

## LEVEL OF SPORTS TRAITS CONFIDENCE AND ENJOYMENT OF SELECTED ELEMENTARY ATHLETES IN MANILA

**LUALHATI A. DELA CRUZ<sup>1\*</sup>, LOUELLA MARICAR S. OCAMPO<sup>2</sup>, JACKIE URRUTIA<sup>1</sup>, JUANITO C. DELA CRUZ<sup>1</sup>**

<sup>1</sup>College of Human Kinetics, Polytechnic University of the Philippines, Manila, PHILIPPINES.

<sup>2</sup>Isabelo Delos Reyes Elementary School, Manila, PHILIPPINES.

\*Email: dlualhatidelacruz@gmail.com

**How to cite this article:** Cruz, L. A. D., Ocampo, L. M. S., Urrutia, J., & Cruz, J. C. D. (December 2020). Level of sports traits confidence and enjoyment of selected elementary athletes in Manila. Journal of Physical Education Research, Volume 7, Issue IV, 10-23.

**Received:** October 13, 2020

**Accepted:** December 22, 2020

### ABSTRACT

*Self-confidence is very important aspect in sports participation it leads to the attainment of sport game objective or plan. Confidence is an output of many factors including enjoyment. This study aimed to determine the sports traits confidence and enjoyment level of the respondents. Descriptive research method was employed in the study. Trait Sports Confidence Questionnaire developed by R. Vealey and "Sources of Enjoyment in Youth Sport Questionnaire" by Wiersma were adopted as instruments for data gathering and data were drawn from elementary students who mostly comprised of male students aged 12 years old, and were playing for various sporting events with athletics and volleyball having the highest number of respondents. Frequency and percentage, weighted mean, t-test, Analysis of Variance (ANOVA), Tukey Test, Man-Whitney U Test, Kruskal Wallis H Test, and Dunn-Benferroni Test were the statistical tool used to analyze the gathered data. Results of the study revealed that the sports traits confidence level of the respondent was medium while the players answered yes as to enjoyment level. These meant that young athletes achieved enjoyment during competition particularly when they have positive parental support. When the difference between respondents' level of sports traits confidence was tested against the students' profile variable, it significantly differed in terms of age between 12-10 and 11-10 years old. However, as to the test against the student-athletes' sex, it was found not significant. Furthermore, significant difference in the level of sports traits confidence in terms of sports involvement between softball to volleyball and taekwondo to volleyball were likewise found. Therefore, the researchers recommended the continuous application of scientific training program with inclusion of mental-toughness exercises, sport-specific training, and talent identification. Also, the researchers suggested further studies on the factors involving sports traits' confidence of athletes across sports.*

**Keywords:** Sports traits confidence, enjoyment, sports involvement, elementary student-athletes.

### 1. INTRODUCTION

Self-confidence is usually associated with faith in oneself. It is drawn from intrinsic behavior with a strong sense of self-worth. Confidence is one of the characteristic that individual should own. In sports, confidence plays a magical role because it brings out the best attitude of the player towards achieving the performance goal particularly during crucial game situations. As Munroe-Chandler, Hall, and Fishburne (2008) state that confidence is one of the noticeable characteristics of a successful athletes. Karageorghis and Perry (2011) define sport-traits confidence as the athlete's level of conviction, thinking that they will successfully

perform during training session and competition. Hays (2008) cites that confidence plays an important role in athlete's coping stage where he/she have strong belief in his/her self.

Consequently, self-confidence is a by-product of many aspects revolving around the individual. Hays et al. (2007) have identified the sources and types of confidence noticeable to successful world-class athletes such as preparation, performance accomplishment, coaching, innate factors, social support, experience, competitive advantage, self-awareness, and trust (Ahsan, & Mohammad, 2017; Mohammad, & Ahsan, 2016). The said aspects are evidences of the multi-dimensional nature of sports confidence which include skill execution, achievement, physical factors, psychological factors, superiority to opposition and tactical awareness. Though enjoyment is not particularly listed as one of the sources of sport traits confidence, still, the researchers believe that continuous participation in sports depends on the interest, satisfaction, and enjoyment of the individual which is contributory to other sources of confidence such as performance accomplishment, self-awareness, experience, and trust (Mohammad, & Mohammad, 2015; Singh, Valsaraj, & Mohammad, 2013). As Oxford (2016), and Dewale and MacIntyre (2014) agreed that enjoyment is an important emotion related to the core emotion of joy.

On the other hand, convincing the young athlete to perform the target goal entails a lot of conviction and motivations for him to successfully do the sport's game plan (Mohammad, & Hassan, 2015). However, when young athletes begin to have fun and enjoyment in playing the sport, confidence usually arises. An article from [www.psychology.iresearchnet.com](http://www.psychology.iresearchnet.com) has mentioned that sport enjoyment or fun (children lingua) is the main reason why young athletes choose to participate in sports, and the absence of fun is the main source of withdrawal from participation.

Sports enjoyment is the most important emotion for every athlete as it motivates them to establish the liking and passion for the sport. Daniels et al. (2009) state, "Enjoyment is a discrete emotion related to achievement; it is a positive activating emotion and therefore is believed to positively predict achievement in athletics and other areas."

