



**REASON OF PARTICIPATION OF INDIAN INTER-UNIVERSITY
LEVEL BADMINTON PLAYERS**

Dr, Shalini Yadav¹

AFFILIATION

^{1.} Sports Officer, Government College, Majholi, Jabalpur (M.P) Email: yshalini69b@yahoo.com

ABSTRACT

In fact determining the reasons that motivate children to participate in sport has been organized as one of the most critical areas of youth sport, Reasons pertaining to improving skills, fitness, learning new skills, challenge and fun were rated as the most important motives for participating in sports. Participation motivation in badminton was examined with male (n=325) and female (n=198) age 12 to 42 years during respective championships. The questionnaire used in this investigation was prepared by Gill, Gross and Huddleston (1983) to assess motives of children involved in sports. To determine difference in reasons expressed for participation in badminton between male and female players, among the players of different levels of participation and from different regions, MANOVA was carried out using mean scores of factors as dependent variables. Univariate tests used to determine which factors contributed to overall participation level different Post-hoc analysis using Scheffes test was used to find out the significance of difference between ordered paired means. The results from the Questionnaire responses indicated that the most important reasons for participating were to improve skills fitness challenges and learn new skills. Factor analysis suggested popularity fitness/friendship, excitement energy release, skill, miscellaneous activity orientation, team affiliation fitness/avoid boredom female placed more importance on popularity and skill than male aid, but the male and female players of different regions of county do not differ in these reasons for participation in badminton.

Keywords: Motivation, Badminton, sex, Senior, Junior, Inter-university, Schools, players,

1. INTRODUCTION

Sports psychologists have in recent years, shown increased interest in assessing the motives of young people involved in sport. In fact determining the reasons that motivate children to participate in sport has been organized as one of the most critical areas of youth sport result (Stern 1990, Weiss & Chaumenton 1992). Contemporary sports psychologists have found it most useful to view motivated behavior as a continuous interaction between the athlete and the situation in which he or she is placed (Alderman 1978, Carron 1984, Weinberg 1981) Skubic 1956 found that a high priority for youth participation in sports was having little fun has transpired since then to change this perception. Studies conducted with diverse youth groups have all supported the fact that having fun is of paramount importance (Gill 1981, Griffith & Henchen 1982, Sapp & Haubenstricker 1978).

Another reasons that young people participate in sports are to improve skills, Sapp & Haubenstricker 1978 reported that skill improvement was second only to "having fun" & was mentioned by 80% of the respondents. Wankel & Kreisel 1985 found that improving skills was fourth in importance study conducted by Sapp & Hauben Stricker 1978 found that 56% of the respondents saw fitness as an important aspects of sports participation, ranking third behind fun and skill development and making friends was ranked fourth in importance. Fitness was a close second behind fun among the swimmers in the Gould et. al. 1982 study.

Self improvement, having fun, enjoying the activity and improvement of total fitness were the most important motivational influences on participation assessed by Raugh and Wall 1987. Battista 1990 results indicated that enjoyment was the strongest motivator, followed by competition, challenge, health and fitness and self-satisfaction.

Gill and her Colleagues 1983 found difference between boys and girls on the factors of achievement/status, boys rated achievement/status as more important than girls did she observed that to improve skills, have fun and learn new skills were among the most important reasons for young athletes to participate in sports. Gould and her Colleagues 1985, reported that fitness, friendship, something to do and fun as being more important than the males, study further revealed that fun, fitness, skill improvement, team atmosphere and excitement, challenge were rated as the most important motives for participation. Reasons pertaining to improving skills, fitness, learning new skills, challenge and fun were rated as the most important motives for participating in gymnastics (Kolt et. al. 1999, Klint & Weiss 1980).

Study of Ali 1994, revealed that liking the game and physical fitness were the most important reasons for participation. Wang 1992 results revealed that chinese youth rated developing physical fitness, liking sports, earning honors for one's school having a better future and liking success as the five most important reasons for participating in sports programs. With regards to sex differences on motivational reasons, both male and female groups rated developing physical fitness, the love of sports and earning honor for one's school as the most important reasons. The male group followed with having fun developing skill, enriching one's

social life and safety reasons while the female group indicated that family influences came next in importance followed by liking success, enriching one's players and skill development.

Significant cultural, sex age and ethnic differences in reasons for participation in competitive sports and non-competitive fitness/exercise activities have been reported by Page & Liu 1997, & Carlston, 1983.

