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Examining the Barriers of Myanmar
Young People Participating in
Competitive Sports

미얀마 젊은이들의 장벽 점검 경쟁 스포츠에
참여하는 젊은 사람들

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Abstract
Examining the Barriers of Myanmar
Young People Participating in
Competitive Sports

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This research explored the attitudes of young athletes and their parent on sports competitions, the barriers of young athletes to participate in competitions and the motivation that encouraged young people for sport participation and taking part in competitive sports. An issue that has been the declination of young people sport participation and taking part in sports competitions in Myanmar. Semi-structured and open-ended interviews were conducted with 12-17 years old five young athletes, three parents and five coaches from different sports via Skype and telephone. All interviews were transcribed and analyzed by using thematic analysis method. The research found out six elements:

reinforcing the competitive manner for life, the place to show athlete's ability, preventing young people from using illegal drugs, alcohol and tobacco, academic results, social recognition and improving motor skills when explore the attitudes of young athletes and parents on sports competitions. Following barriers such as trend of education, lack of confidence, paucity of female coach and female manager, plenty of interests and financial status of the family are preventing young people from being able to take part in sports competitions. Results were compared with existing literature review, and similarities and differences were discussed. Possible solutions to break down the barriers and promote young people sport participation in Myanmar were also discussed. Recommendation for further research and limitation of this research were also presented.

Key Words : young people, sports competitions, attitudes, barriers.

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Chapter I: Introduction

There is a little doubt that the world is influenced by sports. People watch them, analyze them, argue about them, spend money on them and encourage their children to play them. Nowadays, sports are becoming popular across the world and youth sport participation is increasing and children's interest in sport is an alarming rate in global (DeutschAlison, 2015).

In Myanmar, as a potential developing country, sport also plays a key role in the development of the nation. Sport contributes to the construction of a better society in the country. However, the amount of Myanmar young people participating in sports activities is still low, especially taking part in sport competitions (Ministry of Health and SportsMyanmar, 2016).

Few people would disagree that sport participation offers significant opportunities for health improvement. The potential physical benefits of doing exercise are numerous and have been well researched. Weight control, cardiovascular health, muscle and bone development and flexibility are just a few of the benefits of physical developments associated with youth participation in sport (Wankel & Berger, 1990).

Moreover physical active adults are significantly less likely to develop diseases such as obesity, diabetes, depression, cancer, heart disease and osteoporosis (Berger & Owen, 1988). Participation in sport has also been associated with the development of key character elements such as citizenship, leadership skills, positive peer relationship and teamwork.

According to researcher Cote and Fraser-Thomas (2007), three major development goals should ideally be accomplished through youth sport. First, sport can contribute to the child's physical and development by providing youth with opportunities to be active. Second, sport can facilitate appropriate psychosocial development as children learn important life skills such as teamwork, discipline, sportsmanship, and self-esteem. Third, children learn motor skills that build a foundation for successful lifetime participation in sports, from future professional athletes to recreational weekend citizens (CoteJean, 2007).

The potential for positive outcomes relating to youth sport participation undeniably exists, but involvement does not guarantee these effects will automatically occur. Furthermore, although the potential for positive psychosocial developments exists, some youth

sport participants report negative cognitions related to their involvement. These feelings include lack of enjoyment, decreased self-confidence and high levels of performance anxiety. The most common offenders responsible for these adverse changes include feeling excessive pressure to win, low perception of abilities, feelings of unattached to one's team and vulnerability in the presence of their teammates (Martens, 1993).

1.1 Sport in Myanmar

Myanmar is situated in Southeast Asia region and it has the total land area of approximately 677,000 sq km with 52 million population where the ones with the ages 0-14 years are 28.6% (Department of Population, 2015). As it has a huge young population, Myanmar encourages and promotes the activities of youth sport.

Myanmar's sports history shows that Myanmar was never in the list of famous sporting countries in the world even in Asia. However, it is undeniable that Myanmar was once qualified enough at the Asia level. Myanmar stepped into the international sport arena for the first time as an independent state and participated in the 14th Olympics held in London in 1948 (DepartmentSport, 2013) . Myanmar sent athletes to participate in the Sprints and Boxing competitions. In

the flyweight competition, a Myanmar boxer defeated a Canadian boxer, which was the first ever victory of an athlete representing Myanmar after gaining independence. Even though Myanmar athletes did not win any medal, it was Myanmar's first ever try at Olympics (DepartmentSport, 2013).