Finally, an attempt to determine the sports traits confidence level and enjoyment level of the elementary student-athletes who participated in different sports event in the 2018 Palarong Maynila was made. This study is grounded on Bandura's Self-Efficacy theory, as mentioned by Bell, (2005) confidence is usually defined based on the context of Bandura's 1997 self-efficacy theory. According to Bandura, self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment. These cognitive self-evaluations influence all manner of human experience, including the goals for which people strive, the amount of energy expended toward goal achievement, and likelihood of attaining particular levels of behavioral performance.

At present, there are numerous studies concerning sports traits confidence particularly in adult and elite athletes and only few are focusing on young athletes while studies on enjoyment usually are associated with academic performance, and the role of sports participation in the adolescence happiness and self-esteem. Thus, this study was purported with the belief that the result can be vital to young athletes, coaches, physical education student and teachers, and sports managers. This can be a reference in the creation of sports training program that will encourage more student engagement in sports that may result to wider selection and competitive selection in the national pool.

This study aimed to determine the level of sports traits confidence and enjoyment level of the respondents. Specifically, it sought to find out the a) the sports traits confidence level of the elementary student-athletes; b) the enjoyment level of the student-athletes during sports competition in terms of Self-Reference Competency, Other-Referenced Competency and Recognition, Effort Expenditure, Competitive excitement, Affiliation with Peers, and Positive Parental Involvement; c) the significant difference on the sports traits confidence

level of the respondents when grouped according to their profile; and, d) the significant difference in the enjoyment level when grouped according to profile variable.

## 2. METHODS AND MATERIALS

### 2.1 Study Design

Descriptive method was employed in determining the sports traits confidence and enjoyment level of the student-athletes.

### 2.2 Participants

Respondents were the elementary student-athlete participants of the 2018 Palarong Maynila playing in various sports events including athletics, badminton, basketball, chess, sepak-takraw, soccer, softball, table tennis, taekwondo, and volleyball. In this study a total of 95 student-athletes were recruited from the different schools situated in Manila.

In terms of age most of the young athletes were 12 years old (44.2%) and the males constitute most of them with 57.9%. In terms of sports involvement - the majority were involved in Athletics and Volleyball (18.9%), followed by Basketball, Soccer, Softball, and Taekwondo (9.5%), and a few were playing Arnis (5.2%). Table 1 presents the description of the student athletes.

**Table 1: Profile of the student-athletes**

	Frequency	Percent
<b>Age (Years)</b>		
12	42	44.2
11	36	37.9
10	12	12.6
9	3	3.2
8	2	2.1
Total	95	100%
<b>Sex</b>		
Male	55	57.9
Female	40	42.1
Total	95	100%
<b>Sports Involvement</b>		
Arnis	5	5.2
Athletics	18	18.9
Badminton	6	6.3
Basketball	9	9.5
Chess	3	3.2
Sepak-Takraw	3	3.2
Soccer	9	9.5
Softball	9	9.5
Table Tennis	6	6.3
Taekwondo	9	9.5
Volleyball	18	18.9
Total	95	100%

### 2.3 Tools Used in the Study

This study utilized two sets of questionnaires, the “Trait Sports Confidence Questionnaire” developed by Dr. Robin Vealey was used to determine the level of sports trait confidence of the elementary student-athletes. The instrument was composed of thirteen (13) items subject

to responses of 1-if the scores are ranging to 1-13; 2-if the scores are 14-26; 3-if the scores are 27-39; 4-if the scores are ranging 40-52; 5-if the scores are 53-65; 6-if it is ranging to 66-78; 7-if the scores are 79-91; 8 for 91-104; and 9-if the scores are ranging to 105-117. Scores were treated based on the following indicators, refer to table 2.

**Table 2: Indicators for level of sports traits confidence**

Scores	Scale Value	Interpretation
117 – 105	9	High
104 – 92	8	
91 – 79	7	
78 – 66	6	Medium
65 – 53	5	
52 – 40	4	
39 – 27	3	Low
26 – 14	2	
13 – 1	1	

The second questionnaire was adopted from “Sources of Enjoyment in Youth Sport Questionnaire” (SEYSQ) developed by Wiersma in 2001. The SEYSQ is a 28-item scale that measures enjoyment based on six dimensions: self-referenced competency (4 items; i.e., “playing well compared to how I’ve played in the past”); other-referenced competency and recognition (6 items; i.e., “being better in my sport than other athletes my age or in my league”); effort expenditure (5 items; i.e., “playing hard during the competition”); competitive excitement (4 items; i.e., “the excitement of competition”); affiliation with peers (5 items; i.e., “being with friends on my team”); and positive parental involvement (4 items; i.e., “getting support from my parent(s) for playing my sport”). Each statement was preceded by the stem “During the times when I most enjoy sport, I usually experience that enjoyment from...”. Responses for the SEYSQ were interpreted using a 5-point Likert-type scale that ranges from ‘Not at all’ to ‘Very much’. The scoring method is based on the summed and averaged of items to constitute a mean subscale score as shown below:

Range of Weight Means	Scale Value	Interpretation
1.00-1.50	1	Not at all
1.51-2.50	2	A little
2.51-3.50	3	Not sure
3.51-4.50	4	Yes
4.51-5.00	5	Very Much

Moreover, validation was conducted because the questionnaire was translated from English to Filipino Language (to provide easy understanding for the young athletes and to ensure acquisition of authentic data). The translated instruments (Tagalog version) were validated by two Filipino Teachers with master teacher’s rank in the Division of City School Manila and a Filipino Coordinator from Isabelo delos Reyes Elementary School.