Growney (1993) saw significant difference for athletes in the categories of gender and percent scholarship only, male and female differed significantly on nine categories (Social approval life style, fear of failure, physical and health, hetero-sexuality, competing conditions, crowds, independence/individuality, family and self direction/awareness). While athletes receiving different amount of scholarship differed significant on only two categories tangible payoffs and independence/individuality, he concluded that coaches and sport psychologists should design motivational enhancement programs around the following categories of motivation: physical fitness and health success and achievement self direction/awareness, self-mastery and tangible payoffs.

It is reported that reasons for involvement vary according to sports or activities that young people are involved indicating that it would be valuable to examine cross ethnic, sex and age differences in sports participation motives have received only minimal research attention in Indian context.

Vasudev 2002 examined that both male and female volleyball players rated the most important participation motives as improving skills, to win, to go on higher levels, to be physically fit, and to get exercise. Junior National Male Volleyball players belonging to different regions differed on popularity, skill, challenge and achievement factors where as the female differed on skill and achievement reasons for participation in volleyball. The male volleyball players from northern states of the country rated achievement factor, challenge, fun and skill reasons more important than that of male players from rest of the country, where as male volleyball players from west zone rated popularity/energy release reasons significantly higher than male volleyball players from east zone players.

The female volleyball players of east zone gave more importance to skill and achievement reasons where as these reasons were rated least important by the north and west zone female volleyball players.

2. METHOD

Five hundred and twenty three badminton players including 325 male and 198 female ranging in age from 12 to 42 years. Seventy one subjects were of senior national, 235 of inter-university, 109 of junior national and 108 were of school national level badminton players. Subjects selected were from different regions of the country i.e. east (69), west (257), north (109) and south (88) who participated in various championships during the session 2001-02 and 2002-03. The subjects were from different parts of the country and belonged to different socio-economic strata.

They provided information on age gender, length of involvement in the game of badminton and number of days/hours of training per week, all subjects completed the Gill, Gross and Huddleston (1983) participation motivation questionnaire. This assessed 30 separate motives that children have for participating in badminton. Thus, the study designed to explore participation motives for badminton and to compare the dimensions of motivation between players of different levels of participation, sex and regions of the country.

3. QUESTIONNAIRE

The questionnaire used in this investigation was prepared by Gill, Gross and Huddleston (1983) to assess motives of children involved in sports. It consists of 30 items reflecting possible reasons for taking part in sports. It is adopted by making minor changes to the wording of some items (without altering the process meaning) to reflect the sports of badminton. Respondents were requested to indicate on a 3 point Likert type scale (1=not at all important, 2= somewhat important, 3=very important) the relative value of each reason influencing their participating in badminton. Factor analysis revealed that the 30 motives loaded on nine factors these included popularity, fun/friendship excitement, energy release, skill, miscellaneous, activity orientation, team affiliation, fitness/avoid boredom.

4. RESULTS

The rank orders of reasons for participation for the total groups, sub-groups and sexes. The reasons rated most highly by the overall sample for participating in badminton were "I want to improve my skills", "I like to go on to a higher level", "I want to be physically fit", "I like to win", and "I like to learn new skills/things". The least important reasons rated by the total sample was "I like to get out of the house", when the sample was divided into sub-groups the ranking of the reasons was the same. The inter-university level group "I like the team spirit" was ranked in the top five reasons. These findings supported the finding of Gill Gross and Huddleston 1983, and Klint and Weiss 1986.

To determine difference in reasons expressed for participation in badminton between male and female players, among the players of different levels of participation and from different regions, MANOVA was carried out using mean scores of factors as dependent variables. The findings showed significant main effects for gender (Wilk's Lambda, $F_{0.05}(9, 507) = 3.117$) and level of participation (Wilk's Lambda, $F_{0.05}(27, 1481) = 3.957$), whereas the main effect for regionality (Wilk's Lambda, $F_{0.05}(27, 1481) = 0.969$) was in significant.

Univariate tests used to determine which factors contributed to overall participation level different Post-hoc analysis using Scheffes test was used to find out the significance of difference between ordered paired means which identified significant participation level differences on 6 out of 9 factors. The data pertaining to this has been presented in table 2 through 5.