Recent decades ago, Myanmar was a potential developing country with the region's best education system and high living standards that could compare with its neighbors. After the 1962 coup, since General Ne Win practiced socialism, "Burmese Way to Socialism" and isolated from outside influences, Myanmar's economic rapidly declined (RoughneeSimon, 2013) and by 1987 Myanmar was admitted to Least Developed Country (LDC) status by the United Nations. (GroupInternational, 2012) That fall from grace was also mirrored in the country's sporting performance. The government did not support sport person or assist talented young people to develop their sport abilities. Moreover, the government could not pay attention to encourage physical activities for young people and organize sport competitions for young athletes. In the 1960s, Myanmar topped in the Southeast Asian Games medal table twice and as late as 1979, it managed third place on the medal tally (RoughneeSimon, 2013).

Myanmar enjoyed a golden age in Football 50 years ago when the national team won every major Southeast Asian championship and Asian championship between 1965 and 1973. (WongNatalie, 2016)

Recently, sport is replaced at the nation priority list and government encourages the young people to participate in sport when the new civilian government came into the office in April 2011. In 2013, Myanmar successfully hosted the 27th Southeast Asian Games and could stimulate the inspiration and passion of people by awarding huge amount of money and honoring the medalist of the Games as national hero. However, young people participation in sport competitions is still remaining as a challenge for every national sport association. Thus, total gold medals in Southeast Asia games which Myanmar usually won is gradually decreasing year by year but dramatically decreased in 2015. (<http://www.seagoffice.org/games.php?y=21>)

1.2 Significant of the Research

Sport is popular around the world and every one would like to enjoy or participate. In Myanmar, most of young people would like to watch and enjoy sport events very much but only few of them participate in sport competitions. The reason may be potential risk of

injury, family burden, financial burden and potential disadvantage on academic. As young people are the future leaders of the society, the physical fitness and social skills development for them are necessities. Sports have the values to promote health, physical fitness and social skills for all age groups. Therefore, it is needed to increase the awareness of youth sports among parents and young people to strengthen young people participation in sports. In order to persuade the young people to participate in sport competitions, understanding about the nature of competitive sports, youth behavior and motivational factors influence to young people are necessary. Therefore the aim of this study is to evaluate the attitudes of not only young athletes but also their parents toward sports competition, and to examine and understand about the barriers and motivational factors that influence Myanmar young people to participate in competitive sports.

1.3 Purpose of the Thesis

The aim of the study will be accomplished and analyzed for the following purposes:

- To identify the factors influence to young people to become the elite athletes.
- To evaluate the attitudes of young athletes and their parents

toward sports competitions.

- To examine the barriers for young people to participate in competitive sports.

1.4 Research Question

To reach the goal of the thesis, specific research question addressed in this study is:

- What are the attitudes of young athletes and their parents toward sports competitions?
- What are the barriers of young people to participate in sports competitions?

Chapter II: Literature Review

This chapter reviews the previous literatures' reviews and the researcher will study about the theories of main factors with the various books, articles and journals. The researcher will review the youth sport participation, the definition of competitive sport, the nature and concept of competitive sport. Moreover the researcher will discuss about young people in Myanmar and the factors regarding on motivational influences from coaches to young people to participate in competitive sports.

2.1 Youth Sport Participation

In nature, sports are structured by activities with certain rules of engagement. Sport can be individual or team and it requires different skills and competencies such as strength, speed, strategy, dexterity, flexibility, teamwork to perform effectively. However, there is generally a coach/instructor or someone skilled in the sport who is “in charge” and responsible for management of the game and players, creating a natural mentor relationship within the structure of the activity (TheokasChirstina, 2009).

To the development of sport-specific skills and competencies,

sport is commonly considered a medium or tool through which other life skills are taught, including persistence, teamwork, leadership, and character development (TheokasChirstina, 2009). Research on sport participation has demonstrated the potential for development across multiple domains of functioning, including physical, psychological, cognitive/academic, and social (TheokasChirstina, 2009). Moreover sports participation can engage families and communities in shared activities and mutual entertainment and fun. There is nothing magical about sport itself. Being on the field or the court does not automatically contribute to development the life skills. Life skills for young people such as obey the rules, respect to others' culture or personality and understanding each other and getting along with friends can be obtained when participating in sports activities or competitions.

