8
There was no teamwork	6	1.69	.82	22.2	24.4	53.3
It was not exciting enough	7	1.67	.73	15.2	37.0	47.8
There was not enough team spirit	8	1.65	.74	15.2	34.8	50.0
I did not feel important enough	9	1.63	.71	13.0	37.0	50.0
I was not in good enough shape	9	1.63	.74	15.2	32.6	52.2
I did not like the pressure	9	1.63	.71	13.0	37.0	50.0
I did not learn new skills	9	1.63	.68	10.9	41.3	47.8
I did not participate (compete) enough	13	1.61	.77	17.4	26.1	56.5
It was boring	13	1.61	.71	13.0	34.8	52.2
I did not like being on the team	15	1.48	.75	15.2	17.4	67.4
I was cut from the team	15	1.48	.84	21.7	4.3	73.9
I was not able to be with my friends	17	1.41	.62	6.5	28.3	65.2
There was not enough challenge	18	1.37	.65	8.7	19.6	71.7
The training was too hard	19	1.35	.67	10.9	13.0	76.1
I did not like to compete	19	1.35	.64	8.7	17.4	73.9
I did not meet new friends	19	1.35	.67	10.9	13.0	76.1
My parents or close friends no longer wanted me to participate	22	1.33	.67	10.9	10.9	78.3
I did not get enough recognition	22	1.33	.56	4.3	23.9	71.7
I was not able to use the equipment of facilities enough	22	1.33	.60	6.5	19.6	73.9
My friends no longer participated	25	1.28	.58	6.5	15.2	78.3
I wanted to play another part	26	1.26	.58	6.5	13.0	80.4
I was not popular	27	1.24	.60	8.7	6.5	84.8
I did not win (enough)	28	1.20	.45	2.2	15.2	82.6
I did not like the awards	29	1.09	.29		8.7	91.3
I did not travel enough	30	1.07	.25		6.5	93.5
I did not receive enough rewards	30	1.07	.25		6.5	93.5
I was too old	32	1.04	.21		4.3	95.7

meet new friends higher in importance for dropping out than did dropouts aged 17 to 18 years old. Dropouts aged 12 to 15 years also rated not important enough as a significantly more important reason for discontinuing than either 16 year old or 17 to 18 year old dropouts. Finally, not enough challenge was rated more important by dropouts 12 to 15 years than by dropouts 17 to 18 years old.

Total Seasons of School and Nonschool Sports. Total seasons of involvement was subdivided as in Phase I of the study: five seasons or less (n=13), six to ten seasons (n=15) and 11 or more seasons (n=18). ANOVA techniques were used to determine if significant differences existed in reasons for discontinuing participation as a function of total seasons of involvement. Significant differences were found on mean scores for the did not feel important $F(2,43)=5.073$, $p<.011$, item. However, a post hoc comparison of means revealed no significant level effects.

Interview Results

Because of the small sample size for Phase II, only a frequency tabulation was computed to examine the responses of the dropouts. Specifically, each dropout was interviewed to further assess major reasons for discontinued involvement in interscholastic sports. In addition, assessment of present and future sport involvement; parent and coach encouragement; and, extent of involvement in other activities were among items asked of the dropouts.

Approximately 59% of the dropouts (55% males, 62% females) had not participated in any organized sport since dropping out of their respective sport. The remaining 41% had participated in other sports

since dropping out with 43% involved in softball, 35% involved in baseball and 17% involved in basketball. While only 41% of the dropouts had returned to sports since withdrawal from the school athletic program, 56% of the sample indicated that they planned to play on a regular team next year. Specifically, softball (23.1%) and baseball (34.6%) were the most popular sports identified for future involvement by the dropouts with track and field (19.2%) being a close third.

As can be seen in Figure IV-1 nearly 70% of the dropouts sampled revealed that parental encouragement was always or sometimes available during their involvement in athletics. Examination of Figure IV-1 also reveals that over 85% of the dropouts stated that their parents encouraged their participation and inquired regularly about their progress, while 79% gave them advice or instruction. Seventy-seven percent of the parents rearranged the family schedule to make participation available for dropouts and over 80% of those surveyed attended practice and/or meets. Similarly, 80% of those surveyed felt their involvement in interscholastic sports would make their parents happy.

On the average, when they were involved in sport, the dropouts spent 12 hours practicing during the week and 67.4% revealed that they sometimes or always found practice boring. In contrast, dropouts generally perceived coaches' reactions toward them as positive as can be seen in Figure IV-2. Figure IV-2 also contains the responses of the dropouts regarding their opinions of coaches and coaching behaviors. Inspection of this figure reveals that nearly 70% of the

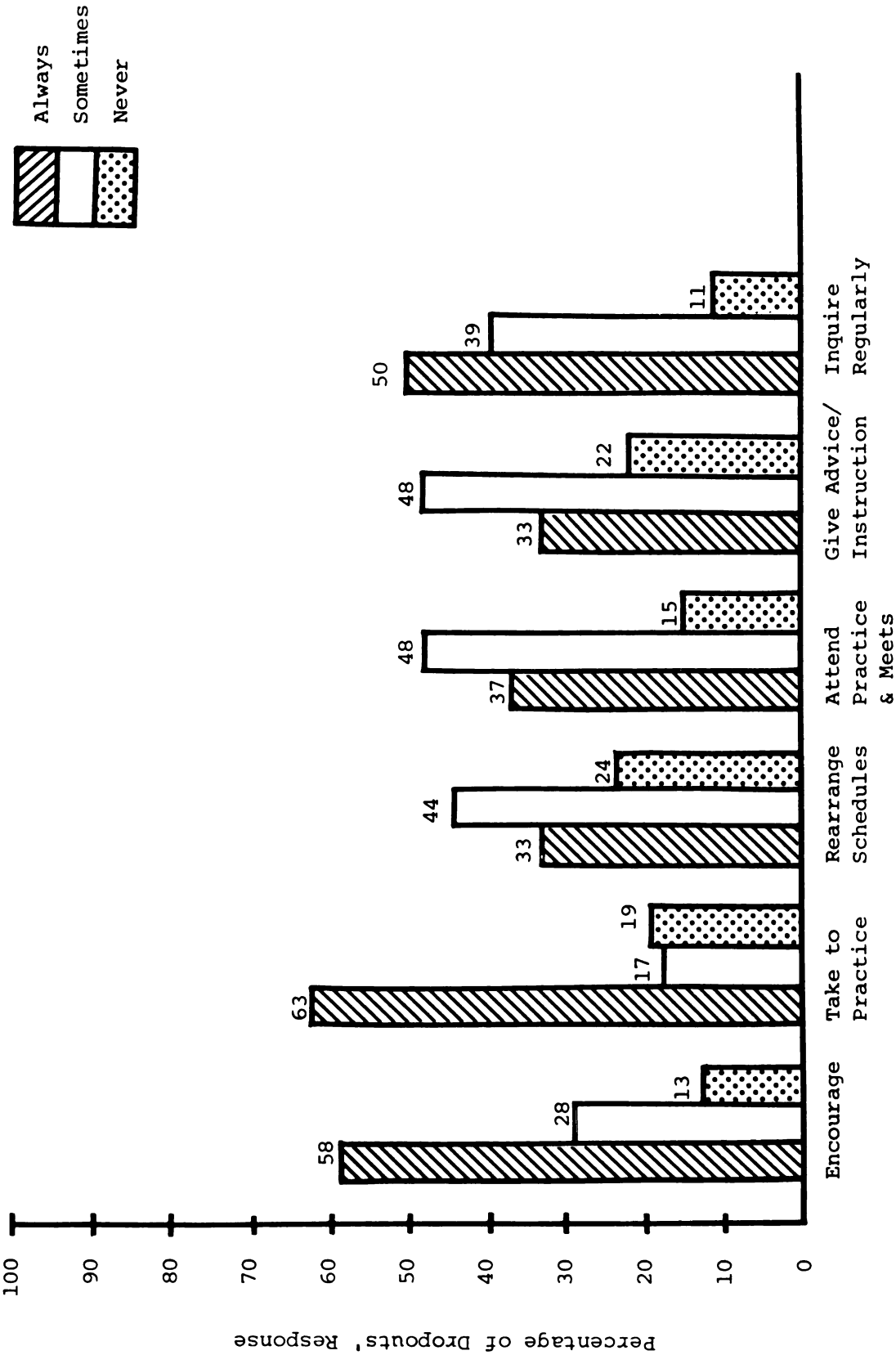

Figure IV-1. Response to Interview Question Concerning Parental Encouragement.