Table 3 identified significant main effect of gender only on two factors out of nine. They were popularly and skill. The female badminton players gave more emphasis on popularity and skill reasons in comparison to their male counter parts. The mean differences on other factors

were not statistically significant. In case of main effect of level of participation significant difference was obtained on six out nine factors i.e. popularity, fun/friendship, excitement, activity orientations, team affiliation and fitness/avoid boredom.

The inter-university and junior badminton level badminton players shows significant difference on popularity, fun/friendship, team affiliation and activity orientation, where as the Senior National and National school level shows the same on excitement, team affiliation and fitness/avoid boredom.

TABLE 1
MEAN FACTOR SCORES FOR REASONS FOR PARTICIPATION IN BADMINTON

Factor	Sex	Total	S.N.	I.U.	J.N.	N.S.	West	East	North	South
Popularity	Male	2.36	2.44	2.21	2.50	2.30	2.34	2.35	2.49	2.25
	Female	2.48	2.53	2.42	2.54	2.48	2.47	2.60	2.47	2.44
	Combined	2.40	2.48	2.34	2.57	2.37	2.39	2.43	2.48	2.32
Fitness/Friendship	Male	2.26	2.47	2.26	2.20	2.22	2.28	2.16	2.32	2.24
	Female	2.19	2.28	2.28	1.94	2.22	2.21	2.23	2.07	2.28
	Combined	2.24	2.38	2.27	2.09	2.23	2.25	2.18	2.22	2.25
Excitement	Male	2.46	2.62	2.55	2.54	2.08	2.56	2.21	2.40	2.44
	Female	2.54	3.49	2.47	2.47	1.98	2.75	2.37	2.25	2.49
	Combined	2.49	3.03	2.52	2.51	1.85	2.62	2.27	2.34	2.45
Energy Release	Male	2.20	2.28	2.17	2.25	2.17	2.15	2.12	2.34	2.23
	Female	2.15	2.24	2.16	2.11	2.07	2.15	2.21	2.13	2.12
	Combined	2.18	2.26	2.16	2.20	2.13	2.15	2.15	2.25	2.19
Skill	Male	2.74	2.77	2.74	2.76	2.70	2.75	2.69	2.76	2.75
	Female	2.83	2.85	2.83	2.85	2.77	2.84	2.83	2.83	2.78
	Combined	2.77	2.81	2.77	2.80	2.73	2.78	2.74	2.79	2.76
Miscellaneous	Male	2.49	2.54	2.41	2.79	2.39	2.42	2.83	2.50	2.44
	Female	2.42	2.46	2.36	2.50	2.40	2.39	2.47	2.42	2.43
	Combined	2.46	2.50	2.39	2.67	2.39	2.41	2.70	2.47	2.43
Activity Orientation	Male	2.44	2.50	2.50	2.27	2.43	2.51	2.31	2.44	2.35
	Female	2.47	2.30	2.65	2.28	2.48	2.54	2.56	2.41	2.29
	Combined	2.45	2.41	2.55	2.27	2.44	2.52	2.40	2.43	2.32
Team Affiliation	Male	2.48	2.67	2.55	2.40	2.30	2.54	2.29	2.52	2.43
	Female	2.41	2.38	2.55	2.36	2.24	2.44	2.38	2.32	2.48
	Combined	2.45	2.54	2.55	2.38	2.28	2.50	2.32	2.43	2.45
Fitness/Avoid Boredom	Male	2.41	2.42	2.45	2.33	2.37	2.42	2.25	2.46	2.41
	Female	2.36	2.50	2.41	2.38	2.14	2.36	2.39	2.36	2.36
	Combined	2.39	2.46	2.43	2.35	2.28	2.40	2.30	2.42	2.39

TABLE 2
UNIVARIATE ANALYSIS OF VARIANCE OF MAIN EFFECTS OF GENDER, REGION AND LEVEL
OF PARTICIPATION ON DIFFERENT FACTORS OF REASONS FOR
PARTICIPATION IN BADMINTON