## 2.4 Procedure of Data Collection

In terms of data gathering process, the DepEd Division of Manila Sports Supervisor, endorsed the conduct of this research to the Officer-in-Charge of the 2018 Palarong Maynila. Schedule and venues for the conduct of the study were made. The data gathering was employed during vacant time of the teams. Instructions were made by the researcher while coaches in their respective teams provided assistance to those players/s who encountered difficulties in answering the item/s. Aside from securing approval from DepEd Division of Manila, parent and student consent were solicited as to the conduct of the study. They were given assurance

that all the gathered data will be handled with outmost confidentiality and viewed for the purpose of this study.

### 3.5 Data Analysis

In computing for the subjects of the study, Cochran was employed to determine the sample size of 95 out of 126 student-athletes. While Frequency and percentage, weighted mean, *t*-test, Analysis of Variance (ANOVA), Tukey Test, Man-Whitney U Test, Kruskal Wallis H Test, and Dunn-Benferroni Test were the statistical tools used to analyze the gathered data.

## 3. RESULTS

### 3.1 Sports Traits Confidence of the Elementary Student-Athletes during Sports Competition

**Table 3: Level of confidence as sports trait of the elementary student-athletes during sports competition**

Sports Traits Confidence	Scores	Verbal Interpretation
Execute the skills necessary to be successful to the most confident athlete you know.	53	Medium
Make critical decisions during competition to the most confident athlete you know.	49	Medium
Perform under pressure to the most confident athlete you know.	48	Medium
Execute successful strategy to the most confident athlete you know.	54	Medium
Concentrate well enough be successful to the most confident athlete you know.	50	Medium
Adapt to the different game situation and still be successful to the most confident athlete you know.	51	Medium
Compare your ability to achieve competitive goals to the most confident athlete you know.	47	Medium
Be successful to the most confident athlete you know.	53	Medium
Consistently be successful to the most confident athlete you know.	54	Medium
Think and respond successfully during competition to the most likely you know.	52	Medium
Meet the challenge of competition to the most confident athlete you know.	52	Medium
Be successful even when the odds are against you to the most confident athlete you know.	57	Medium
Bounce back from performing poorly and be successful to the most confident athlete you know.	51	Medium
<b>Overall Weighted Score</b>	<b>51</b>	<b>Medium</b>

*Legend: Verbal Interpretation (VI) of the Computed Scores, "1-13 (score of 1) Low", "14-26 (score of 2) Low", "27-39 (score of 3) Low", "40-52 (score of 4) Medium", "53-65 (score of 5) Medium", "66-7*

Table 3 presents the level of confidence as sports trait by the student-athletes during sports competition. It is revealed that "Be successful even when the odds are against you to the most confident athlete you know;" and "Consistently be successful to the most confident athlete you know" are the most manifested sports traits confidence of the elementary students with a score of 57 (medium) while "Compare your ability to achieve competitive goals to the most confident athlete you know;" with a score of 47 (medium), is the least manifested, and the overall level of sports traits confidence of the respondents is interpreted as **medium** with an overall weighted mean score of 51. It can be concluded that exposure to varied situation or difficulty can widen the experiences of the individual; thus, giving a person the opportunity to be more confident in the face of challenges in the succeeding phases of his/her life. This affirms what Chidley (2018) state that self-confidence is influence by how people react based



on his physical, intellectual, and emotional state. Psychologically, the athletes' level of self-confidence pushes them to strive more, expand further effort, and be persistent and determine to regain from failure. Furthermore, Sidd (2019) has mentioned that developing sport trait confidence is associated with acquisition of necessary skills which help in the pursuit of their endeavors.

### 3.2 Enjoyment of Elementary Student-Athletes in terms of Self-Referenced Competency, Other Referenced Competency and Recognition, Effort Expenditure, Competitive Excitement, Affiliation with Peers, and Positive Parental Involvement

**Table 4: Level of enjoyment of elementary student-athletes**

Indicator	Weighted Mean	Verbal Interpretation
Self- Referenced Competency	4.23	Yes
Other Referenced Competency and Recognition	4.02	Yes
Effort Expenditure	4.29	Yes
Competitive Excitement	4.22	Yes
Affiliation with Peers	4.36	Yes
Positive Parental Involvement	4.54	Very Much
<b>Overall Weighted Mean</b>	<b>4.27</b>	<b>Yes</b>

*Legend: Verbal Interpretation (VI) of the Computed Weighted Mean, "1.00 – 1.50 Not At All", "1.51 – 2.50 A Little", "2.51 – 3.50 Not Sure", "3.51 – 4.50 Yes", "4.51 – 5.00 Very Much".*

