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COMPARING IRANIAN STUDENT'S ENJOYMENT OF PHYSICAL ACTIVITY AT THE BEGINNING, MIDDLE AND END OF PHYSICAL EDUCATION CURRICULUM

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ABSTRACT

One of the factors that strongly affect participation in sport and exercise is the chance to enjoy the sport. Studies educe a combination of motivation and enjoyment of sport and exercise as primary reasons for starting and continuing to sports participation. In contrast, not being youth sports programs so much entertaining has been estimated as a reason for increasing amount of retiring from sport. Therefore, considering the importance of sport and physical activity and the need to preserve and make adolescents and young people interested in sport and physical activity, the researcher decided by studying enjoyable Status of male students of physical activity, compare its level at the beginning, middle and end of Physical Education Curriculum in elementary schools in the city of Karaj. 225 athletes of football school students aged 12-14 were selected as sample of the study and measuring scale of enjoyable physical activity was used for collecting data. This study performed at 2 elementary schools and 6 football schools in alborz province. Friedman' test showed that there is a significant difference between the amount of enjoyment of athletes at the beginning, middle and end of the curriculum and its amount ate the end of course was more than the first and second stages and at the second stage of measurement was also more than the first measurement. Results of Wilcoxon' test comparing each two measurements showed that the difference between the first and second measurements and the second and third measurement is not meaningful, while the difference between amounts of athlete's enjoyment at the first and third measurement is significantly different. So it is suggested to pay attention to amount of athlete's enjoyment, especially adolescents and young athletes, because enjoyment of physical activity is an important source of participating and continuing to sports participation of athletes.

Keywords: *Enjoyment, Physical Activity, Physical Education Curriculum, Students*

INTRODUCTION

One of the factors that strongly affect participation in sport and exercise is the chance to enjoy the sport (Gao, 2008). Studies by Scanlant, Stein and Ravizza (1989), educe a combination of motivation and enjoyment of sport and exercise as primary reason for starting and continuing to sports participation (Weiss and Chaumpton, 1992). In contrast, not being youth sports programs so much entertaining has been estimated as a reason for increasing amount of retiring from sport (Petlichkof, 1992). Theoretically, enjoyment construct has been define the as a "positive affective response to the sport experience that reflects generalized feelings such as pleasure, liking and fun (Scanlant *et al.*, 1993). Thus, investigating and examining factors that affect sports enjoyment and reduce retiring of sport is of particular importance. Pleasure and satisfaction can be described as a positive affective state that shows emotions such as joy, interest, and entertainment (Wankel, 1993) and however sports enjoyment can also be considered associated with participating in physical activity (Motl *et al.*, 2000), supporting sport (Johnson and Heller, 1998; Wankel, 1993) and moral boost (Motl *et al.*, 2000). However, it is difficult to interpret the concept of enjoyment and is stated individually and therefore for understanding the concept of enjoyment, the initial and continence interactions of the various social ranks in different ages, genders, cultures, and societies in sports activity must be explored. Enjoyment is defined as an optimal mental state that leads to the implementation of activities due to those activities and is associated with positive emotional state (Kimiecik and Harris, 1996).

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Optimal experience of enjoyment, leads to efficient and pleasant modes such as happiness, energy, fun, tranquility, perfection and satisfaction (Kendzierski and DeCarlo, 1991), which in return can add meaning and energy to daily life and this energy provide desire, feeling pleasure, satisfaction and gratitude. In addition, sports enjoyment in turn can also affect individual and group variables in sports teams, Factors such as sport commitment (Carpenter and Coleman, 1998), Motivation, collective efficacy, and group cohesion (HoseiniKeshtan and Ramzaninezhad, 2010; Ramezani-nezhad *et al.*, 2009).

Besides the joy and satisfaction of athletic performance and physical activity at young ages is important and many young people due to the fun existing in the nature of the exercise, attempt physical activities and exercise, and Factors that affect the amount of this pleasure become important automatically.