However, sports activities have been linked to risk behaviors, including alcohol use and perpetration of negative acts against nonparticipants (S.EcclesBartko, 2003). But the act of playing the game does not cause these outcomes. Understanding youth's experience in sport would help explain how and why positive or negative effects are found, for which youth and under what conditions (KreagerDerek, 2007).

Sports are often considered generally, not specifically that different sports have different requirements and patterns of interaction with coaches, peers, and adults who lead to unique experiences for participants. Sport is not a monolithic entity; it is its diversity that attracts a wide range of participants and sustains their involvement over time (TheokasChirstina, 2009).

There is no question that sport is considered to be a valued achievement domain among youth and in society at large. Further, to be known within one's peer networks as a good athlete is a central contributor to social status, especially in the case of boys. It is believed that involvement in organized sports activities allows young people to learn many of life's lessons and develop desired attributes within the mainstream society (Nikos NtoumanisJoan). Participating in sports programs is supposed to promote boys' and girls' moral functioning, self-discipline, ability to work with others, capacity to compete and effectively cope with success as well as failure.

One purported aim of after school sport involvement and participation is the promotion of children's and adolescents' fitness and health and their adoption of an active lifestyle (Nikos NtoumanisJoan). Active youth are less to smoke than their inactive peers and more likely

to have a lower body-mass index (WillmsMark, 2000). Active boys and girls will be more likely to grow into active men and women especially if their engagement in sport and physical activity is enjoyable and competence enhancing (Francois TrudeauLouis, 1998).

There are some people who argue for reducing the opportunity for physical activity within a youngster's day (particularly during school day) because the academic results of girls and boys is declined when children or adolescents spend more time in physical education or after-school sports (LindnerKoenraad, 1999). However, although the positive associations that have emerged to date are weak and there are uncertainties regarding cause-effect, evidence does suggest that sport participation does not necessarily diminish academic performance and is sometimes associated with greater classroom achievement (LindnerKoenraad, 1999).

2.2 Competitive Sports

Competitive sports is to give full play to the athletics ability of individual or team, it turns to be a special training and competition with the goal outstanding achievements, breaking the record of oneself or rival. In fact, competitive sports is self-beyond sports (LiuHousheng, 2008). The value of sport competition such as fairness, respect,

solidarity, cooperation, friendship, honesty are also the moral factors for young people and they play a very active part in the growth of adolescents.

The concept of the competitive sports is constantly changed according to the development of society. In the Soviet Sports Theory, competitive sports is a component element of social and cultural activities in a special cultural state, its important means are promotion health and physical development, the growth of adolescents and adults, cultivating strong will, carrying out educational moral and aesthetic appreciation, raising the level of national culture. In addition, competitive sports are often organized social activities with a view to popularizing nationwide sports and raising the level of sports technique. However International Association of Competition and Sports said that competitive sports is game, and also a match that one competes with others or overcome the natural obstacles. Furthermore, Japan Sports Dictionary explained that the core of competitive sports is match, regardless of the level of match, the purpose for good score, body-building and entertainment. They are all within the range of competitive sports. Chinese scholar Aiguang Chou also defined the competitive sports is a kind of physical activity that consists of rules,

competition, challenge, entertaining and uncertainties. And thus, the connotation of competitive sports has been simplified and its extension has been expanding, at the same time it can also make people to realize the high-level competitive sports is only one kind of competitive sports rather than the whole competitive sports (LiuHousheng, 2008).

Competitive sports can be classified according to the different standards such as amateur sports and professional sports called nature of tournament while recreational competitive sports, healing competitive sports, body-building competitive sports called objective of tournament. Competitive sports in factory, competitive sports in rural area, competitive sports in school, competitive sports in street or community called place of tournament. Moreover competitive sports for middle and old age, competitive sports for young adults, competitive sports for youth, competitive sports for child called age category, and competitive sports for normal people and competitive sports for disable people called health of body (Qu.Z.H, 2002).

Competitive sports originated from outdoor games in the United Kingdom and all competitive games are the primary form of tournament and integral parts of competitive sports as well (LiuHousheng, 2008). The development of modern Olympic game has

promoted the development of formal competitive sports. During the continuous development of society, the process of gradually organization and standardization of these games is also the process that they gradually evolved into its modern competitive sports. This development has underwent several stages as follows: non-formal competitive games, semi-formal competition, formal competition, professional tournament (Qu.Z.H, 2002).