Source	Dependent Variable	S.S.	Df	M.S.	F
Gender	Popularity	1.379	1	1.379	5.945
	Fun/Friendship	.595	1	.595	2.687
	Excitement	.366	1	.366	.195
	Energy release	.412	1	.412	2.092
	Skill	.770	1	.770	6.625
	Miscellaneous	.946	1	.946	.872
	Activity orientation	.205	1	.205	.728
	Team affiliation	.538	1	.538	2.524
	Fitness/Avoid Boredom	.217	1	.217	1.418
	Region	Popularity	1.322	3	.441
Fun/Friendship		.114	3	3.803E-02	.172
Excitement		5.194	3	1.731	.923
Energy release		.999	3	.333	1.693
Skill		.103	3	3.443E-02	.296
Miscellaneous		3.991	3	1.330	1.227
Activity orientation		1.025	3	.342	1.212
Team affiliation		.445	3	.148	.697
Fitness/Avoid Boredom		.788	3	.263	1.719
Participation Level		Popularity	2.399	3	.800
	Fun/Friendship	3.853	3	1.284	5.799
	Excitement	37.017	3	12.339	6.574
	Energy release	1.011	3	.337	1.713
	Skill	.288	3	9.615E-02	.827
	Miscellaneous	6.000	3	2.000	1.844
	Activity orientation	4.115	3	1.372	4.864
	Team affiliation	4.919	3	1.640	7.696
	Fitness/Avoid Boredom	2.324	3	.775	5.073
	Error	Popularity	119.424	515	.232
Fun/Friendship		114.068	515	.221	
Excitement		966.604	515	1.877	
Energy release		101.313	515	.197	
Skill		59.839	515	.116	
Miscellaneous		558.558	515	1.085	
Activity orientation		145.224	515	.282	
Team affiliation		109.726	515	.213	
Fitness/Avoid Boredom		78.648	515	.153	

TABLE 3
SIGNIFICANCE OF DIFFERENCE BETWEEN PAIRED MEANS OF DIFFERENT PARTICIPATION LEVEL ON POPULARITY, FRIENDSHIP AND EXCITEMENT FACTORS OF REASONS OF PARTICIPATION IN BADMINTON.

Means						
Factor	S.N.	I.U.	J.N.	N.S.	M.D.	C.I.
Popularity	2.4846	2.3449	---	\---	0.1397	0.1818
	2.4846	---	\2.5146	\---	\0.0300	\0.2053
	\2.4846	\---	\---	\2.3681	\0.1165	\0.2053
	\---	\2.3449	\2.5146	\---	\0.1697*	\0.1570
	---	\2.3449	\---	\2.3681	\0.0232	\0.1570
	\---	\---	\2.5146	\2.3681	\0.1465	\0.18370
Fun/friendship	\2.3800	\2.2659	\---	\---	\0.1141	0.1767
	2.3800	---	2.0894	\---	\0.2906*	\0.1980
	\2.3800	\---	\---	\2.2255	\0.1545	\0.1980
	\---	2.2659	2.0894	\---	\0.1765*	\0.1517
	\---	\2.2659	\---	\2.2255	\0.0404	\0.1517
	\---	\---	\2.0894	\2.2255	\0.1361	\0.5605
Excitement	3.0304	2.5243	---	---	0.5055	0.5185
	3.0304	---	2.5115	---	0.5189	0.5855
	3.0304	---	---	2.0394	0.9910*	0.5855
	---	2.5243	2.5115	---	0.0128	0.4482
	---	2.5243	---	2.0394	0.4849*	0.4482
	---	---	2.5115	2.0394	0.4721	0.5242

TABLE 4
SIGNIFICANCE OF DIFFERENCE BETWEEN PAIRED MEANS OF DIFFERENT PARTICIPATION LEVELS ON TEAM AFFILIATION, ACTIVITY ORIENTATION AND FITNESS/AVOID BOREDOM FACTORS OF REASONS OF PARTICIPATION IN BADMINTON.

Means						
Factor	S.N.	I.U.	J.N.	N.S.	M.D.	C.I.
Team affiliation	2.5361	2.5456	---	---	0.0095	0.1750
	2.5361	---	2.3822	---	0.1539	0.1976
	2.5361	---	---	2.2763	0.2598*	0.1976
	---	2.5456	2.3822	---	0.1634*	0.1511
	---	2.5456	---	2.2763	0.2693*	0.1511
	---	---	2.3822	2.2763	0.1059	0.1769
Activity Orientation	2.4074	2.5509	---	---	-0.1435	0.2009
	2.4074	---	2.2731	---	0.1343	0.2268
	2.4074	---	---	2.4444	-0.037	0.2268
	---	2.5509	2.2731	---	0.2778*	0.1737
	---	2.5509	---	2.4444	0.1065	0.1737
	---	---	2.2731	2.4444	-0.1713	0.2031
Fitness	2.4581	2.4346	---	---	0.0235	0.1480
	2.4581	---	2.3515	---	0.1066	0.1671
	2.4581	---	---	2.2821	0.1760*	0.1671
	---	2.4346	2.3515	---	0.0831	0.1279
	---	2.4346	---	2.2821	0.1525*	0.1279
	---	---	2.3515	2.2821	0.0694	0.1496

Inter-university and National school level players showed significant difference on excitement, team affiliation, fitness/avoid boredom. The significance difference between Senior National and Junior National level badminton players appeared on fun/fitness.