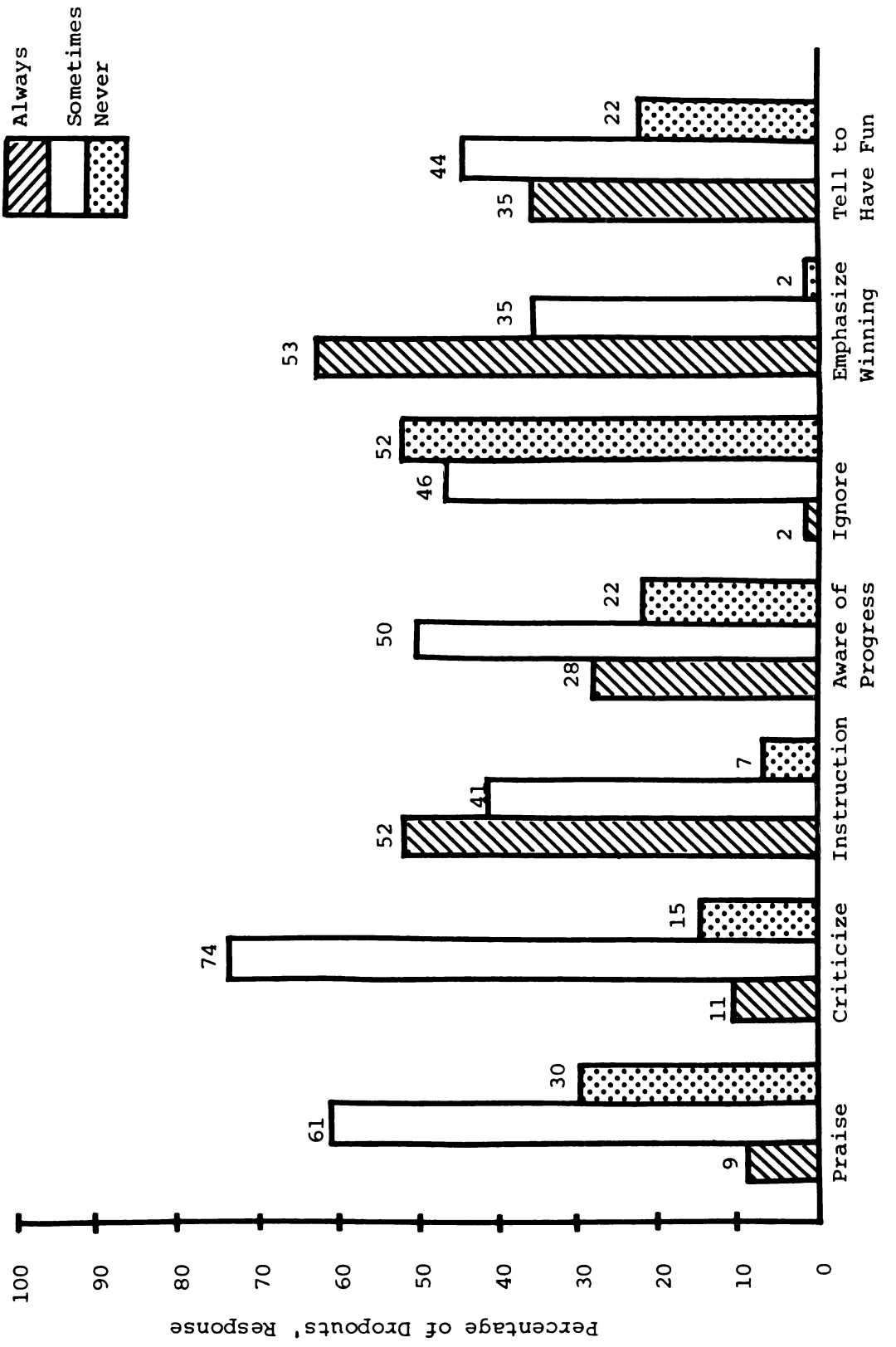

Figure IV-2. Response to Interview Question Concerning Coaches' Encouragement.

coaches praised dropouts and over 93% gave them lots of instruction about faults. However, 98% of the coaches emphasized winning. Finally, 77% of the dropouts indicated that their coaches encouraged them to have fun.

The dropouts were asked several questions with open ended responses. That is, dropouts were free to respond as they felt. Specifically, when asked to indicate reasons for first joining school sponsored sports, 21.7% of the respondents indicated they joined to have fun. In addition, 17.4% of the dropouts stated both being with friends and something to do as their primary reasons for first joining school sponsored sports.

Respondents were also asked, what they liked least about their former sport. The results revealed that 32.6% of the dropouts did not like the coach, 23.6% indicated nothing at all or had no response regarding least liked aspects of the sport. When asked what they liked least about their coach, nearly 45% of the dropouts indicated the coaches' negative attitude or that they had favorites as reasons for contributing to this feeling. In contrast, when asked what they liked most about their sport, 45.7% of the dropouts indicated the competition and 13% responded being with friends.

Finally, dropouts were asked what was their main reason for discontinuing their involvement. Conflict of interest (17.4%) and did not like the coach (17.4%) were the responses most often given by dropouts. In addition, 13% of those dropouts sampled were cut from the team because they were not good enough; while, nearly 11% had to

work, and 8.7% were injured. Dropouts were, however, involved in other school and nonschool activities with nearly 75% of them being members of one or two organizations.

CHAPTER V

DISCUSSION

This study was designed to investigate the motives adolescents have for involvement in interscholastic sthletics; and, why once involved, some choose to withdraw fromathletic competition. In Phase I, participation motives of interscholastic athletes were assessed and it was hypothesized that motives for involvement in interscholastic sport would be the same as motives for involvement in agency-sponsored sports. That is, interscholastic sport participants would participate primarily for fun, to improve their skills and learn new skills, for affiliation, to develop physical fitness, to experience stress and excitement, and to strive for excellence. Moreover, it was predicted that of these motives for participation, affiliation, excellence and stress/arousal would be ranked first, second and third in importance. It was further hypothesized that motives for involvement would be independent of age, sex and type of sport played.

The second phase of the study was designed to assess major motives for discontinuing participation. Based on the previous research it was hypothesized that reasons for discontinued involvement would be dependent on age. Specifically, it was predicted that younger athletes would more often cease participation for reasons related to an over-emphasis on winning, while high school aged athletes would more often cease participation due to conflicts of interest.

Phase I

To test the hypothesis that the major motives that induce adolescents to participate in interscholastic sport programs would be similar to those of their nonschool sport counterparts, descriptive statistics were used to assess incentive system subscale scores for the entire sample. The results revealed that excellence and affiliation were the two primary incentives for interscholastic sport involvement. These findings partially support those of Alderman and Wood (1976), who also demonstrated that these same two incentives were rated as most important by Canadian athletes, aged 11 to 18 years. However, the order of importance of these incentives differed between the present study (1 - excellence; 2 - affiliation) and that of Alderman and Wood (1 - affiliation; 2 - excellence). Moreover, in the Alderman and Wood (1976) study stress/arousal was rated as the third strongest incentive, while success was rated as the third strongest incentive in the present study. Thus, partial support was found for the first hypothesis, in that the top four incentive systems rated important by the interscholastic athletes were consistent with the top four incentive systems found by Alderman and Wood (1976). The ranking of these incentives in the present study was inconsistent, however, with the Alderman and Wood (1976) findings, indicating that further research is needed.

