



Bryant University

HONORS THESIS

Level of Cooperativeness and Competitiveness in Relation to Sports Choice in Children

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ABSTRACT

The topic which I have chosen for my senior capstone project is in the psychology field and involves children's personalities, in particular the level of cooperativeness and competitiveness, and their sports preferences. The literature research covered the child's skill level, mainly motor skills which the children possess, competitive and cooperative sports categories as well as family influence, each which have an effect on this study. The five hypotheses which are being examined are: competitive children will prefer the competitive sports over the cooperative ones, cooperative children will prefer cooperative sports, level of competitiveness and cooperativeness will have an effect on their favorite sports choice, skill level will be positively associated with enjoyment level, and child's enjoyment level will have an effect on their sports participation. In order to examine the relationship between early competitive and cooperative style and the choice of sports that children will make, kindergarten aged children who have not participated in organized team sports yet will be studied. I will conduct a sports day with the purpose being to assess children's competitive and cooperative style. After the sports day, the students themselves will have the opportunity to reflect on what they liked best; this will obtain the data of the child's future sports choice. The personality portion of this research study will be obtained through surveys passed out to both the teacher and the parents. These surveys will ask questions about different aspects of the children's behavior and their levels of competitiveness versus cooperativeness. For the results, the first and fourth hypotheses were upheld, while the second, third and fifth had some support.

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INTRODUCTION

The topic which I have chosen for my senior capstone project is in the psychology field and involves children's personalities, in particular the level of cooperativeness and competitiveness, and their sports preferences. I have always found psychology interesting, it is one of my minors, and knew that I wanted to work with children. Sports have always been an interest of mine as well and therefore I put the two together: children and sports. There are many factors which may contribute to one's sports choice and several of them will be included in this study. The literature will cover the skill level, mainly motor skills which the children possess, competitive and cooperative sports categories as well as family influence, each which have an effect on this study.

LITERATURE REVIEW

Behavioral Style and Sports Choice

The sports environment may shape an individual's behavior and change it to be more suited for the sport (Jarvis, 1999). However, the opposite may be true as well where an individual is choosing a sport based on their behavioral style. Participants in team sports tend to be more anxious and extroverted in comparison to those who play individual sports (Jarvis, 1999). It has also been found that those people who participate in high endurance sports tend to be very high in achievement motivation, autonomy, and dominance (Jarvis, 1999). There is also the interesting concept of individuals who appear to be nothing but caring and kind, but when it

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comes to a sports situation, they come off as increasingly aggressive, possibly venting out their anger.

Skill Level

An important component of sports participation is skill level. It has been noted that children are fairly intuitive when it comes to their skill level in team sports, and this corresponds with a child's enjoyment level in this sport (Slutzky & Simpkins, 2007). If a child is very skilled in a particular sport, that child will most likely pick up on this and enjoy that sport more than others. This tends to be seen in many other activities that children participate in as well. On the contrary, if a child is not very skilled in a particular sport, they will most likely pick up on this and therefore not enjoy the sport as much or choose not to participate. In fact, if a child remains in a sport in which they perceive their skill level to be low, this could eventually lead to low self-esteem on their part.

Sports Categories

Sports can be categorized in many ways. For example the competitive style or cooperative nature of the sports and also whether they are individually based or team based. These categories are relevant here because a child's competitive or cooperative style may lead them to choose sports within the corresponding categories. The classification of activities used consists of four different categories. Competitive means-competitive ends are sports which have a goal to beat everyone else from the outset to the end, such as a 100 meter dash.

Cooperative means-competitive ends are sports where participants cooperate within their group but compete against other groups, such as a soccer game and other team sports.

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Individual means-individual ends are sports where one or more players pursue an individual goal without cooperative or competitive interaction; for example, diving where an individual is up on the board by themselves focusing mainly on their individual performance.

Cooperative means-cooperative ends are sports where players cooperate with each other from the outset to the end, such as a modified version of volleyball (Weinberg & Gould, 2011). Modified versions of different sports are not very common. These would be more likely found in gym class where the rules are that everyone must touch the ball in volleyball prior to the ball being hit over the net; the same goes for the other team.

Family Influence

Another aspect important to studying sports choice in children is that outside influence of family. It has been found that children under the age of 10 are more responsive to adult feedback in comparison with children who are older (Slutzky & Simpkins, 2007). A child will especially be influenced by their parent's opinions. If their parents are big sports fans and encourage their child to play sports, they may have a greater enjoyment of sports participation. However, the opposite may be true as well. Parents who push sports onto their children too much may instead turn their children off from sports. If parents prefer other activities besides sports, a child may not get the exposure to sports and therefore may not enjoy them as much as a child who shares sports as a family activity. Parents' expectations, values, encouragement, support, involvement, responses to performance, and beliefs about their children's ability have repeatedly been found to relate to children's sport-related

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perceptions of competence, enjoyment, stress, intrinsic motivation, and participation (Lavoie & Stellino, 2008). Adults can also give feedback in regards to a child's skill in sports.