Presented in table 4 is the determined level of enjoyment of elementary student-athletes which has an overall mean of 4.27 and adjectival rating of **Yes**. This means that the student-athletes experience enjoyment during sports competition particularly when there is *positive parental support* with mean score of 4.54 (Very Much). As Daniels et al. (2009) "enjoyment is a distinct positive emotion related to success or achievement. It contains positive motivational emotion therefore is believed to predict attainment of targeted goal either in athletics and other areas. Similarly, Sekot (2009) affirms that sports participation have a positive impact to individual particularly if he/she sees it as an opportunity to discover his/her own identity apart from playing the sports, and contributes to formation of new relationship, skills, competency, challenges, and responsibilities within and outside of sports. Adwumi, Olojo, and Falemu (2012) have cited that parent has significant role in child's life. Parents involvement to all the activities of their child can best predict child's achievement at school and future careers.

### 3.3 Significant Difference in the Student-Athletes' Sports Traits Confidence when Grouped According to Profile

**Table 5: Test of significant difference in the student-athletes' sports traits confidence when grouped according to sex**

Indicator	Sex	Mean	t-value	p-value	Decision	Remarks
Sports Traits Confidence	Male	8.03	0.620	0.538	Retain Ho	Not Significant
	Female	7.98				

Data shows that there is no significant difference between the means of male and female student-athletes in terms of sports traits confidence. It can be concluded that the male and female groups share the same sports traits confidence when they are grouped according to their sex with t-value of .620 and p-value of 538 which is higher than the 0.05 level of significance.

**Table 6: Test of significant difference in the student-athletes' sports traits confidence when grouped according to age**

Indicator	Age	Mean	f-value	p-value	Decision	Remarks
Sports Traits Confidence	12 years old	7.95	2.592	0.042	Reject Ho	Significant
	11 years old	7.95				
	10 years old	8.31				
	9 years old	8.13				
	8 years old	8.38				

Findings reveal that there is significant difference obtained in the sports traits confidence of the respondents in terms of age with f-value of 2.592 and p-value of .042. This opposes the result of the study by Hayslip and Petrie (2013) suggested significant age moderating effects but they pointed to necessity of developing a golf-specific psychological skill in the improvement and maintenance of skills regardless of age.

**Table 7: Test of significant difference in the student-athletes' sports traits confidence when grouped according to sports involvement**

Indicator	Sports Involvement	Mean	f-value	p-value	Decision	Remarks
Sports Traits Confidence	Arnis	7.83	2.679	0.007	Reject Ho	Significant
	Athletics	8.03				
	Badminton	8.23				
	Basketball	7.97				
	Chess	8.03				
	Sepak Takraw	7.87				
	Soccer	7.97				
	Softball	8.23				
	Table Tennis	8.10				
	Taekwondo	8.35				
	Volleyball	7.69				

Table 7 illustrates the presence of significant difference in the mean scores of the young athletes' sports traits confidence when grouped according to sports involvement with f-value of 2.679 and p-value of .007 which is lower than the accepted 0.05 level of significance. However, Taekwondo athletes have manifested a higher level of sports traits confidence with mean score of 8.35 and softball and badminton have the same level of confidence. This means that athletes' confidence varies in their sports involvement. Kingston, Lane, and Thomas (2010) have studied how the source of confidence can affect elite athletes' performance. They have found a significant effect in time-to-competition; citing that demonstration of ability, physical/mental preparation, physical self-presentation, and situational favorableness were the noticeable factors relating to sport-confidence during pre-competition period. It was suggested that the nature of athletes' confidence is essential in the development of his/her own confidence and it should be discovered before the competition, mentioned by Skinner (2013).

### **3.4 Significance Difference in the Student-Athlete's' Enjoyment When Grouped According to Profile**

**Table 8: Test of significant difference in the student-athletes' enjoyment when grouped according to sex**

Indicator	Sex	Mean Rank	p-value	Decision	Remarks
Self-Referenced Competency	Male	47.70	0.899	Retain Ho	Not Significant
	Female	48.41			
Other Referenced Competency and Recognition	Male	47.57	0.858	Retain Ho	Not Significant
	Female	48.59			
Effort Expenditure	Male	48.66	0.778	Retain Ho	Not Significant
	Female	47.09			
Competitive Excitement	Male	49.46	0.538	Retain Ho	Not Significant
	Female	45.99			
Affiliation with Peers	Male	48.26	0.912	Retain Ho	Not Significant
	Female	47.64			
Positive Parental Involvement	Male	43.58	0.060	Retain Ho	Not Significant
	Female	54.08			

Table 8 shows that there is no significant difference in the respondents' enjoyment when they are grouped according to sex. As seen on the table, the young athletes' enjoyment in terms of Self-Referenced Competency has 0.899 p-value; Other Referenced Competency and Recognition has p-value of 0.858; Affiliation with Peers obtains a p-value of 0.912; Positive Parental Involvement has p-value of 0.060; and Effort Expenditure has 0.778 p-value. All p-values are above the 0.05 level of significance and therefore, are statistically the same. Contrary to these results is that of Bawden's (2009) analysis that high sport confidence can accelerate performance through its positive psychological make-up such as athlete's thoughts, feelings, and behavior. However, there are factors appear to be associated with the sources of confidence and gender is found influential to some extent.