The differences between the results of the present investigation and the Alderman and Wood (1976) findings may be the result of several factors. First, the discrepancy may be attributed to the contrasting structure of the two sports systems. Specifically, interscholastic

sport programs tend to have restrictions placed on them by the governing bodies which limit the number of participants able to play on a team. In contrast, agency-sponsored sports tend to adopt rules that guarantee each participant a certain amount of playing time. Therefore, athletes in interscholastic sports know they must possess special talents and must strive for excellence just to make the team. It is also possible that the above findings may demonstrate that an athlete's cultural background is more influential in affecting participation motivation than predicted in the past even though Alderman and Wood (1976) concluded that athletes participate for the same motives regardless of cultural background. However, American athletes were used in the present study and the discrepancy in the findings may have resulted from cross cultural differences in the samples.

While the results did not provide total support for the Alderman and Wood (1976) findings, they are consistent with other participation motivation studies. For example, reasons for involvement in agency-sponsored sports were examined by Griffin (Note 3), Sapp and Haubenstricker (Note 2) and Gill et al. (Note 1), and their findings revealed that having fun, improving skills, meeting new friends and becoming physically fit were primary motives for participation. The incentive motivation inventory results derived in the represent study support these findings in that interscholastic athletes were found to have the pursuit of excellence (an opportunity to improve his/her skill level) and affiliation (creating a friendly, warm, social atmosphere) as primary incentives. Thus, the pursuit of excellence

or the learning of new skills and the need for affiliation are primary objectives of both school and nonschool sport participants.

It was hypothesized that few sex, age, or type of sport differences would occur in incentive motivation. While the results revealed that male and female athletes both rated striving for excellence as their major reason for participating in interscholastic sports, sex differences existed on the remaining six incentive motives. Specifically, males rated success, stress/arousal, power, aggression, and independence as being significantly more important than females. In contrast, a consistent trend was evident in that females rated affiliation significantly more important than males, indicating that it was their second most important motive for involvement. These sex differences are in conflict with the findings of Alderman and Wood (1976) who found no sex differences in incentive motivation of young athletes.

Although this study did demonstrate that both male and female athletes participate in interscholastic sports primarily to strive for excellence, the sex differences found in this investigation may be the result of traditional sex role socialization. Specifically, society has traditionally socialized females along more expressive, dependent, and social dimensions, while males have more often been socialized along achievement and success dimensions (McPherson, 1978). Thus, one would expect males to place more emphasis on success, power, aggression and independence and females more emphasis on affiliation. This appears to have been the case in the present investigation.

While Alderman and Wood (1976) found no sex differences in incentive motives, several other studies on participation motivation in agency-sponsored sports did find sex differences to exist. Specifically, Gill et al. (Note 1) found that males ranked motives for participation in the following order of importance: (1) challenge; (2) competition; (3) fun; and (4) learn new skills. In contrast, females exhibited the following importance rankings: (1) fun; (2) learn new skills; (3) physical fitness; and (4) challenge. Unfortunately, a comparison of the present results with those of Gill et al. (Note 1) reveals that no consistent pattern of rankings for either sex is evident. Thus, the present results only support the Gill et al. findings in that they demonstrate sex differences do exist on reasons for participation in sports. In contrast, a comparison of the findings of Sapp and Haubenstricker (Note 2) and this investigation reveal that in both studies females rated affiliation as a more important motive for participation than males. Similarly, in a recently completed study, Gould, Feltz and Weiss (Note 6) found that female competitive swimmers rated friendship as being a more important participation motive than male competitive swimmers.

The results of this study also showed that the athletes' age significantly affected their rating of two incentive system subscale scores. Specifically, an age main effect revealed that 13 year-old athletes rated excellence as being significantly more important than 17 year-old athletes. This finding was inconsistent with the results of the Alderman and Wood (1976) investigation where no age differences were found to exist. Thus, further research is needed to investigate

how age is related to motives for participation.

It is predicted that the type of sport an athlete participates in would not be related to differences in the incentive system subscale score ratings. This prediction was not supported as mixed sport participates rated the excellence incentive to be significantly more important than both team or individual sport participants. In contrast, individual sport participants rated the independence incentive to be significantly more important than team sport participants. While the excellence incentive difference is not readily interpretable, the independence incentive difference may reflect the fact that individual sport participants desire a greater control over their actions and are less dependent on others to succeed. In contrast, team sport participants must work with others to achieve a common goal. Whether these differences in independence incentives between individual and team sport participants are the result of self-selection of sport involvement or socialization through sport, however, remains to be answered.

The results of this investigation also revealed that the number of seasons in which an athlete was involved in sports, whether school or nonschool, was significantly related to participation motivation. Specifically, more experienced, as compared to less experienced athletes rated power, stress/arousal and aggression incentives as more important. It is possible that this finding may have resulted from the fact that the more experienced athletes had learned most of the major sport skills and, therefore their reasons for participation differed from less experienced athletes. Another possible

interpretation may be that the more experienced athletes are socialized through sport to rate these incentives as more important because they preceive that such psychological skills have contributed to their competitive success.

In summary, hypothesis one was partially supported by the results of this investigation, in that excellence (learning new skills and improving existing skills) and affiliation were rated as primary motives for involvement of interscholastic athletic participants. This is consistent with the findings of Griffin (Note 3), Sapp and Haubenstricker (Note 2), and Gill et al. (Note 1), but differed to some degree with the incentive motivation findings of Alderman and Wood (1976). Hypothesis 2 predicted that no sex, age or sport differences would be found in incentive motives of interscholastic athletes. No support was found for this hypothesis as sex, age and sport type all significantly influenced incentive motivation subscores. Most notable in this regard were the sex difference findings which showed that males rated success, stress/arousal, power, aggression and independence as being more important participation incentives than females. No sex differences, however, were found on the excellence subscale score, which was ranked as the most important incentive for both groups.

Phase II

In Phase II of this study, descriptive statistics were used to examine motives for participation as rated by the dropout sample. The results revealed that the dropouts initially chose to participate in

sport programs primarily for excellence, affiliation, stress/arousal, and success motives. These findings are identical to the Phase I results, with the exception that the latter two incentives were reversed in this phase. Moreover, a statistical comparison of the Phase I and II samples on incentive motivation subscale scores revealed that the two groups significantly differed on only one incentive system, that is, participants rated success, $t'(1,190)=2.37$, $p<.05$, as a more important participation motive than did dropouts.

Like the Phase I sample, male and female dropouts surveyed in Phase II were found to rank excellence and affiliation as the primary motives for involvement with independence being ranked as the least important incentive. However, the remaining ranks of the various incentives differed for the males and females. Males ranked success, stress/arousal, aggression, and power as the remaining four incentives whereas, females completed their ranking with stress/arousal, success, power, and aggression. These findings reveal that male dropouts are slightly different than male and female participants in their motives for participation and warrant further investigation.

The major purpose of Phase II was to determine primary reasons interscholastic athletes have for discontinuing athletic participation and to test the predictions that reasons for discontinuing involvement would vary with age. The results revealed that the former athletes dropped out primarily because they had other things to do, were injured, because their skills did not improve, because they were not as good as they wanted to be and because they did not have enough fun. These findings are consistent with the research of Sapp and

Haubenstricker (Note 2), Orlick (1974) and Pooley (Note 5) who found that the major reason for discontinued athletic involvement was the desire to participate in other activities or conflicts of interest. In contrast to the previous research, however, injuries were found to be one of the most important reasons for discontinued participation in this study. This discrepency may reflect a greater intensity of participation and corresponding injury rate in interscholastic sports, or the fact that school coaches are more aware of the athlete's well-being and do not allow athletes to participate if injured.

As predicted, reasons for discontinued participation were also found to vary as a function of age. Specifically, age differences existed in relation to such motives as teamwork, did not meet new friends, did not feel important enough, not enough challenge, and skills did not improve with the younger aged dropouts (12 to 15 year olds) rating these motives as being more important than the older aged dropouts (16 year olds and 17 to 18 year olds). Thus, the younger dropouts were more socially oriented and hoped their participation would lead to meeting new friends and gaining recognition throughout the school. However, the prediction that the younger, as compared to the older participants, would more often discontinue involvement because of factors associated with an overemphasis on winning was not supported. In contrast, the major reason for discontinuing participation, regardless of one's age, was having other things to do.