Especially since a child can be intuitive about their skill level in the chosen sport, a parent's feedback confirming that may further change their attitude towards sports. For example, if a child is told that they aren't very good at a certain sport then they are less likely to enjoy that sport because of the negative responses they are getting about it (Weinberg & Gould, 2011). Finally, if a child is being pushed too hard into sports, but they don't want to play it, their self-esteem may go down and they aren't going to want to play in the future if given the option (Slutzky & Simpkins, 2007). There is also some experimental evidence which suggests that excessive emphasis on winning may end up resulting in an unhealthy competitive behavior (Smoll & Smith, 1978). Therefore, children whose parents put exclusive emphasis on winning aspects of sports may end up with different levels of competitiveness or cooperativeness which leads to certain sports choice.

OVERVIEW OF STUDY

There are five different hypotheses which are being examined in this study. I expect that children who rank higher in competitive style will prefer the events where the students are competing directly (such as the individual running race against the others) compared with the other events. The events will be discussed in more detail below. I also expect the opposite to be true; children who rank higher in cooperative personality attributes will prefer the events which are more cooperative (such as the relay race against the groups own previous time) more than the highly competitively natured ones. Third, I believe that the level of

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competitiveness and cooperativeness found in the children will have an effect on their favorite sports choice. Fourth, I believe that skill level will be positively associated with enjoyment level. Fifth, I expect to see the child's enjoyment level to have an effect on their sports participation. Finally, different family factors, as discussed above, which may influence this decision, will be explored further.

In order to examine the relationship between early competitive and cooperative style and the choice of sports that children will make, children who have not participated in organized team sports yet will be studied. Therefore, I will study emerging athletes at the kindergarten level and I will conduct a sports day with the purpose being to assess children's competitive and cooperative style. After the sports day, the students themselves will have the opportunity to reflect on what they liked best; this will obtain the data of the child's future sports choice. The sports day will be discussed more fully below. The personality portion of this research study will be obtained through surveys passed out to both the teacher and the parents. These surveys will ask questions about different aspects of the children's behavior and their levels of competitiveness versus cooperativeness. The research on a child's understanding of their skill level will play a major role in my research because if a child is not skilled in the running races, then they may not enjoy this day as much and therefore respond negatively to playing sports in the future. Also, the child's parents will have an influence on their experience. This will be acknowledged through the personality survey where a brief family sports history is given.

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METHODOLOGY

Participants

The participants of this research study will be 5-6 year old kindergarten aged students who were recruited from one kindergarten class. Prior to the sports day, a consent form will be sent out to all of the parents in class. These consent forms assured parents that all the information collected would be confidential and no names would be released. It also obtained permission for the data collected to be presented in an educational setting. Twelve students replied back and agreed to the terms of this research study. Of these twelve students, there were four females and eight males.

Observations

The sports day consists of four different running races, each matching up to different sports categories: competitive means-competitive ends, cooperative means- cooperative ends, cooperative means-competitive ends, individual means-individual ends. The competitive means-competitive ends race will be an individual race against other classmates. Next, the cooperative means-competitive ends race will be a relay race in groups of four against other groups in the class. The individual means-individual ends race will be two individual races where the student races against their own time. Finally, the cooperative means-cooperative ends race will consist of the children back in their relay race groups and racing twice; once just to get a control time and the second time to race against their first time. A running time for each child and team will be recorded for each race. These events were filmed and can be used later for review.

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Measurement of Skill

Skill level, enjoyment level and participation level will be the main measurements which will be looked at based on the discussed races. Each of these will be measured during the sports day for each child in the class. There are five different aspects will be ranked on a scale of 1-5 on the day of observation by myself. They are skill, participation, enjoyment, team spirit and effort. The parents will also be looking at their child's motor skill level on the survey by ranking different activities with the following scale: "very unskilled" up to "highly skilled". The children then ranked their own enjoyment level on a scaled from "very unenjoyable" to "highly enjoyable" during the post-sports day interview.

Surveys

Parent surveys will be included with the consent forms which were sent out. The teacher will also be filling out a survey for each participating child in the class. Both surveys will ask questions about the competitive personality level and cooperative personality level present in each child. Each question has a scale from a 1-5 ranking (as seen in appendix one). Highly competitive personalities are defined as having a strong desire to compete or to succeed while highly cooperative personalities are defined as working or acting together willingly for a common purpose or benefit. Looking at the parents scores and the teachers scores for competitive and cooperative personality traits, an average will be determined for each child and they will be placed in a category depending on which average score is higher. The children who have a higher average score for competitive personality traits will be placed in

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the “competitive” category. The children who have a higher average score for cooperative personality traits will be placed in the “cooperative” category. Interestingly when the results were analyzed, there were a group of students who had the same average scores for competitive and cooperative personality traits, these students were placed in the “same” category.

There are also two questions on both the parent survey and the teacher survey regarding introversion versus extroversion and to what extent each child possesses each. These questions were the same on both of the surveys. Introversion is defined as the act of directing one's interest inward or to things within the self while extroversion the act of directing one's interest outward or to things outside the self. The teacher's survey concludes with a question on the parent's involvement level over the year. Since parents have a major influence over their children, the parents who are overly involved in their child's kindergarten class may push their child towards sports more so than a parent who hasn't been as involved in the child's class.