A review of literature with citing diverse approaches and findings will reveals importance and status of mentioned variables. Garcia-Mas *et al.*, (2010) conducting a research as Commitment, enjoyment and motivation in young soccer competitive players, reported a clear pattern of the influence of motivation in sport enjoyment and commitment, outlining the positive contribution of intrinsic and extrinsic motivation to enjoyment and commitment. A motivation, contributes positively to alternatives to sport and negatively to enjoyment and commitment, it should be noted that extrinsic motivation has a higher contribution to enjoyment whereas intrinsic motivation has a higher contribution to commitment. Yli-Piipari *et al.*, (2009) reported that students with high intrinsic and extrinsic motivation enjoyed physical education more and were physically more active. In contrast, student with lower intrinsic and extrinsic motivation expressed less enjoyment of physical activities. Maleté (2006) in his research as Goal Orientations, Sport Ability, Perceived Parental Influences and Youth's Enjoyment of Sport and Physical Activity reported that Task orientation and perceived sport ability were predictive of youth's enjoyment of sport. Thus it can be concluded that athletes who had a better perception of sport ability, had received more enjoy of sport. Shaffer and Wittes (2006) in a study on Women's pre college sports Participations, enjoyment of sports, and self-esteem found evidences for a concurrent association between the enjoyment of sports and self-esteem. Shaffer and Wittes found a direct association between participation in sports and self-esteem, and found that the enjoyment of sports mediated this association. Specifically, participation in sports was associated with higher levels of the enjoyment of sports, and, in turn, the enjoyment of sports was associated with higher levels of self-esteem (Shaffer and Wittes, 2006). Bray *et al.*, (2005) in a study on the effects of leadership style and exercise program choreography on enjoyment and intentions to exercise concluded that Significant ($p < 0.05$) main effects were detected for leadership style and exercise choreography on enjoyment. Socially enriched leadership and varied choreography were associated with greater enjoyment. There were no main or interaction effects for exercise intention. Their Results also showed that social and structural factors influence on positive psychological outcomes in a structured exercise setting. Sallis *et al.*, (1996), Sallis *et al.*, (2003) found that enjoyment of physical education was significantly related to levels of physical education. Prochaska *et al.*, (2003) in a 3 -year study, observed a constant decrease in enjoyment of physical education classes for children who would grows from 4 to 6 years of age. They also investigated the joy and commitment to participation in physical activity among children and adolescents in a lengthy and intervention study (Dishman *et al.*, 2005; Sallis *et al.*, 1999a; Sallis *et al.*, 2003). A method for regular participation in vigorous physical activity is related with the issues that a person is willingly waiting for them and since postpones it, will lose it. The reason that makes physical activity attractive and desirable is that the exerciser will enjoy of doing it (Dishman *et al.*, 2005). Finally pleasure is a common reason for participating in Exercise (Carpenter and Coleman, 1998; Wankel, 1993). Researchers using cross designs about enjoyment of physical activity have studied Physical education classes and sports activities among children and adolescents (Sallis *et al.*, 1999b). We should notice to the nature of the sport (Group or individual) that children participation in it is for longstanding enjoy and commitment to sport. Enjoyment and satisfaction has been characterized as the main factor for good behavior and frequent participation in youth sports (Scanlan *et al.*, 1993; Scanlan and Simons, 1992; Weiss *et al.*, 2001). Excitement is a major component of arousal theories of sport such as goal achievement theory (Nicholls, 1989), motivational theory of capabilities and Efficiency (Harter, 1981), and commitment model (Scanlan *et al.*, 1993) to sport.

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Considering the importance of sport and physical activity and the need to preserve and build adolescents and young people interested in sport and physical activity, the researcher decided by studying enjoyable state of male students of physical activity, Compare its level at the beginning, middle and end of Physical Education Curriculum in elementary schools in the city of Karaj.

MATERIALS AND METHODS

Research Design

The method of this study from goal perspective would be a component of applied researches, In terms of data collection is a type of descriptive and inferential. At the beginning of the research process coordination was done with the Department of Education and school administrators. The researcher, after coordination with the Department of Education and football schools and receiving permission, along with the questionnaire were in place and commenced to distribute trainees and trainers enjoyable questionnaires in three stages with the specified interval among students (at the beginning, middle and end of the training course).