In an effort to further assess their major reasons for discontinued involvement, each dropout was individually interviewed. Of the 42 former interscholastic athletes who were interviewed, 41.3%

indicated they had participated in an organized sport program since dropping out. Moreover, when asked if they "planned" to compete on a team this year, 56.8% of the dropouts indicated that they would do so, with softball-baseball and track and field being the most frequently named sports for further participation. Thus, these results lend little evidence to the contention that the majority of athletic dropouts are discontinuing involvement in athletic competition completely. Instead, many seem to be changing sports or specializing in a specific sport.

When asked their main reason for first joining school sponsored sports, respondents indicated they wanted to have fun (21.7%), liked the competition (17.4%), wanted to meet new friends or be with old friends (15.2%) and wanted something to do (15.2%). These findings are consistent with findings of other investigators (Gill et al., Note 1; Griffin, Note 3, and Sapp & Haubenstricker, Note 2) who found that having fun, improving and learning new skills, being with friends and making new friends, becoming physically fit and experiencing stress/arousal were the major motives for involvement.

Respondents were also asked to identify their main reason for dropping out of interscholastic sports. Approximately 17% of the respondents indicated a conflict of interest and another 17% identified the coach as the primary reason for discontinuing involvement. In addition, 13% of the respondents indicated being cut from the team, 10.9% stated working and 8.7% said an injury had caused them to withdraw from interscholastic athletics. These findings support those of other investigators (Pooley, Note 5; Sapp &

Haubenstricker, Note 2) who found that conflict of interest and/or involvement in other activities to be primary reasons for discontinued involvement. In contrast, these results did not support the findings of some investigators (Orlick, 1974; Orlick & Botterill, 1975) who found that young athletes were dropping out because of too much pressure, a lack of fun and/or an overemphasis on winning. It should be noted, however, that while these more negative reasons were not noted as primary motives for discontinuing involvement by a majority of the respondents, a substantial minority (e.g. 20% for the not enough fun items) indicated that they were very important reasons for discontinuing. Thus, some children in some situations discontinue involvement for these more negative reasons, and coaches must make special efforts to identify these individuals and help fulfill their needs.

In summary, the dropout sample was similar to the participant sample used in Phase I in that they rated excellence and affiliation as the primary motives for involvement. Phase II, however, was also designed to examine why interscholastic athletes discontinue their involvement. Specifically, Hypothesis 3 predicted that younger participants would cease participation for reasons related to an overemphasis on winning; while, high school aged participants would more often cease participation because of conflicts of interest. No support was found for the first part of this hypothesis, as most dropouts sampled withdrew primarily for conflicts of interest. Thus, these results lend support to the general finding that athletes are discontinuing involvement because of conflicts of interest and not because

of the competitive emphasis of the program.

Summary

This investigation was designed to examine the motives adolescents have for participation and withdrawal from interscholastic athletics at the junior and senior high school levels. The participation motivation results revealed that excellence (learning new skills and improving existing skills) and affiliation were rated as primary motives for involvement. In addition, motives for involvement were found to be dependent on the athlete's age and sex, as well as the type of sport played. The survey of former interscholastic athletes who discontinued involvement revealed that, regardless of their age, they withdrew primarily because of conflicts of interest, not because of the competitive emphasis of the program. It was also concluded that interscholastic athletes participate and discontinue participation for reasons similar to those of athletes involved in nonschool sports.

Several lines of future research are recommended based on the findings of this investigation. First, the results of this study should be replicated using a sample of both interscholastic and nonschool participants. Second, investigations should be designed to examine the causes for age, sex and type of sport incentive motive differences found in the present study. Specificially, the difference in findings of the present study and those of Alderman and Wood (1976) warrant further examination. Third, the athletic dropout phase of this study was exploratory in nature and, therefore, needs to be

replicated using a larger dropout sample comprised of both school and nonschool former participants. Finally, it is recommended that the personal interview techniques used in Phase II be expanded in an attempt to better understand deep seated reasons young athletes have for discontinuing involvement.

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APPENDICES

APPENDIX A

BACKGROUND INFORMATION OF ATHLETES' PAST AND PRESENT INVOLVEMENT IN ATHLETICS

CODE NO._____ SEX: MALE____FEMALE____

NAME OF SCHOOL_____ GRADE____AGE____

Below are some questions about your school and nonschool sport(s). As you answer these questions remember that school sports mean those sports, Varsity and Junior Varsity, sponsored by the school that have organized practices, coaches, and scheduled competitions between teams from different schools. Nonschool sports are those sports that have organized practices, coaches, and scheduled completions sponsored by organizations outside the school(WYAA, AAU, etc.)

1. How old were you when you first started to participate in school sports?_____
   Nonschool sports?_____

2. How many years have you been involved in school sports?_____
   Nonschool sports? _____

3. What school sport(s) have you participated in this school year?_____
   _____
   What nonschool sport(s) have you participated in during this year?_____
   _____

4. What school and nonschool sport(s) of those listed have you participated in during past years?

SPORT	NO. OF SEASONS PLAYED		AGE AT WHICH YOU STARTED TO PLAY		CHECK IF YOU NOW PARTICIPATE OR PLAN TO PARTICIPATE NEXT YEAR	
	SCHOOL	NONSCHOOL	SCHOOL	NONSCHOOL	SCHOOL	NONSCHOOL
EXAMPLE: SOFTBALL						
BASEBALL						
SOFTBALL						
BASKETBALL						
TACKLE FOOTBALL						
GOLF (not minature)						
GYMNASTICS						
CROSS COUNTRY RUNNING						
SWIMMING						
TENNIS						
TRACK AND FIELD						
WRESTLING						
VOLLEYBALL						
OTHER (please specify)						

APPENDIX B

ALDERMAN AND WOOD'S
ALBERTA INCENTIVE MOTIVATION INVENTORY

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THE ALBERTA IMI

Below are some statements that people give for participation in sports. Read each item carefully and decide if that item describes a reason why you participate in your sport. Simply mark an "X" to indicate if that reason is always, often, seldom, or never.

		ALWAYS	OFTEN	SELDOM	NEVER
1.	In sport, doing the best I possibly can is more important than anything else.	☐	☐	☐	☐
2.	It's important to make your teammates agree with you.	☐	☐	☐	☐
3.	Sweating in practices is pleasant for me.	☐	☐	☐	☐
4.	I would rather go without help when training.	☐	☐	☐	☐
5.	Public criticism of my playing bothers me.	☐	☐	☐	☐
6.	If necessary, I will injure an opponent in order to win.	☐	☐	☐	☐
7.	Close friendships with my teammates are necessary for me.	☐	☐	☐	☐
8.	Working hard to perfect my individual skills is what counts in sport.	☐	☐	☐	☐
9.	I like telling my teammates what to do.	☐	☐	☐	☐
10.	High pressure situations in sport are fun.	☐	☐	☐	☐
11.	I prefer to compete alone, without lots of spectators watching me.	☐	☐	☐	☐
12.	I play to win!	☐	☐	☐	☐
13.	It is important to frighten your opponent before he frightens you.	☐	☐	☐	☐
14.	Being accepted by my teammates is more important to me than winning.	☐	☐	☐	☐
15.	The better I play, the more I like myself.	☐	☐	☐	☐
16.	I take a strong stand in arguments with my coach.	☐	☐	☐	☐

		ALWAYS	OFTEN	SELDOM	NEVER
17.	The more complicated a sport is, the more I like it.	☐	☐	☐	☐
18.	I don't care if my teammates dislike me.	☐	☐	☐	☐
19.	I like to see my name in the sports section of the newspaper.	☐	☐	☐	☐
20.	When frustrated, I become even more angry.	☐	☐	☐	☐
21.	I can be friendly with teammates who do things which I consider are wrong.	☐	☐	☐	☐
22.	Playing well is more important than winning.	☐	☐	☐	☐
23.	I like being chosen to demonstrate in front of the team.	☐	☐	☐	☐
24.	I enjoy being "uptight" before and during a game.	☐	☐	☐	☐
25.	I couldn't care less if I make friends in my sport.	☐	☐	☐	☐
26.	I like competing in front of large crowds of people.	☐	☐	☐	☐
27.	I enjoy the opportunity to disgrace my opponents.	☐	☐	☐	☐
28.	I enjoy my participation in sport just to be with other people.	☐	☐	☐	☐
29.	I get very upset with myself when I don't play as well as I can.	☐	☐	☐	☐
30.	Being a leader on the team is more important than winning.	☐	☐	☐	☐
31.	I like doing new things in my sport.	☐	☐	☐	☐
32.	I like to train alone.	☐	☐	☐	☐
33.	Winning in sport is the most important thing even when I play badly.	☐	☐	☐	☐
34.	Punishment of one's opponents is quite natural in sport.	☐	☐	☐	☐