Sport competitions are essential for all those who participating and involving in competitive sports especially for the children. There is no way to motivate the people to remain themselves in sport field who are learning and participating in competitive sports without sports competitions. Sports competitions can help children to prepare their grown up lives.

Anne Josephson, an educator as well as president and CEO of JAG Gym in Los Angeles said that there are 15 reasons of why sports competition is good for children (JosephsonAnne, 2016). Sports competitions are essential for the people who practice and participate in competitive sports and for the sports spectators. (1) Sports competition drives children to learn at a faster rate and perform at a higher level. “When the meet is on the horizon, we work harder and faster. When we

are playing a game we push a little harder. In doing so we surprise ourselves of what we are capable of accomplishing.” (2) Sports competition teaches children to bring their best effort. “Keeping score gives us extra motivation to do our best. We pursue excellence when we compete.” (3) Sports competition teaches children to manage their nerves. “When something is out of our comfort zone or pushes us to perform, it’s normal to feel fluttery within. Competition brings those butterflies out, so we can work on managing them. We feel fluttery in taking exams, interviewing for jobs and giving presentations.” (4) Sports competition does not have to be feared. “Some children fear competition but when they compete, they realize that it wasn’t so scary after all. (5) Sports competition teaches children to take risks. “Once we realize that competition is not a terrifying thing, we can take risks. We can develop our confidence to do things that are hard or uncomfortable.” (6) Sports competition teaches children to cope when things do not go their way. “Sometimes we work hard but we still lose. Sometimes we win but still didn’t perform as we wanted to.” (7) Sports competition helps children with goal setting. “While we setting goals and making a plan to reach them can be done outside of competition, competition helps provide deadlines and progress checks on our goals.”

(8) Sports competition teaches children to play by rules. “Learning to operate within rules and developing strategies to use those rules to our advantage are great things that competition teaches.” (9) Sports competition helps children to learn to win and lose with grace. “Competition gives us the opportunities to cope with feelings of pride and disappointment and to learn to manage them in healthy ways.” (10) Sports competition is fun. “Most people enjoy sport events and they have fun when they are playing the games.” (11) Sports competition can build self-esteem. “Self-esteem cannot be handed to children but they have to earn it. Competition is one way kids earn self-esteem. When you develop a talent and work hard for a result, it feels great. When you fail and learn that can bounce back, you feel more confident in yourself.” (12) Sports competition teaches commitment. “Building the habit of commitment is a wonderful by-product of being involved in competitive sports.” (13) Sports competition gives children another community. “When you are part of a team, you are in a network of peers and adults who have interests and values similar to yours. It is always great to have another village in your life.” (14) Sports competition presents opportunities to travel. “Sport team have to travel to the place where competition situated. Maybe it’s just within province

or within country or abroad. But being part of a competitive team often gives us an opportunity to visit places and interact with people that might not otherwise meet.” (15) Sport competition causes kids to perform better in school. “Young athletes always have to think about the competition strategy and have to create the game condition.” Not surprising that the discipline, creativeness and goal setting are learned in competitive sports help children in school.

2.3 Young people in Myanmar

As young people are hope, wealth, future leaders, power holders and future of a nation, studying of young people is always important. According to the 2014 Union Census report (2015), Myanmar population can be divided into three board age groups, those less than 15 years old, 15-64 years old and over 65 years old. The distribution of the Myanmar population among these groups in 2014 shows that those under 15 years old (young population) is 14,399,569 and accounts for 28.6 percent of the total population (PopulationDepartment, 2015). As Myanmar has the huge young age group, it might be the good future for the economic, culture and social development of the country but on the other hand it might be the big challenge of the country for developing their capacity and creating job opportunities.

Among the total young people (under 15 years old) of total population (28.6 percent of total population), the proportion of males and females school attendance are similar. However after the age of 15 years, more males are attending the school than females (Department of Population, 2015). Although the participation of women in the labor force is low in Myanmar, young females are missing in schools after the age of 15 years old (UNFPA Myanmar, 2016). According to the 2014 Union Census report, there are 24.1 percent of urban population and 30.6 percent of rural population are young people (under 15 years old) (Department of Population, 2015). Young people from rural area have less chance of educational and social development than urban young people. If the right investments are made in the economy, education, health care and youth development, Myanmar has the potential to reap a double dividend by tapping into the huge resources of young people in the country, particularly girls (UNFPA Myanmar, 2016). Myanmar needs to made the investment in education, health care and youth development so that young people who is ten's years old today will be in gainful employment when they are in 25 years old and the raising of young people in Myanmar could be seen as a potential for nation's development in perspective of economic, culture and social.