The following points were carried out at the procedure of the study:

1. The subjects were asked prior to filling the questionnaire, carefully pay attention to the explanations and instructions given by the researcher, and respond to all questions.
2. The athletes were asked to answer what they feel in the moment with honesty and accuracy and on any question, do not think too much and just express their feelings, because there is no wrong or right answer.
3. About preserving the questionnaire by the researcher confidentially it was assured that the results would not be given to the trainers and participants.
4. Due to the trainer's age and existing psychological sensitivity, the athletes were asked to not include their name on questionnaires.
5. Necessary guidance was performed to all questions of athletes while answering the questionnaires (Due to their age and the possibility of questions ambiguity for them).

Participants

The statistical community included all male athlete students of Karaj Football schools. Referring to Morgan's Table and utilizing categorical random sampling, 225 athlete students with the 12-14 years old range were selected as the research statistical sample. The present research was conducted in 2 primary schools and 6 Football schools in Alborz province.

Measures

In this survey, two questionnaires were used. *Demographic Questionnaire*: including personal information such as age, and sport activity background. *Physical Activity Enjoyment Scale (PACES)*: It was developed for the age of collegiate athlete's rate by Kendzierski and DeCarlo that was developed and validated by Motl *et al.*, (2001) for the age of school student's rate. This scale has two subscales including Physical Education Curriculum Enjoyment and its related statements 1 to 4, and Physical Activity Enjoyment and its related statements 5 to 16 which all were designed by referring to Kendzierski and DeCarlo.

This scale was developed and validated by Motl *et al.*, (2001) for the age of school student's rate and included 16 statements by five-point Likert's type scale from completely disagree (1) to completely agree (5). The internal consistency coefficient was 0.85 by using Cronbach's Alpha test. Reviewing literature indicated the same results by McCarthy *et al.*, (2008) and 0.84 by Dishman *et al.*, (2005) for the named scale. The internal consistency coefficient of this scale in this research was 0.92 by using Cronbach's Alpha test.

Statistical Methods

For analyzing row collecting data, first at descriptive level, using statistical indicators the demographic characteristics of the study population, including age and sports background was described. Cronbach's alpha test was used for measuring reliability of scales. To test the significance of the observation and latent variables and estimating obtained measurement models Confirmatory Factor Analysis (CFA) was used.

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RESULTS AND DISCUSSION

Results

As table 1 shows the mean age of participants were 12.56(0.76) rating from 12 to 14 years old, and also their mean year of sports background were 3.18(1.7) rating from 0 to 8 years.

Table 1: Descriptive of demographic characteristics of the study population

	Age	Sports background
Mean	12.54	3.18
Standard deviation	%76	1.7
lowest	12	0
highest	14	12

As the table of descriptive statistics shows, considering five-point Likert's type scale enjoyment variable is also in good condition, because the mean value is equal to 6/4 (table 2).

Table 2: Investigate the enjoyment status and dimensions (Test value = 5)

Research Variables	Abbreviation	SIG	t	Mean	SD	Status
Enjoyment of Physical Education Curriculum	ENJ1	0.00	45.712	4.66	0.54	Desirable
Enjoyment of Physical Activity	ENJ2	0.00	40.028	4.56	0.58	Desirable
Enjoyment	ENJOY	0.00	44.479	4.61	0.54	Desirable

Friedman' test (Table 3) showed that there is a significant difference among the amount of athlete's enjoyment at the beginning, middle and end of curriculum and its amount at the end of the curriculum was more than first and second stages and also at second stage of measuring it was more than first stage.

Table 3: Comparison of student's enjoyment at the beginning, middle and end of the curriculum

Enjoyment	Mean	SD	Mean square	Chi-square	df	SIG
First Measurement	4.53	0.46	1.90			
Second Measurement	4.52	0.57	1.98	6.08	048/0	*00/0
Third Measurement	4.60	0.54	2.12			

Wilcoxon test results (Table 4) comparing each two measurements show that the difference between first and second measurement and also second and third measurement is not significant. While there are significant differences among student's enjoyment in first and third measurement.