**Table 9: Test of significant difference in the student-athletes' enjoyment when grouped to age**

Indicator	Age	Mean Rank	p-value	Decision	Remarks
Self-Referenced Competency	12 years old	49.48	0.675	Retain Ho	Not Significant
	11 years old	44.92			
	10 years old	46.33			
	9 years old	55.67			
	8 years old	71.00			
Other Referenced Competency and Recognition	12 years old	51.00	0.146	Retain Ho	Not Significant
	11 years old	41.28			
	10 years old	52.25			
	9 years old	44.50			
	8 years old	85.75			
Effort Expenditure	12 years old	48.04	0.455	Retain Ho	Not Significant
	11 years old	49.72			
	10 years old	40.71			
	9 years old	37.33			
	8 years old	76.00			
Competitive Excitement	12 years old	49.48	0.145	Retain Ho	Not Significant
	11 years old	50.50			
	10 years old	39.58			
	9 years old	16.67			
	8 years old	69.50			
Affiliation with Peers	12 years old	46.35	0.376	Retain Ho	Not Significant
	11 years old	51.24			
	10 years old	37.42			
	9 years old	63.67			
	8 years old	64.50			



Positive Parental Involvement	12 years old	40.83	0.100	Retain Ho	Not Significant
	11 years old	51.19			
	10 years old	56.33			
	9 years old	55.00			
	8 years old	80.50			

Findings disclose that there is no significant difference in the respondents' enjoyment when grouped according to age. Their enjoyment in terms of Self-Referenced Competency has a p-value of 0.675; Other Referenced Competency and Recognition yields a p-value of 0.146; Affiliation with Peers has 0.376 p-value; Positive Parental Involvement has p-value of 0.100; and Effort Expenditure obtains 0.455 p-value which are all statistically the same since they are higher than the 0.05 level of significance.

**Table 10: Test of significant difference in the student-athletes' level of enjoyment in when grouped according to sports involvement**

Indicator	Sports Involvement		Remarks
	p-value	Decision	
Self-Referenced Competency	0.028	Reject Ho	Significant
Other Referenced Competency and Recognition	0.043	Reject Ho	Significant
Effort Expenditure	0.01	Reject Ho	Significant
Competitive Excitement	0.058	Retain Ho	Not Significant
Affiliation with Peers	0.254	Retain Ho	Not Significant
Positive Parental Involvement	0.005	Reject Ho	Significant

Table 10 shows the significant difference in the respondents' level of enjoyment in terms of their sports involvement. It has been discovered that among the six (6) indicators of enjoyment Self-Referenced Competency, Other Referenced Competency and Recognition, Effort Expenditure, and Positive Parental Involvement were significantly different with enjoyment. It can be deduced that the four (4) other indicators can be considered as contributory element in the attainment of enjoyment. It can also be assumed that children enjoyed sports engagement when they have high level of self-confidence, possess the interest for the sports, and are surrounded by positive people who will support their interest; and this may contribute to an increase of self-confidence. As sports psychologist confirmed, sports enjoyment is an essential motivator and is always part of notions on athlete's participation, determination, and effort to excel in their chosen sport as it is discovered that the more the athlete's enjoy the sport, the higher the possibility or desire to continue participating in sport ([www.psychology.iresearch.net](http://www.psychology.iresearch.net)). On the other hand, no significant difference has been found in Competitive Excitement and Affiliation with Peers. This means that enjoyment can be achieved even they are excited or not and peer affiliation is not an issue in the acquisition of enjoyment.

#### 4 DISCUSSION

This study was purported to determine the level of sports traits confidence and level of enjoyment of elementary student-athletes during sports competition in terms of self-referenced competency, other referenced competency and recognition, effort expenditure, competitive excitement, affiliation with peers and positive parental involvement. It also examined the significant difference in the respondents' level of sports traits confidence and their level of enjoyment based on their sex, age, and sports involvement.

Result of the study revealed that the majority of the student-athletes experience a medium-level sports traits confidence during competition with overall weighted mean score of 51. Among the 13 indicators of sports traits confidence "Execute successful strategy to the

most confident athlete you know;" and "Consistently be successful to the most confident athlete you know;" were the most sports traits confidence manifested in the behavior of the respondents during competition with a score of 54, while "Compare your ability to achieve competitive goals to the most confident athlete you know;" was the least manifested sports traits confidence with a score of 47. This supports Vealey's (2008) study which states that trait confidence represents the perception or understanding about athleticism and athletic prowess. Likewise, Hays (2008) mentions that confidence plays an important role in the athlete's coping process, wherein athlete's believed in his self, that he can make the impossible, possible, even in crucial game situation. And Taylor (2011) states in his article that confidence is the single most essential mental factor in sport.