		ALWAYS	OFTEN	SELDOM	NEVER
35.	Taking part in team affairs is important to me.	☐	☐	☐	☐
36.	Practicing really hard is what makes great athletes.	☐	☐	☐	☐
37.	I think people notice me when I participate in sport.	☐	☐	☐	☐
38.	Not knowing whether I'm going to win or lose before a game is attractive to me.	☐	☐	☐	☐
39.	I dislike being asked for advice by my teammates.	☐	☐	☐	☐
40.	Games are more important than practices.	☐	☐	☐	☐
41.	Releasing my frustrations is more important to me than winning.	☐	☐	☐	☐
42.	I want to be considered friendly by my teammates and coach.	☐	☐	☐	☐
43.	I blame myself when I play badly.	☐	☐	☐	☐
44.	Coaches give me too much advice.	☐	☐	☐	☐
45.	I like lots of noise while I'm playing.	☐	☐	☐	☐
46.	It's fine with me when no one cares how well I play.	☐	☐	☐	☐
47.	I dislike losing.	☐	☐	☐	☐
48.	I feel sorry for my opponents when I beat them.	☐	☐	☐	☐
49.	A warm, friendly atmosphere on the team is important to me.	☐	☐	☐	☐
50.	I would rather learn the difficult things in my sport than the easy ones.	☐	☐	☐	☐
51.	Winning arguments with my teammates is important to me.	☐	☐	☐	☐
52.	Drills bore me.	☐	☐	☐	☐
53.	I would rather lose than accept advice from my coach or teammates.	☐	☐	☐	☐

		ALWAYS	OFTEN	SELDOM	NEVER
54.	I play because my parents want me to.	☐	☐	☐	☐
55.	One should beat inferior opponents as badly as possible.	☐	☐	☐	☐
56.	I like to train with other people.	☐	☐	☐	☐
57.	I practice new skills until I can do them perfectly.	☐	☐	☐	☐
58.	I believe I am the most important person on the team.	☐	☐	☐	☐
59.	Excitement in a game is more important than winning.	☐	☐	☐	☐
60.	I don't like my parents being around when I'm competing.	☐	☐	☐	☐
61.	The score is important in a game.	☐	☐	☐	☐
62.	Competitive sport is a "dog-eat-dog" situation.	☐	☐	☐	☐
63.	I get very upset when my teammates or my coach reject me.	☐	☐	☐	☐
64.	I give 100% no matter who my opponent is.	☐	☐	☐	☐
65.	I like it when my teammates depend on me during a game.	☐	☐	☐	☐
66.	I like variety in practices.	☐	☐	☐	☐
67.	Listening to my coach is a waste of time.	☐	☐	☐	☐
68.	I would like to be a well-known player.	☐	☐	☐	☐
69.	Heckling an opponent when you've beaten him is alright.	☐	☐	☐	☐
70.	The only reason I participate in sport is to make friends.	☐	☐	☐	☐

APPENDIX C

LETTER TO THE DISTRICT FOR STUDY APPROVAL

April 2, 1981

Mr. James R. Doyle
Director of Research and Development
Wayne-Westland Community School District
Wayne, Michigan 48184

Dear Dr. Doyle:

I am currently working on my Masters degree at Michigan State University and on sabbatical leave from Wayne-Westland Community School District. I have chosen to fulfill my requirement for my Masters degree by writing a thesis on participation motives in interscholastic athletics and reasons for discontinued involvement.

Enclosed is an abstract of the study to be conducted. I am asking that the Research Committee review this abstract and grant permission to conduct this study in the district.

Thank you for your time and consideration.

Sincerely,

Linda M. Petlichkoff

Linda M. Petlichkoff

Master's Thesis Project: Linda M. Petlichkoff
Michigan State University
Advisor: Dr. Dan Gould
Assistant Professor of HPR
(517) 355-3486

Project Purposes:

The major purpose of the present study is to determine the motives that young athletes have for participating in school sponsored athletic programs. A second purpose is to examine why young athletes, once active in interscholastic sports, no longer participate. The study will be conducted in two phases. In Phase I male and female subjects will be randomly selected from athletic eligibility lists for the school year 1980-1981. Approximately 30 to 50 boys and girls from each secondary school will be asked to respond to questionnaires designed to assess their primary reason for participating in interscholastic sports. In Phase 2 coaches will be asked to supply names of junior or senior high school athletes who participated in school athletic programs for one complete season within the last two years but no longer participate. From this group a random selection will be made and asked to complete the questionnaire used in Phase 1 to assess their initial incentives for involvement. Also, subjects in Phase 2 will fill out a second questionnaire and be interviewed to ascertain why they chose to withdraw from school sponsored sports or sports in general. The sample size for Phase 2 will approximately be 50 to 100 males and females.

All survey instruments will be administered through the schools by this investigator with as little disruption to the normal school day and instruction. Permission has been granted by all secondary principals to administer questionnaires in their respective school.

Method

Phase 1. THe following procedures will be strictly adhered to during the first phase of this investigation.

1. Athletic directors, school principals, coaches and district authorities in Wayne-Westland secondary schools will be contacted and asked to participate in the study.

2. After permission is obtained from the school district, this investigator, on a designated day will attend each school and briefly explain the study to those athletes who grant verbal consent to participate and indicate to the athletes that their answers will be kept strictly confidential and that their identity will remain anonymous (to their coaches and all others involved).

3. The results will be analyzed and a summary of the findings will be sent to the school district as well as athletic directors involved. In addition, any parent and/or participant who desires a summary of the findings will receive one. Because of the scope of the study, data analysis will not be completed until September or October 1981. Consequently, dissemination of results will not occur until this time. However, all participants will be told this at the onset of the investigation.

Phase 2. THe following procedures will be followed during the second phase of this investigation.

1. Coaches will be asked to provide a list of names of participants who were involved in their interscholastic sport over the last two years but not longer are actively involved.

2. From the lists given by the coaches, 50 to 100 athletes will be randomly selected. These athletes will be through the schools and asked to participate in this part of the study. After verbal consent has been granted, each former participant will be asked if he or she would be willing to complete a survey and be interviewed.

3. If the former participant agrees to participate in this investigator will schedule an appointment to administer the questionnaire and conduct a 10-minute interview focusing on the reasons for discontinued involvement in interscholastic sports.

4. Upon completion of the study, all participants and/or guardians who request a summary of the findings will receive one.

Risk/Benefit Ration:

The subjects in the study will be required to complete questionnaires designed to assess their reasons for participating in or dropping out of interscholastic sports. Thus, these participants are not exposed to any physiological or psychological risks. The athletes who are no longer participating will also be interviewed to gather more specific information about their decision to discontinue involvement. These interview sessions will be conducted by scheduled appointments in school or if necessary within the confinement of their home.

All provisions of the APA statement on ethical standards for conducting research with human subjects will be followed. Prior to the study, subjects will be asked to read and sign a consent form and will be reminded that all data will be kept anonymous and confidential. The children will also be informed that they may withdraw from the study at any time. Lastly, upon completion of the study, those respondents, school officials, parents and coaches who desire a group summary of the results will be sent a summary report.

Since no physical or psychological risks are involved, the benefits of this study exceed the dangers. These results obtained from this investigation will help identify children's reasons for participation in school sponsored sports, as well as explanations for the "dropout" problem in interscholastic sports. The knowledge gained from this study will be used to inform school administrators and coaches via a written report to the district of children's major motivation for joining school sponsored programs, and suggestions for effectively dealing with the prevention of school sponsored sport dropouts.