The parent's survey will have those same questions as the teacher's survey, except for the question about the parent's involvement, but there are also some extra questions specific for the parents. The parents were asked basic questions on whether or not they themselves have played sports in the past and which sports siblings have played recently. Knowing the family history of each individual child will help give a better understanding of what outside influences are affecting the child's sports choice in addition to their level of competitiveness or cooperativeness. Finally, the parents will have a series of questions which address the motor skills of their child. Basic motor skills which kindergarten aged children should possess are the ability to throw a ball, catch a ball, dribble a ball, kick a ball and running

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(PBSParents.org, 2011). The children with high motor skill abilities may be better at these sports compared to other children in the class. The rankings for this part of the survey are on a scale of 1-5, with 1 representing “very unskilled” and 5 representing “highly skilled”. Motor skill level will also be examined during the sports day on the same scale of 1-5. If a child isn’t very skilled in a particular sport, they are usually aware of this fact and therefore their skill level that day may be affected.

Interviews

After all of the events are finished, the kindergarten students will individually be asked which parts of the day they liked best and whether or not they would like to participate in sports in the future. They will be given a scale of very unhappy to very happy in the form of smiley faces and can point out which one matches their feelings of the day. Each child will also be asked what their favorite race was of the day and will also get the option to pick a sport in particular that they would like to play. The children each gave their top five sports from a list of twelve popular sports and then picked which of those five was their favorite sport. These sports choices were made by looking at different pictures of popular sports (see appendix for copies of these pictures.)

Follow Up

About six months after the original data is collected, a follow up survey will be emailed out to all of the parents. This survey will ask questions about where the child is now when it comes to sports participation. Since children typically have the first opportunity for team sports

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participation in first grade, the students will all have had a season to either play, or not play sports. I will ask if they child had the opportunity to participate in team sports, what sports the child has played, if any, and then also ask if they enjoyed the sports and would like to continue to play or try something new. Their data will be compared to what was originally collected to see if their early competitive or cooperative styles truly matched up with their sports participation choice. Unfortunately, there was a lack of responses to this survey on the part of the parents. After reviewing the current data further, it was decided that this follow up survey would not have dramatically impacted my research and therefore is not necessary to further obtain all of the parent responses.

RESULTS

As expected, average enjoyment score, as reported by the child themselves, was a 4.3 on a five point scale. The mean enjoyment score on average, looking at my score for the child and their own score, was a 4.02, again supporting the fact that the children enjoyed this sports day. Based on the teacher and parent reports, we were able to establish the family history of the child. Of the twelve students, nine had one of more siblings who played sports and nine had parents who played a sport competitively in high school or college.

Another factor was the parent's level of involvement in the classroom. This was ranked on a five point scale by the teacher. The only parent who was given a score of "overly involved" had their other children already involved in multiple sports and were very involved themselves back in school. Their child was signed up for soccer in the fall and had already played three other sports prior to this year. Of the three parents who were minimally

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involved, one of their children was not signed up for any sports in the fall, one of their children was planning to be signed up for t-ball in the fall and one of their children was signed up for swimming and soccer in the fall.

Looking at the parent and teacher reports, I was able to determine an average score for the child’s competitive and cooperative traits. If the average competitive score was higher than the average cooperative score, then the child was labeled competitive. If the average cooperative score was higher than the average competitive score, then the child was labeled cooperative. Finally when the average competitive score and average cooperative scores were equal, then the child was put in the “same” category. Through interviewing the children after the sports day was complete, I was able to determine what event they enjoyed the most. The following chart breaks down the results (table one):

Cooperative (n=5)	Competitive (n=3)	Same (n=4)
Individual Competitive (2)	Group Competitive (3)	Group Competitive (2)
Group Self (2)		Individual Competitive (1)
Group Competitive (1)		Individual Self (1)

Hypothesis one: competitive children will prefer competitive events over the other events.

As seen in table one, every student who was in the competitive group preferred the group competitive race when compared with the students who were in the cooperative group. In this

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event children were put in two groups and had a relay race where they were directly competing against the other group to get the better time.

Hypothesis two: cooperative children will prefer cooperative events over other events.

This hypothesis was not as clearly supported since there were no consistent preferences. Only 40% of the cooperative children chose the group self race, which was the most cooperative of the four options. Then 20% chose the group competitive race and the last 40% chose the individual competitive race, which was the most competitive of the four events.

The four children who had the same scores for competitive and cooperative styles, the results were also mixed. Two out of the four picked the group competitive event and one student each picked the individual competitive and the individual self event which was where the student had to race against their own time.

Hypothesis three: the level of competitiveness and cooperativeness found in the children will have an effect on their favorite sports choice

There was some support for this hypothesis. Even though competitive children did not necessarily pick competitive sports and cooperative children did not necessarily pick cooperative sports, there were distinct choices made exclusively by each of those groups.

Tennis, golf and gymnastics were exclusively picked as the favorite sport for the five cooperative children. Track exclusively showed up as a favorite sport by the three competitive children and not by any other students. Interestingly, with the four children who had the same average scores for competitiveness and cooperativeness, soccer and hockey were the two sports which were exclusively picked by them.