On the level of enjoyment of the respondent, it was revealed that they enjoyed their sports involvement with an overall weighted mean of 4.27, interpreted as yes. Among the six determinant of enjoyment level it was confirmed by the respondents that they very much enjoyed sports participation when they have positive parental involvement during competition with a mean score of 4.54 and adjectival rating of very much. This can be concluded that positive parental support and involvement is highly essential in the achievement of sports confidence as well as sports enjoyment of the player. Bell (2005) has supported this result in her phenomenological study investigating the factors that influence confidence to elite athlete where she found out that athletes' behavior is influence by how people react towards enjoyment. Similarly, a study by Dale (1994 & 2000) has stated that athletes' awareness on the presence of his family, friends, coaches, and spectators during competition will positively impacted their athleticism or athletic performance. This means that family, friends, team and coaches support are among the comforting social factors that boost the confidence of the athlete.

In addition, Daniels et al. has stated that "enjoyment is a distinct positive emotion related to success or achievement. It contains positive motivational emotion therefore is believed to predict attainment of targeted goal either in athletics and other areas, and Bawden (2009) has cited that positive athletes' thoughts, feelings, and behaviors facilitates high sport confidence. Similarly, Su and Huang (2009), confirmed that student with high participation motive, tend to be happier, interested, participative, and energetic thus easy acquisition of skills is manifested that can lead to establishment of exercise habits. Moreover, Adwumi, Olojo, and Falemu (2012) have explained that parents have significant role in child's life. Parents' involvement to all the activities of their child can best predict child's achievement at school and future careers.

When the difference between respondents' level of sports traits confidence when grouped according to profile variable was tested, it significantly differs in terms of age with f-value of 2.595 and p-value of 0.042; and in terms sports involvement with f-value of 2.679 and p-value of 0.007. This only confirmed that age is contributory to the achievement of sports confidence according to Mroczkowska, (2003); Weiss & Smith, (2002) mentioned that children age 13-18 years old are in dare need of intrinsic and extrinsic motivation for them to maximize their talent.

On testing the significant difference in the young athlete's level of sports traits confidence and sports involvement, significant difference between was discovered with  $f=2.679$  and  $p=.007$ . It can be gleaned that athletes from different sports have different levels of sports traits confidence their confidence varies from the kind of sports tournament they are competing and their preparation for such. A support from this finding was found in the study by Hays, Maynard, Thomas, and Bowden (2008, 2009) have cited that athletes who are competing in the elite and professional levels sports competition has a higher level of confidence because they are able to utilize their cognitive resource thus easily cope under pressure.

Moreover, no significant difference was found in the young athletes' level of sports traits confidence and their sex. It could be inferred that gender is not a determinant in achieving sports confidence as Ramirez (2015) has affirmed that building sports confidence do not come from gender alone, instead it drawn from several factors such as physical, mental, and emotional skills.

On the other hand, when testing the difference in the respondents' level of enjoyment based on their sex, findings have shown that sex did not significantly affect any indicator of enjoyment level. It can be concluded that male and female groups shared the same enjoyment level during sports competition-this is because all of them qualified to play in the Palarong Maynila (which is the ultimate goal of the student-athletes). This result is similar with Cainery et al., (2012) study which indicated sex or gender has no effect in the acquisition of enjoyment in physical education activities. On the contrary, a study by Craft et al. (2014) has suggested that woman has to follow a distinct exercise program in order to maximize the benefits of exercise and contribute to quality of life-thus this means that gender difference continue in exercise habits.

In determining the significant difference in the respondents' enjoyment based on their age, a no significant difference was disclosed. Moreover, their level of enjoyment in terms of Self-Referenced Competency ( $p=0.675$ ), Other Referenced Competency and Recognition ( $p=0.146$ ), Affiliation with Peers ( $p=0.376$ ), and Positive Parental Involvement ( $p=0.100$ ) and effort expenditure ( $p=0.455$ ) have no statistical significance. It can be assumed that age is not a parameter in achieving enjoyment particularly among 1 to 12 years old. As Weiss & Smith, (2002) mentioned that children age 13-18 years old are in dare need of intrinsic and extrinsic motivation for them to maximize their talent. Similarly, Jayakumar et al. (2015) have cited that enjoyment in physical activity for person with illness in the upper extremity do not have an affect with age, and age is not a predictor of activity level.

Consequently, when the significant difference in the young athletes' enjoyment and their sports involvement were tested, it significantly differed in the 4 indicators of enjoyment such as Self-Referenced Competency, Other Referenced Competency and Recognition, Effort Expenditure, and Positive Parental Involvement. This can be assumed that the 4 indicators mentioned is considered contributory element in the acquisition of enjoyment. Based on the study by Latorre-Román, Martínez, and García-Pinillos, (2015) have found that regular engagement in physical activity can escalate the level of enjoyment in physical activity and quality of life of asthmatic children. Therefore, present study suggests for consideration of the 4 indicators in the in the preparation of sports development program in various settings (school-based, sports clubs, youth sports program, recreational center, and alike). On the contrary, no significant difference was found in Competitive Excitement and Affiliation with Peers which could denote that the two indicators were not contributory to the acquisition of enjoyment for young athletes.