2.4 Myanmar Young People's Sport Participation

Myanmar is a potential developing country with its huge number of young generation. According to the 2014 Myanmar population and housing census (Union Census Report), 28.6 percent of total population is age 0-14 years old (young people) (PopulationDepartment, 2015). As youth are hope of the country, youths' physical and mental development are well considered and young people were encouraged and persuaded to involve in physical activities and sports participation.

With the aim of promoting young people physical fitness, achieving the active life style, developing the social skills and breeding the talented elite athletes, Sports and Physical Education Department organizes sport course for students every summer school holidays around the country.

In Myanmar, the official entry age for primary education is 5 years and 8,461,477 persons are currently attending in primary schools, middle schools, high schools and universities (PopulationDepartment, 2015).

Although Sports and Physical Education Department put efforts on students sport participation, the number of student sport

participation in summer school holidays sports courses and after-school sport activities were unexpected low. The following table shows the number of total students, total sport participating students and the percentage of sport participating students between the year 2000 and 2016 (Department of Population, 2015) (Ministry of Health and Sports Myanmar, 2016).

Table 1 Total Number of Students and Total Sport Participating Students in Myanmar (2000-2016)

No.	Year	Total Students	Total Sport Participating Students	% of Sport Participating Students
1.	2000	5,023,798	40,061	0.79%
2.	2001	5,097,238	42,616	0.83%
3.	2002	5,387,238	49,749	0.92%
4.	2003	5,497,000	57,736	1.05%
5.	2004	5,997,382	76,311	1.27%
6.	2005	7,503,951	103,983	1.39%
7.	2006	7,503,951	164,420	2.20%
8.	2007	7,903,960	189,900	2.40%
9.	2008	5,497,238	168,004	3.06%
10.	2009	7,591,546	201,992	2.66%
11.	2010	7,991,598	209,480	2.62%

12.	2011	7,834,057	209,236	2.67%
13.	2012	10,541,998	285,690	2.71%
14.	2013	9,531,982	260,658	2.73%
15.	2014	6,739,699	185,627	2.75%
16.	2015	8,706,119	242,039	2.78%
17.	2016	8,706,275	243,940	2.80%

Table 1 explains that all primary schools, middle schools and high schools students' sports participation are very slightly increased year by year. However, although the number of students sport participation is slightly increasing, the percentage of students sport participation is very few compare to the number of total students. This indicator shows the uncertain of sport development in Myanmar. Moreover, very few percentage of young people among who attending in sports club could take part in sports competitions. According to the related national sport federations' 2016 records, only about 20% in taekwondo practitioners, 17% in swimming practitioners and 15% in tennis practitioners could participate in competitions.

2.5 Motivation of Young People in Sport

Motivation is particular thing that encourages the people to do

something what they love to do such as playing sport or learning new things. There are several reasons that young people participating in sport. The reasons that motivate the young people to start a particular sport, to continue with that sport until getting some achievements and dropout from sport have been researched and discussed in academic experts. Young people motivation to involve in sport can be multiple forms including enjoyment, fun, learning new things, improving skills, being with friends, making new friends, winning the awards, achieving the success, being the role model among friends, keeping in shape and health and developing physical fitness.

Typically in the research literature on motivation in physical activity, motivation refers to dispositions, social variables and /or cognitions that come into play when a person undertakes a task at which he or she is evaluated, or enters into competition with others or attempts to attain some standard of excellence. (Glyn C. RohertsPhD,, 2001) It is assumed that the individual is responsible for the outcome of the task and some level of challenge is existing in the task.

Deci and Ryan (1985) developed Self Determination Theory which is one of the most popular and widely tested approaches to motivation in sport and other achievement domains (Domuschieva-

RoglevaGalina, 2015) and to understanding individual's motivation by looking three distinct categories: autonomy (i.e. desire to be origin of his or her behavior), competence (i.e. desire to be effective in his or her environment) and relatedness (i.e. desire to be connected to others socially) (DeciEwsard, 2000) which are basic human needs and the extent to which they are satisfied determines one's intrinsic motivations for an activity .

Related with the self-determination theory, there are three self-determination forms of motivation: intrinsic motivation, extrinsic motivation (external regulation, introjected regulation, identified regulation and integrated regulation), and amotivation (DeciEwsard, 2000).