APPENDIX D

DISTICT APPROVAL TO CONDUCT STUDY

Wayne-Westland Community Schools

3712 WILLIAMS STREET • WAYNE, MICHIGAN 48184 • (313) 595-2000

DR. TIMOTHY J. DYER, SUPERINTENDENT

CURRICULUM DEPARTMENT

Assistant Superintendent
Clarice M. Stafford

Executive Directors
Gary Dell
John Harrison
William Murphy

TO: Research/Survey/Questionnaire Review Committee

FROM: Jim Doyle JDoyle

DATE: May 4, 1981

RE: Study by Linda Petlichkoff

Linda is presently on sabbatical leave completing her Masters program at Michigan State University. As part of the requirements for the degree, she has to complete a "Master's Thesis Project". Attached is an overview of the project's purposes and procedures for completing this study. Inasmuch as Linda is a member of the Wayne-Westland Community Schools staff, and inasmuch as all building principals and affected staffs have been notified of this study and are willing to cooperate, it is my feeling that we should approve this survey.

Linda has received approval from all the principals and athletic directors in the district.

The survey will consist of questions to determine the motives of why athletes participate in school sponsored athletic programs and to determine, once they are active in interscholastic sports, why they no longer participate, if they have dropped out.

I recommend that we support Linda in this effort inasmuch as she is part of the Wayne-Westland Community Schools and inasmuch as it has been cleared with the appropriate staff in the district. If you have any questions regarding this survey, feel free to contact me.

JRD/fk

Enc.

APPENDIX E

LETTER AND ABSTRACT SENT TO HUMAN SUBJECTS COMMITTEE AT MICHIGAN STATE UNIVERSITY

Wayne-Westland Community Schools

3712 WILLIAMS STREET • WAYNE, MICHIGAN 48184 • (313) 595-2000
DR. TIMOTHY J. DYER, SUPERINTENDENT
CURRICULUM DEPARTMENT

Assistant Superintendent
Clarice M. Stafford

Executive Directors
Gary Dell
John Harrison
William Murphy

May 8, 1981

Dr. Henry C. Bredeck
Assistant Vice President for Research
238 Administration Building
Michigan State University
East Lansing, Michigan 48824

Dear Dr. Bredeck:

Be advised that Linda Petlichkoff has received clearance from the Wayne-Westland Community School District to complete her Master's study in regard to students in athletic activities, why they stayed in athletics or why they dropped out.

Our district has a standing committee that reviews all research in the district. This committee, made up of teachers, administrators, and union representatives, has reviewed Linda's study and supports this effort.

Sincerely,

James R. Doyle

James R. Doyle

JRD/fk

May 13, 1981

Human Subjects Committee
Office for Research Development
236 Administration Building
Michigan State University

Dear Human Subjects Committee Members:

Enclosed is a research proposal entitled "Participation Motivation in Interscholastic Sports Programs" for examination by your committee. The project will involve the administration of two questionnaires to approximately 350 boys and girls in the Wayne-Westland Community School District and will be conducted during spring quarter of 1981. All questionnaires are attached.

The Wayne-Westland Community School Districts' Director of Research and Development, Dr. James Doyle, has granted consent to administer questionnaires to selected boys and girls in the district. The school district is co-sponsoring this project and a full report of the results will be presented to the district. Enclosed is a letter confirming that permission has been granted to conduct this research in the school district.

If you have any questions concerning this proposal, please fell free to contact my advisor, Dr. Dan Gould, or me.

Sincerely,

Linda M Petlichkoff

Linda M. Petlichkoff
Master's Degree Canidate
Dr. Dan Gould
203 IM Circle
Michigan State University
Phone: 3-6689

Proposal for Use of Human Subjects

Project Director: Linda M. Petlichkoff
Assistant Director: Dr. James Doyle
Director of Research and Development
Wayne-Westland Community Schools
Masters'Thesis Project
Thesis Advisor: Dr. Dan Gould

"Participation Motivation in Interscholastic Sports Programs"

1. Abstract The major purpose of the present study is to determine the motives that young athletes have for participating in school sponsored athletic programs. A second purpose is to examine why young athletes, once active in interscholastic sports, no longer participate. The study will be conducted in two phases. In Phase I, a random selection of male and female subjects involved in interscholastic sports programs for the school year 1980-1981 will be asked to respond to questionnaires designed to assess their primary reasons for participating in these programs. In Phase II of the study, coaches will be asked to supply names of junior or senior high school athletes who competed in previous years but no longer particpate. From this group a random selection will be made and asked to complete the questionnaire used in Phase I to assess their initial incentives for involvement. Also, subjects in Phase II will complete a second questionnaire and a 10-minute interview to assertain why they chose to withdraw from school sponsored sports or sports in general.
2. Subject Population In Phase I male and female subjects will be randomly selected from athletic eligibility lists supplied by the secondary schools' athletic directors in the Wayne-Westland Community School District for the school year 1980-1981. Approximately 30 to 60 boys and girls from each school will be asked to respond to a questionnaire. In Phase II, coaches will be asked to supply names of athletes who participated in school athletic programs for one complete season within the last two years but no longer participate. From this list of names, a random selection of 50 to 70 males and females will be drawn and asked to complete the questionnaire used in Phase I. In addition, these subjects will complete a second questionnaire and be briefly interviewed. Permission has been granted from the school district and are in full support of this study(see attached letter). All subjects will be contacted one week prior to the survey being administered and informed of the nature of the study. They will be told that their participation is completely voluntary,

that they are free to withdraw from the study at anytime and provided with a parent consent form. They will also be assured that their responses will be kept confidential by completing questionnaires with a code number only. In addition to obtaining parental permission, the athletes and drop outs will be apprised of their rights as subjects.

3. Risk/Benefit Ratio The subjects in the study will be required to complete questionnaires designed to assess their reasons for participating in or dropping out of interscholastic sports. Thus, these participants are not exposed to any physiological or psychological risks. The athletes who are no longer participating will also be interviewed to gather more specific information about their decision to discontinue involvement. These interview session will be conducted by scheduled appointments in school or if necessary within the confinement of their home. This study and all procedures are based on the Gould, Feltz, & Weiss study entitled "Participant Motivation in Competitive Youth Swimmers" approved by the Human Subjects Committee in November, 1980.

All provisions of the APA statement on ethical standards for conducting research with human subjects will be followed. Prior to the study, subjects will be asked to read and sign a consent form and will be reminded that all data will be kept anonymous and confidential. The children will also be informed of their rights and that they may withdraw from the study at anytime. Lastly, upon completion of the study, those respondents, school officials, parents and coaches who desire a group summary of the results will be sent a summary report.

Since no physical or pschological risks are involved, the benefits of this study exceed the dangers. These results obtained from this investigation will help identify children's reasons for participation in school sponsored sports, as well as explanations for the "drop out" problem in interscholastic sports. The knowledge gained from this study will be used to inform school administrators and coaches via a written report to the district of children's major motivations for joining school sponsored sports and suggestions for effectively dealing with the prevention of school sponsored sports drop outs.

4. Procedures One week prior to the study, administrators will be informed as to which students will be involved in the study. These students and their parents will be contacted and informed of the nature of the study.

Upon their informed consent and the child's consent, subjects in Phase I of the study will be asked to respond to questionnaires pertaining to reasons for participating in interscholastic sports programs. Children in Phase II will respond to questionnaires used in Phase I and are comprised of items dealing with reasons for discontinuing school sponsored sports programs. Both groups of children will also answer questions concerning their general background in interscholastic sports. Copies of all questionnaires and consent forms used in the present study are enclosed. Also enclosed is the formal consent granted by the Wayne-Westland Community School Distrct. The total testing time of this investigation is estimated to be about three weeks.

5. Testing Time Spring quarter, 1981.

WAYNE-WESTLAND INTERSCHOLASTIC

SPORTS STUDY

Dear Parent:

The Michigan Youth Sports Institute, established in 1978, is dedicated to helping parents, coaches and adult leaders provide positive and beneficial sport experiences for children. One of the ways in which we have attempted to accomplish this objective is through a continuing research program designed to provide us with information about young athletes and the effects of sports participation on their physical and psychological development.