Moreover, present results have suggested the importance of enjoyment in achieving sports traits confidence and vice versa. Because enjoyment will serve as a motivational factor for the child to face the challenges underlying sports competition. It is also suggested that sports traits confidence has role in the acquisition of enjoyment which is the basis for the likings and continuous sports engagement that will lead to passion for sport. The present suggestions can lead to higher level of sports performance which is necessary during crucial game situation. These suggestions are supported by Hays et al. (2008, 2009) who have claimed that athletes' who acquired higher level of confidence have the tendency to improve his/her skills. As cited earlier, being able to perform well even under pressure is vital to all athletes and the pressure mounts as they progress to being elite/professional, and confidence is just as significant in their mechanism to cope and be at their best during competitions. These results likewise entail the need for the activities that would hone the young athletes' mental capabilities whether they are training for or are in actual competitions. Undergoing

mental conditioning activities will greatly improve the chances of these athletes' success in the future.

## 5 CONCLUSION

Based from the results of the study, it can be concluded that a) the student-athletes of Palarong Maynila have medium sports-traits confidence; b) by citing yes, the young athletes agree on the presence of enjoyment while performing based on all indicators most especially with Positive Parental Involvement; c) the test of significant difference in their sports-traits confidence revealed that while there is no significant difference when the young athletes are grouped according to sex and age, their sports-traits confidence significantly differed in sporting events with which they are participating; and d) the test of significant difference on the student-athlete's enjoyment when they are grouped according to sex and age yields no significant difference although results vary in terms of sports involvement as Self-Referenced Competency, Other Referenced Competency, Export Expenditure, and Positive Parental Involvement registered significant difference while Competitive Excitement and Affiliation with Peers have no statistical significance.

Findings of the study suggest for the inclusion of sports science and sports psychology methodologies such as mental toughness, mental imagery, brain gym exercise, and others in the specific sports training program. The inclusion of these methods will further improve the sports skills and psychological make-up of the athletes; thus, preparing them to be ready in scaling the ladder of their athletic career.

Parents' support and family involvement is highly recommended as extended effort support from family members provides a magical spirit which brings out the best performance of the athlete.

It is also recommended that a continuous application of strong management of the team such as proper scheduling of practice session; regular conduct of teambuilding activities (to solidify teamwork relationship among players and coaching staff); proper implementation of the training program; regular evaluation on the effectiveness of the training program; application of sports specific training program; strong engagement of school administration and school community before, during, and after sports events.

## 6 REFERENCES

- Adwumi, G., Olojo, J., & Falemu, A., (2012). Roles of parent on the academic performance of pupils in elementary schools. *International Journal of Academic Research in Business and Social Sciences* 2(1), 01-06.
- Ahsan, M. & Mohammad, A. (2017). Mental toughness as a determinant factor of performance in table tennis. *European Journal of Physical Education and Sports Science*, 3(12), 194-202.
- Bandura, A. (1997). Self-efficacy: Toward a unifying theory of behavior change. *Psychological Review*, 84, 191-215.
- Bell, C. (2005). Factors that influence the confidence of elite junior Olympic. Published Dissertation. <https://pdfs.semanticscholar.org/e941/e2e1b52e9b2b41006bceb292a6b777cc5301.pdf>
- Chandler, K., Hall, C., & Fisburne, G. (2008). Playing with confidence: the relationship between imagery use and self-confidence and efficacy with youth soccer players. *Journal of Sport Science*, 26(14), 1539-1546.
- Chidley, R. (2018). Applied sports psychology. Source from
- Cohn, P. J. (2008). *10 mindsets that shrink self-confidence*. Florida: Peak Performance Sports.
- Dale, G. (1994). The experience of an NCAA champion decathlete during his "best ever" performance: An inductive analysis. *Contemporary Thought on Performance Enhancement*, 3, 33-56.
- Dale, G. (1996). Existential phenomenology: Emphasizing the experience of the athlete in sport psychology research. *The Sport Psychologist*, 10(4), 307-321.
- Dale, G. (2000). Distractions and coping strategies of elite decathletes during their most memorable performances. *The Sport Psychologist*, 14, 17-41.