2.5.1 Intrinsic motivation

Intrinsic motivation is fully self-determination and characterized by interest in and enjoyment, to do activity for itself and pleasure, and satisfaction derived from sports participation. Intrinsic motivation is characterized when a young athlete plays football because he or she finds it's interesting and satisfying to learn new movements with the ball. Vallerand and Losier proposed that there are three types of intrinsic motivation called intrinsic motivation to know, intrinsic

motivation to accomplish and intrinsic motivation to experience stimulation (DeciEwsard, 2000).

Intrinsic motivation to know refers to doing the activity for pleasure and satisfaction from learning, exploring, attempting to understand something new. For example: a young football athlete is playing football because he or she interests in football techniques, enjoys the touching or kicking the ball and enjoys in controlling the ball with proper football skills. Intrinsic motivation to accomplish refers for the pleasure of trying to surpass oneself or better than others when creating something new. For example: a young football athlete would like to improve his or her football skills than other team mates or would like to be the team leader among team mates and would like to enjoy the accomplishment of the task or the game. Intrinsic motivation to experience stimulation refers for feelings of sensory, pleasure, fun, excitement and aesthetic pleasure or for enjoy the achievement. For example: a young football athlete would like to get the experiences of playing in the competition, keep his or her performance satisfaction in the game, enjoy the spectators' encouragement and sense of achievement. Intrinsic motivation which reflects enjoyment, interest and personal satisfaction is the clearest form of autonomy and

demonstrates true self-determination (DeciEwsard, 2000).

2.5.2 Extrinsic motivation

Extrinsic motivation refers to activities that are carried out as a means to an end and not for their own sake (Deci and Ryan, 1991). Extrinsic motivation is also multidimensional and comprises four dimensions: external, introjected, identified and integrated regulations. These behaviors associated with external pressures (external regulation), internal pressures to avoid guilt (introjected regulation) and self-determination motivation associated with personal goals (identified regulation). Integrated regulation reflects behaviors “fully assimilated to the self, which means they have been evaluated and brought into congruence with one’s other values and needs” (RussellWilliam)

Extrinsic motivation can be exclusively based on external factors such as rewards (materials, money) or avoidance of failure or punishment (NtoumanisNikos, 2001). External regulation describes behaviors regulated through external means, such as rewards or constraints. Rewards refer to the materials or money that offered to athletes according to their excellent performance in the activity or achievement in the game. The second dimension of extrinsic motivation is introjected regulation that athletes might participate to

avoid the feelings of guilt and internal pressure or to achieve social recognition. Identified regulation represents self-determined type of extrinsic motivation because behavior is initiated out of choice although it is not necessarily perceived to be enjoyable. Integrated regulation represents the most self-determined form of the internalization process. It refers to behaviors that are performed out of choice to harmonize and bring coherence to different parts of the self. For example, one may choose to participate in sport to have a good diet and a balanced social life to achieve the overarching goal of a healthy lifestyle. Unfortunately, none of the existing sport motivation questionnaires assesses this dimension.

2.5.3 Amotivation

Final regulation in the self-determination theory is amotivation or a lack of intrinsic motivation or extrinsic motivation. Amotivation represents a lack of intention to engage in a behavior (Domushieva-RoglevaGalina, 2015). Amotivation occurs when activity lacks of justification, determination and internalization in a given situation. It is accompanied by feelings of incompetence and lack of connection between one's behavior and expected outcome, feeling of boring on exercise and feeling of unattached with team mates. They are the

indicators of possible resignation from the activity. Some athletes express the feeling of helplessness and they are forwarding to drop out from the activity.

2.6 Motivational Climate on Self-Determination

Athletes participating in sport for more self-determined reasons are likely to experience positive affect from their involvement, whereas athletes participating for self-determined motives may be more likely to experience negative affect (LosierRobert, 1999). Many sport factors are related to intrinsic motivation such as motivational climates and coaching style (RussellWilliam). For example, drop out swimmers perceived their coaches as less encouraging and supportive and more controlling and autocratic than non-dropouts (Lug G. PelletierMichelle, 2001).