Two of the research questions we are particularly interested in studying are "why do children participate in sports" and "why do so many children discontinue their participation?" As of now, we have very little scientific information on this topic but feel that it is an important youth sports issue. Thus, in order to obtain accurte and reliable answers to these questions, we are conducting a study.

This study will be conducted in two phases. In Phase I, boys and girls involved in interscholastic sports programs in the Wayne-Westland Community Schools will be asked to complete a questionnaire on their reasons for participation. In Phase II of the study, young athletes, who were once active in interscholastic sports but are no longer involved, will be asked to complete questionnaires on their reasons for discontinuing involvement and will be interviewed. Your child has been randomly selected and we are asking for your help! Specifically, we would like to ask your child if he or she would be willing to complete one of our questionnaires. We are requesting your permission for your child's participation.

Enclosed is a parental consent form that we would like for you to complete. This form provides a summary of your child's rights as a participant in the study . Please read the form carefully and keep in mind that your son or daughter will also be informed of his or her rights as a participant in the study. Furthermore, your child's answers will be kept <u>strictly confidential</u> and his or her <u>identity will remain anonymous</u>. If you approve of this study's objectives, permitting your child to participate will help us in our efforts tremandously. Please sign the form and return it with your child to school. If you have any further questions, please feel free to contact us.

We are grateful for your help.

Thank you,

Linda Petlichkoff
Dr. Dan Gould
Project Coordinators

WAYNE-WESTLAND INTERSCHOLASTIC

SPORTS STUDY

CONSENT FORM

I agree to particpate in the "Participation Motivation in Interscholastic Sports Programs" study being conducted by the Wayne-Westland Community School District. It is further understood that I have received the following information concerning the study:

1. The study has been explained to me, I understand the explanation that has been given, and what my participation will involve.

2. I understand that my participation is completely voluntary.

3. I understand that I am free to discontinue my participation in the study at any time without penalty.

4. I understand that the results of the study will be treated in strict confidence and that I will remain anonymous. Within these restrictions, results of the study will be made available to me at my request.

5. I understand that, at my request, I can receive additional explanation of the study after my participation is completed.

_____

Signature

_____

Date

APPENDIX F

DROPOUT QUESTIONNAIRE

Below are some reasons that people give when they stop participating in sports. Read each item carefully and decide if that item describes a reason why you stopped participating in sport(s). Mark an "x" to indicate if the reason is very important, somewhat important, or not 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 participate	—	—	—
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 participate	—	—	—
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 n ot like the awards	—	—	—
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	—	—	—
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 play another sport	—	—	—
32. I was cut from the team	—	—	—

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

APPENDIX G

INTERVIEW

1. Have you participated in any organized sports programs since you stopped?

   _____yes _____no

2. If yes, what sports? _____

   _____

3. Do you plan to compete in sports or play on a (regular league) team this year?

   ___no ____don't think so ___don't know __think so __yes

4. If yes, what sports?_____

   _____

5. Do your best friends play in organized sports?

   ____no ____don't think so ___some do/some don't __think so __yes

6. Are your best friends involved in a lot of sports?

   ____no ____don't think so __ some do/some don't __think so __yes

7. Does your father presently participate in sports?

   ___yes ___no ___does not apply

   In what way? (e.g. coach, athlete, etc.)

8. Does your mother presently participate in sports?

   ___yes ___no ___does not apply

   In what way? (e.g. coach, athlete, etc.)

9. In the school program in which you participated did your parents: (answer all of the following)

	ALWAYS	SOMETIMES	NEVER
-often encourage you	_____	_____	_____
-take you to practice and meets	_____	_____	_____
-rearrange the family schedule if necessary	_____	_____	_____
-attend practices and meets	_____	_____	_____
-give you advice/instruction	_____	_____	_____
-inquire regularly about your progress	_____	_____	_____

10. Do you think it would make your father or mother happy if you were really good at sports?

1	2	3	4	5
no	don't think so	don't know	think so	yes

11. Do you think your father or mother would like you to participate in sports?

1	2	3	4	5
no	don't think so	don't know	think so	yes

12. When you were involved in sports, how much time did you spend practicing during the week?

Hours/week_____

13. Did you like going to practice?

_____ yes ____no

14. If "no" why not? _____

_____

15. Did you find practice boring?

never sometimes never

16. What did you like least about your sport(s)?_____

_____

_____

17. What did you like best about your sport(s)?_____

_____

_____

18. How did your coach generally react towards you in practice and in meets. Did he or she:

	ALWAYS	SOMETIMES	NEVER
- praise you	_____	_____	_____
-criticise you	_____	_____	_____
-give lots of instruction about your faults	_____	_____	_____
-constantly make you aware of your progress	_____	_____	_____
-ignore you	_____	_____	_____
-emphasis winning	_____	_____	_____
-tell you to have fun	_____	_____	_____
-other (specify)	_____	_____	_____

19. What did you like most about your coach? (please be very frank)

_____

_____

_____

20. What did you like least about your coach? (please be very frank)

_____

_____

_____

21. What was the main reason you stopped participating?_____

22. What other activities are you involved in? (school and nonschool)

23. What was your primary reason for first joining school-sponsored sports?_____

APPENDIX H

DATA CODING

DATA CODING
PHASE I AND PHASE II

Column Number	Variable Line	Value Label	
1-3	Subject Number	1-360 Participants 400-446 Nonparticipants	
4	Sex	1 - Male 2 - Female	
5-6	School Name	01 - John Glenn High School 02 - Wayne Memorial H.S. 03 - Adams Junior H.S. 04 - Franklin Junior H.S. 05 - Marshall Junior H.S. 06 - Stevenson Junior H.S.	
7-8	Grade in School		
9-10	Age		
11-12	Age Began School Sport		
13-14	Age Began Nonschool Sport		
	Years Experience:		
15-16	School Sport		
17-18	Nonschool sport		
19	School Sport Participated in This Year	1 - Yes	2 - No
	Participation in School:		
20	Baseball	1 - Yes	2 - No
21	Softball	1 - Yes	2 - No
22	Basketball	1 - Yes	2 - No
23	Football	1 - Yes	2 - No
24	Golf	1 - Yes	2 - No
25	Gymnastics	1 - Yes	2 - No
26	Cross Country	1 - Yes	2 - No
27	Swimming	1 - Yes	2 - No
28	Tennis	1 - Yes	2 - No
29	Track and Field	1 - Yes	2 - No
30	Wrestling	1 - Yes	2 - No
31	Volleyball	1 - Yes	2 - No
32	School Sports	1 - Yes	2 - No
33	Total Number of School Sports Participated in this Year		
	Participation in Nonschool:		
35	Baseball	1 - Yes	2 - No
36	Softball	1 - Yes	2 - No
37	Basketball	1 - Yes	2 - No
38	Football	1 - Yes	2 - No
39	Golf	1 - Yes	2 - No
40	Gymnastics	1 - Yes	2 - No
41	Cross Country	1 - Yes	2 - No
42	Swimming	1 - Yes	2 - No
43	Tennis	1 - Yes	2 - No
44	Track and Field	1 - Yes	2 - No
45	Wrestling	1 - Yes	2 - No
46	Volleyball	1 - Yes	2 - No
47	Other	1 - Yes	2 - No
48-49	Total Number of Nonschool Sports this Year		
50-51	Total Sport Participation for School and Nonschool		
	Number of Seasons Played in:		
52	School Baseball		
53-54	Nonschool Baseball		
	Age Started Playing:		
55-56	School Baseball		
57-58	Nonschool Baseball		

Column Number	Variable Line	Value Label
	Plan to Play Next Year:	
59	School Baseball	1 - Yes 2 - No
60	Nonschool Baseball	1 - Yes 2 - No
	Number of Seasons Played In:	
61	School Softball	
62-63	Nonschool Softball	
	Age Started Playing:	
64-65	School Softball	
66-67	Nonschool Softball	
	Plan to Play Next Year:	
68	School Softball	1 - Yes 2 - No
69	Nonschool Softball	1 - Yes 2 - No
	Number of Seasons Played In:	
70	School Basketball	
71-72	Nonschool Basketball	
	Age Started Playing:	
73-74	School Basketball	
75-76	Nonschool Basketball	
	Plan to Play Next Year	
77	School Basketball	1 - Yes 2 - No
78	Nonschool Basketball	1 - Yes 2 - No
79	Blank	
80	Type of Sport Played (Phase I only)	1 - Individual 2 - Team 3 - Mixed