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Hypothesis four: the skill level will be positively associated with enjoyment level

There was a positive correlation between my observed enjoyment score and the observed skill level, ($r^2=.482$, $p=.056$).

Students who enjoyed the day more were the children who were more skillful when it came to the events chosen. There was, however, one major outlier. One child who had a rather low skill level with a score of 2.5 (out of 5) had their enjoyment level scored at a 5; the highest possible. This boy was clearly enjoying himself during the events despite the fact that he was not very good at the tasks at hand.

Skill	2	2.5	3	3	3	3	3	4	4	5	5	5
Average												
Enjoyment	3.25	5	3	4	4	3.25	4	4.25	3	4.5	5	5
Level												

Hypothesis five: children’s enjoyment level will have an effect on their sports participation.

One child scored a five for observed enjoyment level, but when looking at parental reports, she was not signed up for a sport in the fall. However, all of the other children were already signed up for at least one sport, or were planning on signing up for a sport. There were a variety of sports which the children were signed up for and each had a significantly different enjoyment score to go along with it. The top three sports that children were signed up for were soccer, swimming and baseball. The majority of the students, 66%, were signed up for soccer. These children had average enjoyment levels of 3.81. Baseball was the second most popular sport with four children signed up, and had an enjoyment level of 4.06, the highest of

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the three sports. Finally, swimming was the third most popular sport with three children signed up, and had an average enjoyment level of 3.08. The other sports children were signed up for were karate, with an average enjoyment level score of 4.5 and flag football with an average enjoyment score of 4. However, it should be noted that only one child each was signed up for these final two sports. These other sport choices for the children did not stand out as anything significant and therefore do not fully support my hypothesis.

Of the twelve students who participated in this event, only four parents responded to the follow up survey which was sent out. After reviewing my data further, it was determined that this follow up survey would not have provided any data that would dramatically impact my results.

Child Number	Average Enjoyment Level	Sport in the Fall?
1	3	Swimming, Soccer
9	3	Soccer, Baseball, Swimming
3	3.25	Soccer
8	3.25	T-Ball, Soccer, Swimming
4	4	Soccer

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7	4	Soccer
12	4	Flag Football
2	4.25	Parent didn't fill out survey
5	4.5	Karate
6	5	
10	5	T-ball, Soccer
11	5	T-Ball (baseball), Soccer

DISCUSSION

It is important to look at the information of siblings and parents history in sports since family members have a great influence over what sports, if any, the children are going to be participating in. Many parents like to see their children follow in their footsteps and therefore may pressure them to choose a particular sport to try.

Moving on to the involvement in the classroom, my belief was that the parents who are more involved in the classroom are going to be the ones who push their children to participate in more sports while the parents who sit back more are going to let their children

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make their own decisions. It is also interesting to note that the only child not signed up for a sport or not planning to sign up for a sport had a parent who was minimally involved in the classroom.

Hypothesis One: Competitive children will prefer the competitive events compared with the cooperative ones.

Even though the children were put in groups, they were told that they had to be competitive against the other group and therefore it would make sense that the children who preferred this race were the ones who had higher competitive style scores.

It was interesting however, that these children who scored higher in competitive style did not choose the individual competitive race as their favorite. This race was a sprinting race directly against three other classmates. It was a true competitive race from start to finish and I would have expected these children to prefer that type of event more. Not one of the competitive students chose this event. In my opinion, today's society puts a lot of emphasis on everyone winning when children are younger. There are participation prizes for everyone who plays a sport instead of MVP for the best player. This leads me to believe that children are taught at a young age not to be too competitive and that everyone is going to get a fair chance to play. Because of this, maybe the children who are more competitive and want the competitive atmosphere have to settle for a sport that still involves some cooperation, hence why they all chose the group competitive race instead of the individual competitive race.

Hypothesis Two: Cooperative children will prefer the cooperative events compared with the competitive ones.

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The favorite activities of the children who scored higher in cooperative style were all over the board. Some of them preferred the individual competitive race, as I would have expected the more competitive students to choose, while others chose the group self race where the group competed in a relay race where the goal was to beat their own time and not worry about anything else. Then other students picked the group competitive race similar to the students who scored higher in competitive style. Overall, for the cooperative personality attributes, no specific event came forward as the overwhelming favorite discounting this hypothesis.

Since it is very difficult to find a true cooperative sport out in the real world, I am not fully surprised that the children picked all different events for their favorite. Even though they are more cooperative in nature, they still have to experience some competitiveness in the sports that they participate in. With the events they took part in during the sports day, again it was difficult to find a stand out true cooperative event, therefore they had to pick an event that still had a competitive aspect to it.

Hypothesis Three: the level of competitiveness and cooperativeness found in children will have an effect on their favorite sports choice.

It makes sense that the children who scored higher in cooperative style in comparison with competitive style would exclusively pick tennis, golf and gymnastics as their favorite sports. This is because these are more individual sports. Now while the child may be more cooperative, it is difficult to find a sport that truly mirrors the cooperative style. These individual sports mean that the child is more so competing against themselves and not necessarily against others. Maybe students who would prefer to be more cooperative go for the individual sports so that they do not have to directly compete against someone. The only

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outlier for this is tennis in which one is directly competing against someone. However, when playing doubles in tennis, one has to cooperate with your partner in order to successfully win a match. Therefore, I can understand why a child who is more cooperative in nature would choose tennis as their favorite sport.