Table 4: Paired comparisons of student's enjoyment at the beginning, middle and end of the curriculum

Enjoyment	Z	Sig	Enjoyment	Z	Sig	Enjoyment	Z	SIG
First measurement	-0.26	0.79	First measurement	-1.99	*0.046	second measurement	-1.06	0.28
second measurement			third measurement			third measurement		

$P \leq 0.05$

Discussion

Although some coaches have emphasized that confidence, commitment and strong willing is necessary to be success, but a factor which strongly leads to participating in sport and exercise is the chance to enjoy the sport (GAO, 2008). Theoretically, enjoyment will be used in studies as a positive affective response to

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the sport experience that reflects generalized feelings such as pleasure, liking (Scanlan *et al.*, 1993). Enjoyment often occurs within a person and is intrinsically accompanied with activities causing rewards. Optimal experience of enjoy, leads to efficient and pleasant modes such as happiness, energy, fun and peace (Motel *et al.*, 2000). Enjoyment of physical activity, causes feelings such as perfection, satisfaction and happiness (Kendzierski and Decarlo, 1991), which in return could add meaning and energy to daily life and this energy provides desire, feeling pleasure, satisfaction and gratitude. Enjoyment and satisfaction has been characterized as the main factor for good behavior and frequent participation in youth sports and enjoyment is a major component of arousal theory of sport such as goal achievement theory, motivational theory of capabilities and Efficiency, and commitment model to sport. In this case, as in the past, many researchers such as Dborah *et al.*, (1993); Bandura (1997); Erel (2005); Hoseini (2010) have confirmed the link between performance and self-efficacy. But in relation to the improvement of athlete's enjoyment at the end of the curriculum that related practices of skills were taught to athletes, and comparing the middle and the beginning of the course was significantly greater, certainly it is because of a mediator variable, and of course, other variables that were not controlled in this study. But to the extent that the results of this study shows, Significantly increased enjoyment for young athletes, probably influenced by the mediator or the self-efficacy of athletes and as was previously demonstrated, The level of athletes self-efficacy and enjoyment have a positive and significant relationship, so it seems logical that The amount of enjoyment under the same conditions at the end of the curriculum that practices related to skills were taught to the athletes, become more than the middle and beginning of the course. Generally with a glance at the results of this study, what has been observed is that practices of basic skills belong to each sport had a positive effect on athlete's self-efficacy of that sport and increases their self-efficacy and since this study proved self-efficacy has a significant effect on the enjoyment of physical activity, consequently the amount of athletes physical activity enjoyment will increase as their self-efficacy increase.

Conclusion

Results of this study show that there is a significant difference among the amount of athlete's enjoyment at the beginning, middle and end of curriculum and its amount at the end of the training course was more than first and second stages and also at second stage of measuring it was more than first stage. Results of post hoc test comparing each two measurements show that the difference between first and second measurement and also second and third measurement is not significant. While there is significant differences among students enjoyment at first and third measurement and its amount has been increased in third measurement. As it has been specified the amount of enjoyment and self-efficacy of athletes at the end of the course that practices related to skills were taught to athletes, was significantly greater comparing the middle and the beginning of the course. Athlete's self-efficacy seems to be natural, because considering practices of athletes and along with these exercises and improvement in athletic performance associated with gaining skills, it seems that the amount of athlete's self-efficacy in relation to skills have been greater and Of course, this confirms that the practice of skills has been well planned and also have had impact on the level of athlete's skills very well and Finally, the athletes had a good understanding of this issue. It is suggested to pay attention to the level of athlete's enjoyment; especially young athletes and youngsters, because enjoyment of physical activity is considering as an important source of participation and participating continues for athletes. It is also recommended that the same research be conducted on female young athletes and youngsters and in various sports and especially both individual and group sports separately and its results be compared with the results of the present study.

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