The result shows insignificant difference between Senior National and Inter-university level and between Junior National and National school level badminton players on popularity, fun/friendship, excitement, team affiliation, activity orientation and fitness/avoid boredom. The Senior National and Junior National level players were insignificant on popularity, excitement, activity orientation, fitness/avoid boredom, where as the Senior National and National school level badminton players shows insignificant difference on popularity, fun/fitness, activity orientation. In the same way the inter-university and Junior National show a insignificance on excitement, fitness/avoid boredom. Only the inter-university and National school level players were insignificant on fun/friendship and activity orientation.

5. DISCUSSION

The purposes of the present study was to describe the participation motives of badminton players across the country. At descriptive level the badminton players indicated that the motives of improving skill, liking to win, learning new skills, being fit and liking to go on a higher, level were all very important for participation.

The affirming of these motives by Indian Badminton players is analogous to the results of Longhurst and Spink. The only difference with other studies Gould, Feitz and Weis, Gill et. al. is the absence of fun as one of the major motives. In these North American Studies Children rated 'like to have 'Fun' as most important motive, where as the Indian Badminton players rated 'fun' least important in this study.

Analysis of reasons for participation motivation questionnaire in badminton scores identified nine factors: popularity/reward, fun/friendship, excitement, energy release, skill, miscellaneous, activity orientation, team affiliation and fitness/avoid boredom. Kolt et. al. pointed out, that previous investigation of factor structure of PMQ have revealed inconsistent findings for example has investigation on gymnasts produced seven interpretable factors, Gill Gross and Huddleston found eight factors when surveyed participants from eleven sports. Gould Feltz and Weiss study of swimmers identified seven factors Longhurst and Spink reported a four factors solution when surveying young Australian athletes from four sports. According to Kolt et. al. the difference in factor solutions could reflect methodological difference between the studies, as small sample size resulting inadequate subjects to item ratio. It could be expected that factors solutions would differ for samples of different ages.

Unfortunately, there is a dearth of information on participation motives of Indian athletes. The Indian gymnasts rated team/affiliation, recognition/excitement and popularity/energy release reasons as significantly more important than gymnasts of other countries. Indian female hockey players too expressed need of affiliation, recognition, status, and prestige as major motives of their participation (Patial 1992).

Vasu's (2002) investigation for participation in volleyball, as expressed by junior national level players, indicated the most highly important reasons were 'want to improve skills', 'like to win', 'like to go on higher level', 'like to compete'. Similarly, Neha's results show that the Madhya Pradesh State Inter-university level athlete's reasons for participation revealed that understanding reasons, friendship, self-mastery are the most important reasons.

6. CONCLUSION

Based on the descriptive results no differences were observed in importance of reasons for participation in badminton. The results of MANOVA on the basis of the modified Gill's factor scores revealed that factors of popularity and skill significantly differentiated between male and female players as female reported that popularity and skill were more important motivational dimensions. Male and female players of different regions of the country do not differ in their reasons for participation in badminton. Different levels of participation i.e. national level inter-university level, junior national level and national school level differ significantly on six factors popularity, fun/friendship, excitement, team affiliation, activity orientation and fitness/avoid boredom, where as players energy release, skill and miscellaneous were insignificant. National school level players gave significant importance to popularity followed by national level players. Junior national level players rated fun/friendship as less important than did the other participation levels. National at level players reported highest importance for excitement and team affiliation where as inter-university level players were more activity oriented the rest of the levels. Senior National level players give more importance to fitness/avoid boredom specific reasons for participation in badminton.

These finding support the finding of Fodero who found the participation motivation difference existed between groups of people that differ with respect to the level at which they practice sports and the intensity of their practice with an increasing higher level of sports practice.