Track was chosen exclusively by those children who scored higher in competitive style which makes sense because track is a sport where participants are directly competing with others from start to finish. Even though it is a team sport, it is highly competitive, especially for events such as the hundred meter dash which was essentially replicated during this sports day and most likely what came to mind when the children thought of track. It also makes sense that hockey and soccer would be chosen by the students who scored the same for competitive and cooperative styles. This is because these are both team sports and while participants have to be very cooperative with their teammates, but highly competitive towards the other team against whom they are playing.

It is important to note that even though there were sports exclusively chosen by each group of students, there was some overlap as well. Lacrosse was chosen by one student who was competitive and one student who had the same scores. Lacrosse is one of the more competitive team sports out there, in my opinion, however it is still a team sport where the players have to cooperate among themselves. Cheerleading was also chosen by one competitive student and one cooperative student. While cheerleading is a very cooperative sport, the prevent injuries the team certainly has to work together, during competitions, the focus becomes performing better than the other teams. Therefore I can understand why a cooperative student and a competitive student would pick this sport as their favorite; it really depends from what angle you are looking at it from.

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Hypothesis Four: the child's skill level will be positively correlated with enjoyment level

The reasoning behind using my score for enjoyment level as a researcher instead of the average or the children's self-rated score was because there was a broader range of scores using this method. The children themselves seemed to rank their enjoyment level higher than I would have leading me to believe that they exaggerated their feelings towards the event. This could possibly be to conform to what their friends thought, or simply them saying they liked it because they were outside to play for the period of time.

During my literature review as well, I came across some information which supported this hypothesis. It has been noted that children are fairly intuitive when it comes to their skill level in team sports, and this corresponds with a child's enjoyment level in this sport (Slutzky & Simpkins, 2007). This was seen in my results as the correlation was approaching significance. Again, the one outlier was the child who had the very low score for skill, but a very high score for enjoyment level. There are always going to be some outliers, but it was interesting to see one in this small of a sample group. I would like to know more about this child's personality and maybe he is simply a lively boy who takes enjoyment in everything he does, regardless of the skill he possess.

Hypothesis Five: children's enjoyment level will have an effect on their sports participation

According to parental reports, only one child was not playing a sport in the fall. It is very interesting because this child scored the highest for enjoyment and skill level leading me to believe that she would definitely want to play a sport.

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It doesn't surprise me that the majority of the students were signed up for soccer. There is a strong culture surrounding soccer in my town where this research was conducted, therefore most, if not all, children try soccer at least once in their childhood. Looking at the children who are signed up for swimming lessons, we could explain this by the fact that swimming is a very individual sport and lessons are typically conducted one on one with an instructor. Therefore, the children may not have liked the pressure of the sports day environment leading them to not enjoy it as much and want to try something that was more of a lesson than a competing sport.

Another factor which made this hypothesis difficult to support was the lack of responses to the follow up survey. With only four responses, it was decided that the results would not provide enough information to impact the results. Through the original surveys, I was able to determine what sports, if any, the child participated in during the fall season, and I believe that the results would have been very similar looking at the spring season with the follow up survey.

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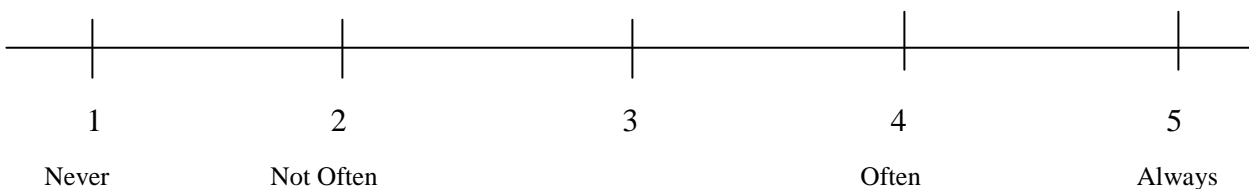
APPENDIX ONE: SURVEYS

Teacher Survey

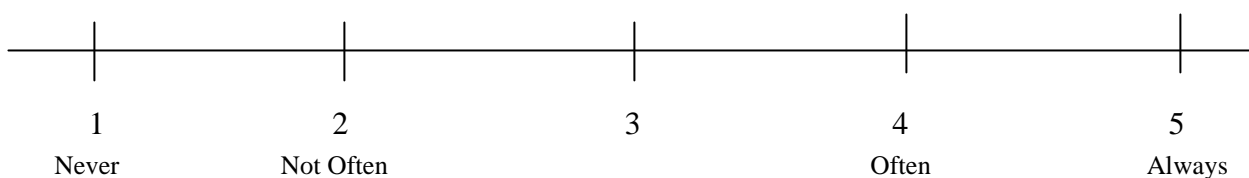
Child's Name:

Please answer the following questions relating to how children play together throughout the day:

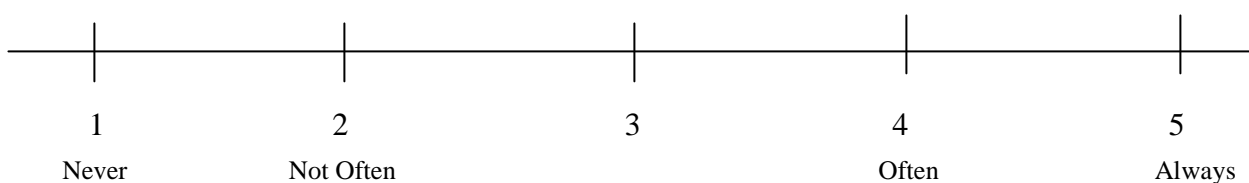
1. How often do they exhibit competitive (defined as: having a strong desire to compete or to succeed) behavior?