- Daniels, L. M., Pekrun, R., Stupnisky, R. H., Haynes, T. L., Perry, R. P., & Newall, N. E. (2009) A longitudinal analysis of achievement goals: From affective antecedents to emotional effects and achievement outcomes. *Journal of Educational Psychology*, 101(4), 948-963
- Federico, J. G. (2009). Student enjoyment in physical education among secondary schools in Odiongan, Romblon. Paper presented to College of Human Kinetics - University of the Philippines.
- Fredrickson, B. L. (2001). *The role of positive emotions in positive psychology*. Accessed from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3122271/>
- Hays, K., Maynard, I., Thomas, O., & Bawden, M. (2007). Sources and types of confidence identified by world class sport performers. *Journal of Applied Sport Psychology*, 19, 434-456.
- Hays, K., Maynard, I., Thomas, O., & Bawden, M. (2009). The role of confidence in world-class sport performance. *Journal of Sports Sciences*, 27(11), 1185-1199.
- Hayslip, B. Jr., & Petri, T. A. (2013). Age, psychological skills, and golf performance: a prospective investigation. US National Library of Medicine National Institute of Health. <https://believeperform.com/coaching/athletedevelopment/why-is-confidence-important-for-young-athletes/>
- Karageorghis, C. J., & Terry, P. C. (2011). *Inside Sport Psychology*. Champaign: human kinetics.
- Kingston, K., Lane, A., & Thomas, O. (2010) A temporal examination of elite performers sources of sport-confidence. *The Sport Psychologist*, 24 (3), 313-332.
- Latorre-Román, P. A., Martínez, A. V. N., & García-Pinillos, F. (2015). Effect of a physical activity program on sport enjoyment, physical activity participation, physical self-concept and quality of life in children with asthma. *Motriz: Revista de Educacao Fisica*, 21(4), 386-392.
- MacDonald, D. J., Deakin, J., Eys, M., & Côté, J. (2009). Psychometric properties of the youth experience survey with young athletes. Paper Presented at the Canadian Society for Psychomotor Learning and Sport Psychology, Toronto, ON.
- MacDonald, D. J., Deakin, J., Eys, M., & Côté, J. (2011). The role of enjoyment and motivational climate in relation to the personal development of team sport athletes. *Kinesiology and Physical Education Faculty Publications*. 8. [http://scholars.wlu.ca/kppe\\_faculty/8](http://scholars.wlu.ca/kppe_faculty/8)
- Manzo, J. L. (2008). Sources of sports confidence of high school teams in the 2008 women's basketball league. Paper presented to College of Human Kinetics - University of the Philippines.
- McCarthy, P. J., Jones, M. V., & Clark-Carter, D. (2008). Understanding enjoyment in youth sport: A developmental perspective. *Psychology of Sport and Exercise*, 9(2), 142-156.
- Mohammad, A. & Ahsan, M. (2016). A comparative study of exercise motivation between male and female under 17 years soccer players. *European Journal of Physical Education and Sports Science*, 2(3), 74-80.
- Mohammad, A. & Hassan, M. (2015). Aggression of Indian female field hockey players at different levels of competitions. *International Journal of Sports and Physical Education*, 1(1), 9-13.
- Mohammad, G. & Mohammad, A. (2015). Social intelligence between state and national level male volleyball players: A comparative study. *Journal of Physical Education Research*, 2(3), 79-83.
- Munroe-Chandler, K., Hall, C., Fishburne, G. (2008). Playing with confidence: the relationship between imagery use and self-confidence and self-efficacy in youth soccer players. US National Library of Medicine National Institute of Health.
- Psychology research and reference enjoyment in sport. <http://psychology.iresearchnet.com/sports-psychology/sports-emotions/enjoyment-in-sport/>
- Scanlan, T. K., Russell, D. G., Magyar, T. M., & Scanlan, L. A. (2009). Project on elite athlete commitment (peak): iii. an examination of the external validity across gender, and the expansion and clarification of the sport commitment model. *Journal of Sport & Exercise Psychology*, 31, 685-705.
- Sekot, A. (2009). Sociology of sport: conceptual and topical issues. Masaryk University, Brno, Czech Republic.
- Singh, A. K., Valsaraj, K. M., & Mohammad, A. (2013). A comparative study of self concept between male physical education and non-physical education students. *International Journal of Creative Research Thoughts*, 1(2).
- Skinner, B. R., (2013). The relationship between confidence and performance throughout a competitive season. Utah State University.
- Stefansen, K., Smette, I., & Strandbu, A., (2018). Understanding the increase in parents' involvement in organized youth sport. *Journal of Sports, Education and Society*, 23(2), 162-172.
- Taylor Jr., J. (2011). Confidence matters for athletes. Online Article. [https://www.huffingtonpost.com/dr-jim-taylor/confidence-matters-for-at\\_b\\_827666.html](https://www.huffingtonpost.com/dr-jim-taylor/confidence-matters-for-at_b_827666.html)
- Vealey, R. (2007). *Sport behavior & performance*. Miami, USA: Miami University.
- Vealey, R. S., & Chase M. A. (2008). *Self-confidence in sport*. In T. S. Horn (Ed.), *Advances in Sport Psychology* (pp. 66-97). Champaign, IL: Human Kinetics.
- Weinberg, R., & Gould, D (2011). *Foundations of sport and exercise Psychology*. Champaign, IL: Human Kinetics.
- Wiersma, L. D. (2001). Conceptualization and development of the sources of enjoyment in youth sport questionnaire. *Measurement in Physical Education and Exercise Science*, 5, 153 -177.



- Wilson, S., Myers, N., & Feltz, D. (2004). Sources of sport confidence of Master Athletes. *Journal of Sport & Exercise Psychology*, 26, 369-384.
- Yang, Hui-Fang. (2013). Study on the sport enjoyment and learning satisfaction of unicycle activity participants. Department of Physical Education, National Chiayi University, Taiwan.
- Zinnser, N., Bunker, L., & Williams, J. M. (2006). Cognitive techniques for building confidence and enhancing performance. In J.M. Williams (Ed.), *Applied Sport Psychology: Personal growth to peak performance* (5<sup>th</sup> ed., pp. 349-381). New York: McGraw Hill.

JOPER