Card 2

1-3	Subject Number	
2	Card Number	2
	Number of Seasons Played In:	
5	School Football	
6-7	Nonschool Football	
	Age Started Playing:	
8-9	School Football	
10-11	Nonschool Football	
	Plan to Play Next Year:	
12	School Football	1 - Yes 2 - No
13	Nonschool Football	1 - Yes 2 - No
	Number of Seasons Played In:	
14	School Golf	
15-16	Nonschool Golf	
	Age Started Playing:	
17-18	School Golf	
19-20	Nonschool Golf	
	Plan to Play Next Year:	
21	School Golf	1 - Yes 2 - No
22	Nonschool Golf	1 - Yes 2 - No
	Number of Seasons Played In:	
23	School Gymnastics	
24-25	Nonschool Gymnastics	
	Age Started Playing:	
26-27	School Gymnastics	
28-29	Nonschool Gymnastics	
	Plan to Play Next Year:	
30	School Gymnastics	1 - Yes 2 - No
31	Nonschool Gymnastics	1 - Yes 2 - No

Column Number	Variable Line	Value Label	
	Number of Seasons Played In:		
32	School Cross Country		
33-34	Nonschool Cross Country		
	Age Started Playing:		
35-36	School Cross Country		
37-38	Nonschool Cross Country		
	Plan to Play Next Year:		
39	School Cross Country	1 - Yes	2 - No
40	Nonschool Cross Country	1 - Yes	2 - No
	Number of Seasons Played In:		
41	School Swimming		
42-43	Nonschool Swimming		
	Age Started Playing:		
44-45	School Swimming		
46-47	Nonschool Swimming		
	Plan to Play Next Year		
48	School Swimming	1 - Yes	2 - No
49	Nonschool Swimming	1 - Yes	2 - No
	Number of Seasons Played In:		
50	School Tennis		
51-52	Nonschool Tennis		
	Age Started Playing:		
53-54	School Tennis		
55-56	Nonschool Tennis		
	Plan to Play Next Year:		
57	School Tennis	1 - Yes	2 - No
58	Nonschool Tennis	1 - Yes	2 - No
	Number of Seasons Played In:		
59	School Track and Field		
60-61	Nonschool Track and Field		
	Age Started Playing:		
62-63	School Track and Field		
64-65	Nonschool Track and Field		
	Plan to Play Next Year:		
66	School Track and Field	1 - Yes	2 - No
67	Nonschool Track and Field	1 - Yes	2 - No
	Number of Seasons Played In:		
68	School Wrestling		
69-70	Nonschool Wrestling		
	Age Started Playing:		
71-72	School Wrestling		
73-74	Nonschool Wrestling		
	Plan to Play Next Year:		
75	School Wrestling	1 - Yes	2 - No
76	Nonschool Wrestling	1 - Yes	2 - No
77-80	Blank		
Card 3			
1-3	Subject Number		
4	Card Number	3	
	Number of Seasons Played In:		
5	School Volleyball		
6-7	Nonschool Volleyball		
	Age Started Playing:		
8-9	School Volleyball		
10-11	Nonschool Volleyball		
	Plan to Play Next Year:		
12	School Volleyball	1 - Yes	2 - No
13	Nonschool Volleyball	2 - Yes	2 - No

Column Number	Variable Line	Value Label
	Number of Seasons Played In:	
14	Other School Sports	
15-16	Other Nonschool Sports	
	Age Started Playing:	
17-18	Other School Sports	
19-20	Other Nonschool Sports	
	Plan to Play Next Year:	
21	Other School Sports	1 - Yes 2 - No
22	Other Nonschool Sports	1 - Yes 2 - No
23-80	Incentive Motivation Inventory Questionnaire:	1 - Never 2 - Seldom 3 - Often 4 - Always

Card 4

1-3	Subject Number	
4	Card Number	4
5-16	Incentive Motivation Inventory Questionnaire	
17	Harter's Social Competence	- 1
18	" Physical "	- 1
19	" Social "	- 2
20	" Physical "	- 2
21	" Social "	- 3
22	" Physical "	- 3
23	" Social "	- 4
24	" Physical "	- 4
25	" Social "	- 5
26	" Physical "	- 5
27	" Social "	- 6
28	" Physical "	- 6
29	" Social "	- 7
30	" Physical "	- 7

PHASE II - DROPOUTS (ONLY)

31-62	Dropout Questionnaire	1 - Never
63-64	Most Important Reason for Dropping Out Sports	2 - Sometimes 3 - Always

Interview

	Since Dropping Out:	
65	Participation of Dropout	1 - Yes 2 - No
66-67	First Sport to Participate In	
68-69	Second Sport to Participate In	
70	Plan to Compete in Sport(s) Again:	1 - No 2 - Don't think so 3 - Don' know 4 - Think so 5 - Yes
71-72	First Sport to Compete In	
73-74	Second Sport to Compete In	
75	Friends Participated In:	1 - No 2 - Don't 3 - Some do/some don't 4 - Think so 5 - Yes

Column Number	Variable Line	Value Label
76	Friends Participated In Lots of Sports:	1 - No 2 - Don't 3 - Some do/some don't 4 - Think so 5 - Yes
77	Father Participates In Sports:	1 - Yes 2 - No 3 - Does not apply
78	Father's Type of Sports:	1 - Coach 2 - Athlete 3 - Both
79	Mother Participates In Sports:	1 - Yes 2 - No 3 - Does not apply
80	Mother's Type of Sport:	1 - Coach 2 - Athlete 3 - Both

Card 5

1-3	Subject Number	
4	Card Number	5
	Did Your Parent's:	
5	Give Encouragement	1 - Never 2 - Sometimes 3 - Always
6	Provide Transportation	1 - Never 2 - Sometimes 3 - Always
7	Rearrange Family Schedule	1 - Never 2 - Sometimes 3 - Always
8	Attend Practice and Meets	1 - Never 2 - Sometimes 3 - Always
9	Give Advice	1 - Never 2 - Sometimes 3 - Always
10	Inquires Regularly About Progress	1 - Never 2 - Sometimes 3 - Always
11	Would your Mother and Father like you to be involved in sports	1 - No 2 - Don't think so 3 - Don't know 4 - Think so 5 - Yes
12	Would your Mother and Father like you to be good in sports	1 - No 2 - Don't think so 3 - Don't know 4 - Think so 5 - Yes
13-14	Number of hours spent practicing during the week	
15	Did you like going to practice	1 - Yes 2 - No
16	Did you find practice boring	1 - Always 2 - Sometimes 3 - Never

Column Number	Variable Line	Value Label
17	Did your coach generally praise you	1 - Never 2 - Sometimes 3 - Always
18	Did your coach generally criticize you	1 - Never 2 - Sometimes 3 - Always
19	Did your coach generally give lots of instruction about your faults	1 - Never 2 - Sometimes 3 - Always
20	Did your coach make you aware of your progress	1 - Never 2 - Sometimes 3 - Always
21	Did your coach ignore you	1 - Never 2 - Sometimes 3 - Always
22	Did your coach emphasize winning	1 - Never 2 - Sometimes 3 - Always
23	Did your coach tell you to have fun	1 - Never 2 - Sometimes 3 - Always
24	Were you involved in clubs	1 - Yes 2 - No
25	Do you have any hobbies	1 - Yes 2 - No
26	Do you hunt, fish, camp, hike	1 - Yes 2 - No
27	Are you involved in dance	1 - Yes 2 - No
28	Are you involved in music	1 - Yes 2 - No
29	Are you involved in school organization	1 - Yes 2 - No
30	Are you involved in Scouts	1 - Yes 2 - No
31	Total Number of Organizations Involved In	

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