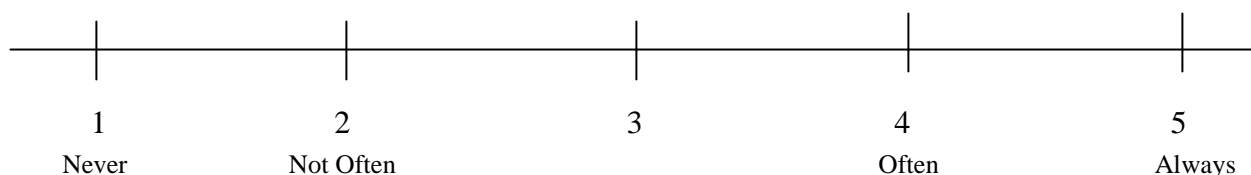
2. How often do they exhibit cooperative (defined as: working or acting together willingly for a common purpose or benefit) behavior?



3. How often do they exhibit introverted (defined as: the act of directing one's interest inward or to things within the self) behavior?

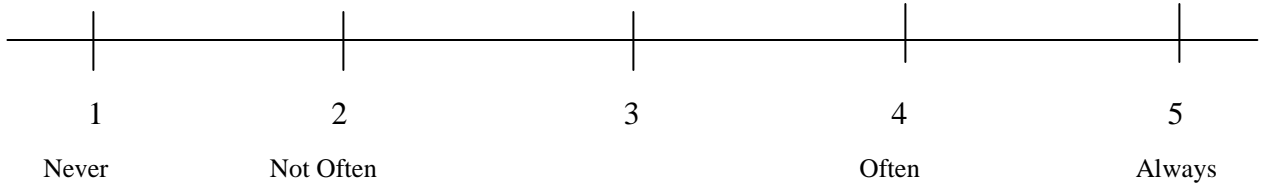


4. How often do they exhibit extroverted (defined as: the act of directing one's interest outward or to things outside the self) behavior?

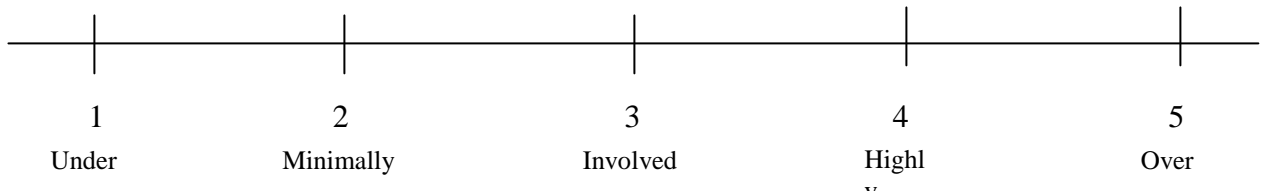


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5. How often do they exhibit independent decision making?



6. Over the course of the year, what is the parent's level of involvement?



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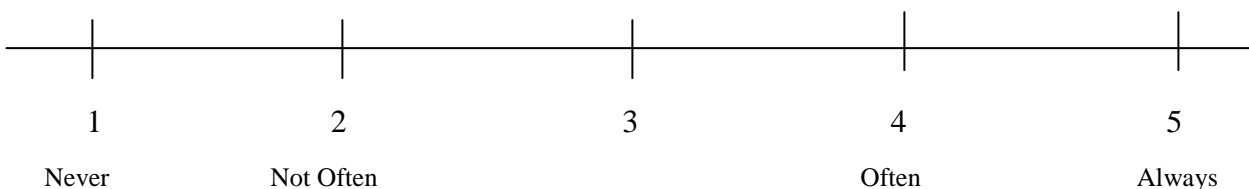
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Parent Survey:

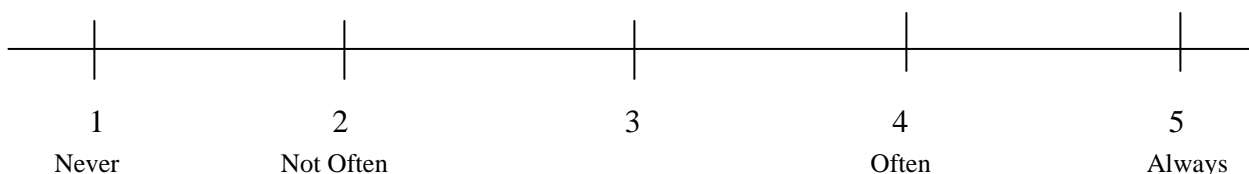
Child Name: _____ Age _____ Gender _____