7. FUTURE SCOPE

These finding can be useful in developing intervention strategies to attract more young athletes to the sports of badminton. Badminton coaches and administrators to design and implement programs that meet the needs and participation motives of participants can utilize the research findings.

In Indian context, this is the beginning of research in this area and continuing work is necessary to assist our understanding of how different levels of participation, sex, regions of the country, similarities and differences influence sports behavior.

Further research should continue to focus on surveying other sport populations in order to obtain findings that can be applied to improving participation rates in specific areas of physical activity and sports.

Research should target other groups (Leisure physical activity) that would benefit from increased actuary levels (e.g. older people and those not currently involved in sport or physical activity).

REFERENCES

- Alderman, R.B. (1978)** Strategies for Motivating Young Athletes In : W.F.Straub (ed.) Sports Psychology : An Analysis of Athlete Behaviour, New York: Movement Publications.
- Carron, Motivation, (1984)** Implications for Coaching and Teaching Sports Dynamics London, Ontario : Canada Weiss, M. R. and Chaumont, N., Motivational Orientations in Sports as Cited by T. S. Hom ed. (1992) Advances in Sports Psychology Champaign, I L : Human Kinetics.
- Battista R. R. (1990).** Personal Meaning: Attention to Sports Participation. Perceptual and Motor Skills, (70), 1003 - 1009.
- Carlston, D. E. (1983).** An Environmental Explanation for Race Differences in Basketball Performance. Journal of Sports and Social Issues, 30 - 51.
- Gill, L. D. et. al. (1981).** Participation Motivation in Youth Sports. International Journal of Sports Psychology, (14), 1 - 14.
- Gould, D, Feltz, D. & Weiss, M. (1985)** Motives of Participation in Competition Youth Swimming. International Journal of Sports Psychology, (16), 1-14.
- Griffith, L. and Henchen, K. (1982)** "Attitudes and Values Associated with Little League Football Competition" as cited by D. S. Eitzen and G. H. Sage (Eds.) Sociology of American Sport: 81 Dubuque, IA.
- Klint, K A.& Weiss, M.R. (1986).** Dropping In and Dropping Out Participation Motivation of Current and Former Youth Gymnasts. Canadian Journal of Applied Sports Sciences, 106-114.
- Kolt, G. S. et. al. (1999).** A Cross- Cultural Study of Reasons for Participation in Gymnastics. International Journal of Sports Psychology, 381-398.
- Longhurst, Kelvin and Spink, Kevin S. (1987).** Participation Motives of Australian Children Involved in Organized Sports. Canadian Journal of Sports Sciences, 12: 24-30.
- Page, S. J and Liu, Z. (1997)** "Gender Differences and Cultural Differences in Chinese and American Students Participation Motives". Research Quarterly for Exercise and Sports 68: 105.
- Raugh, D. and Wall, R. (1987).** Measuring Sports Participation Motivation. International Journal of Sport Psychology, (18), 112 - 113.
- Sapp, M. and Hanbenstricker, J. (1978).** Motivation for Joining and Reasons for not Continuing in Youth Sport Programs in Michigan. Paper Presented at the AAHPER National Conventions Kansas City M.D.
- Skubic, E. (1956).** Studies of Little League and Middle League Baseball. Research Quarterly, (27), 97 - 110.

- Stern, H. P. et. al. (1985).** Young Children in Recreation Sports. *Clinical Pediatrics*, (29), 89 - 94.
- Wankel, L. M. and Kreisel, P.(1990).** Factors Underlying Enjoyment of Youth Sports: Sports and Age Group Comparisons. *Journal of Sports Psychology*, (7), 51-54.
- Vasudev, D. (2003).** An Investigation of Reasons for Participation In Volleyball. Unpublished Master's Thesis, Rani Durgavati University.
- Wang, Jun; M, Diana; and B Jornstal, Wiese (1999).** The Relationship of School Type and Gender to Motives for Sports Participation Among Youth in the Peoples Republic of China. *International Journal of Sports Psychology*, (28), 13-24.
- Wankel, L. M. and Kreisel, P. (1985).** Factors Underlying Enjoyment of Youth Sports: Sports and Age Group Comparisons. *Journal of Sports Psychology*, (7), 51-54.
- Weinberg, R. S. (1981).** Why Kids Play or Do Not Play Organized Sports. *The Physical Educator*; (38), 71 - 78.