Please answer the following questions relating to how your child acts at home:

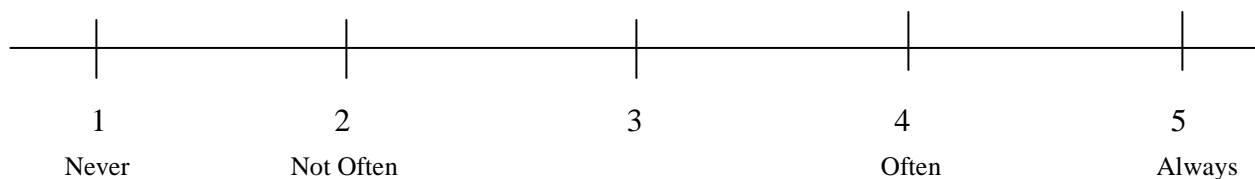
1. How often do they exhibit competitive (defined as: having a strong desire to compete or to succeed) behavior?



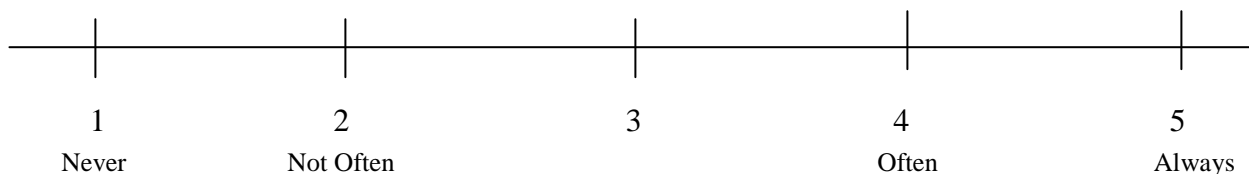
2. How often do they exhibit cooperative (defined as: working or acting together willingly for a common purpose or benefit) behavior?



3. How often do they exhibit introverted (defined as: the act of directing one's interest inward or to things within the self) behavior?

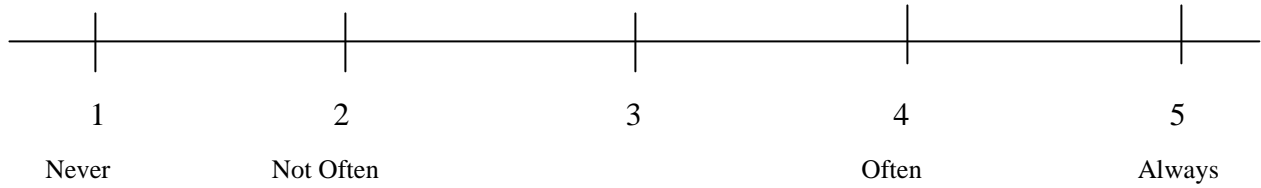


4. How often do they exhibit extroverted (defined as: the act of directing one's interest outward or to things outside the self) behavior?



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5. How often do they exhibit independent decision making?



6. How would you rate your child's motor skills for the following:

a. Dribbling a Ball

Very Unskilled Skilled Unskilled Average Skill Highly Skilled Very Highly

b. Kicking a Ball

Very Unskilled Skilled Unskilled Average Skill Highly Skilled Very Highly

c. Throwing a Ball

Very Unskilled Skilled Unskilled Average Skill Highly Skilled Very Highly

d. Catching a Ball

Very Unskilled Skilled Unskilled Average Skill Highly Skilled Very Highly

e. Running Speed

Very Unskilled Skilled Unskilled Average Skill Highly Skilled Very Highly

7. Is your child signed up for any sports for the coming Fall season (if so which one)?

YES PLANNING TO NO
Sport:

8. Has your child played any sports in the past (if so which one)?

YES NO
Sport:

9. Does your child have any siblings? (please indicate their ages)

YES NO
Child One:
Child Two:
Child Three:

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10. If yes, please specify which ones have played a sport (and which sport) in the past year.

Child One:

Child Two:

Child Three:

11. Did either of the child's parents play any sports competitively in high school or college?

YES

NO

12. If yes, which ones?

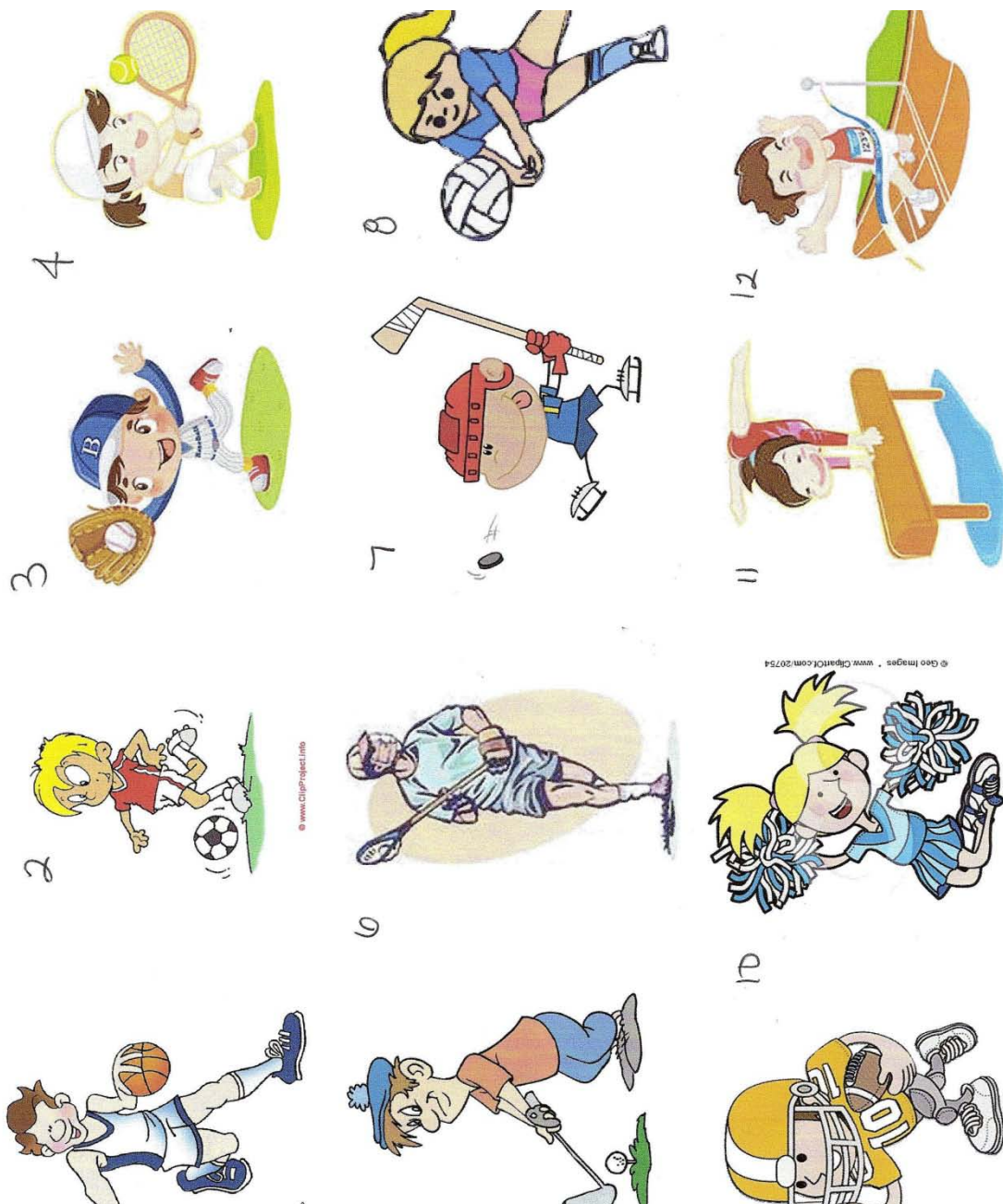
Mother Sport:

Father Sport:

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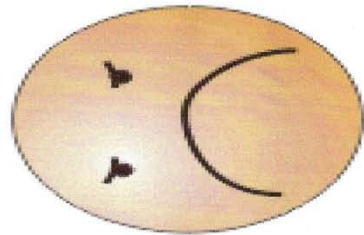
APPENDIX TWO: CHILDREN INTERVIEW

Sports Choice

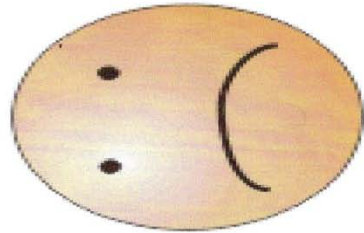


Child Enjoyment Level

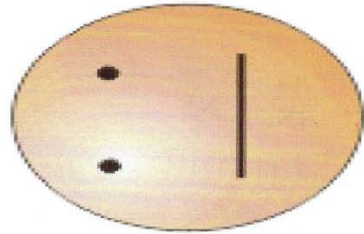
Level of Competitiveness and Cooperativeness in Relation to Sports Choice in Children
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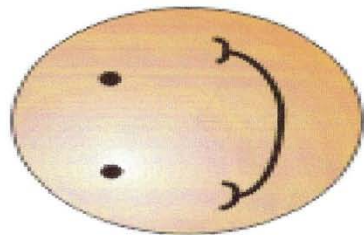
Very
unhappy



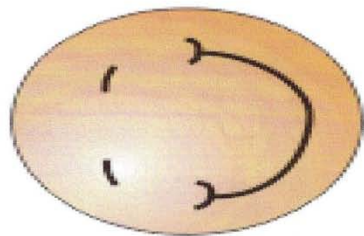
Unhappy



In
between



Happy



Very
happy

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References

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6. Jarvis, M. (1999). *Sport psychology*. London; New York: Routledge.
7. Lavoie, N. M., & Stellino, M. B. (2008). The relation between perceived parent-created sport climate and competitive male youth hockey players' good and poor sport behaviors. *The Journal of Psychology*, 142(5), 471-495. Retrieved from <http://0-web.ebscohost.com.helin.uri.edu/ehost/pdfviewer/pdfviewer?sid=d02fbaf6-f1d6-4b8b-9ebb-fef382dd5191@sessionmgr13&vid=4&hid=18>