Motivational climate is an environment that promotes the performance goals is fittingly called a performance-oriented motivational climate, an environment that support mastery goals is referred to as a mastery-oriented motivational climate (DeutshAlison, 2015). Ames distinguished between mastery (task) and performance (ego) perceptions of motivational climates (AmesCarole, 1992). Based on previous findings, Epstein (1989) suggested that there are six

variables that can be modified to promote performance or mastery oriented motivational climate. These six achievement structures are: Task (design of tasks), Authority (location of decision-making), Recognition (distribution of rewards), Grouping (manner and frequency of grouping), Evaluation (standards for performance) and Time (pace of learning) (DeutshAlison, 2015).

Table 2 Describe the mastery and performance climates in accordance with the TARGET structure (AmesCarole, 1992)

Mastery	Performance
<p>Task Challenging and diverse</p> <p>Authority Athletes are given choices and leadership roles</p> <p>Recognition Private and based on individual progress</p> <p>Grouping Promotion of cooperative learning and peer interaction</p> <p>Evaluation Based on mastery of tasks and on individual improvement</p>	<p>Absence of variety and challenge</p> <p>Athletes do not take part in the decision - making processes</p> <p>Public and based on social comparison</p> <p>Groups are formed on the basis of ability</p> <p>Based on winning or outperforming others</p>

Time	
Time requirement are adjust to personal capabilities	Time allocated for learning is uniform to all students

Designing the tasks and learning activities is a key part or facet in forming the motivational climate in youth sport participation. Young people’s perceptions of task influence their approach to learning as well as affect how they use their time. Tasks are challenging and diverse foster a willingness to put the effort for forwarding ahead (DeutshAlison, 2015).

Authority is the location of decision making and responsibility on a team. It promotes mastery goals, athletes are given decision-making opportunities and leadership roles, an environment in which the coach controls all decision-making power and supports performance goals (DeutshAlison, 2015). To achieve the long-term goal of enjoyment leading to continue for sport participation, youth athletes should be suggested to involve in decision making include requesting input regarding prioritization of tasks and the methods of learning.

Recognition refers environments in which athletes are recognized privately and praised for their improvement and effort are

characteristic of motivational climate. Making social comparisons or recognizing normative performances in front of an audience will certainly contribute to a performance-oriented climate (BiddleNikos, 1999). For most athletes, receiving praise for their performance, improvement and effort helps to reemphasize and concentrate the importance of the learning process. Using public or audience recognition as a reward serves as an extrinsic motivator and is believed to steer youth toward valuing the outcome over the process and emphasizing ability as a predetermined quality.

Grouping in youth sport participants is the intent to promote cooperative learning and peer interaction. If groups are formed based on ability, children are more likely to adopt performance goals and engage in maladaptive motivational responses. Such responses include attribution of failure to lack of ability or learned helplessness. These responses to failure are based on the athlete's perception that the opportunity to succeed is not within their hand (LeggettCarol, 1988).

In the evaluation, children are one of the most influential factors on motivation (AmesCarole, 1992). Depending on how evaluation is structured (i.e., standards, criteria, methods, and frequency of evaluation), young athletes may be oriented toward

different goals and elicit different motivational approaches. In particular, social comparison is associated with the development of performance goals. Comparing scores, times, or accomplishments within a team can have detrimental effects on athletes' motivation (Deutsch, 2015). Children's self-evaluations regarding their ability are consistently more negative when they are focused on winning (Ames, 1992).

Research in education has indicated that the time allotted for completing tasks significantly influences children's motivation. The time dimension is closely related to the other areas such as task (e.g., how much children are asked to accomplish within a specific time), authority (e.g., whether children are allowed to schedule the rate, order or time of completion of task), group (e.g., whether quality of instructional time is equitable across groups), and evaluation (e.g., time pressure on performance) (Glyn C. Roberts, 2001). Extrapolating from education research, time would appear to be an important factor in the youth sport context. For example, some children need more time than others to develop the necessary skills to actively compete and participate in sports.

Researchers interested in emotion and sport participation have

focused mainly on enjoyment, satisfaction, anxiety, tension and boredom. In Nicholls' view (1989), task orientation is more conducive to the experience of positive emotions in achievement contexts than ego orientation. This is because individuals high in task orientation strive for such achievable goals as personal improvement rather than the less controllable goals of outperforming others. Individuals with high ego orientation should experience positive affect only when they do better than others. Thus, ego-oriented young athletes may become bored or disinterested in situations where they are not given the opportunity to demonstrate their superiority.

Understanding the major motives of young athletes' sport participation and withdrawal has been a topic of concern for youth sport leaders, coaches, and sport psychologists for over a decade (Glyn C. RohertsPhD., 2001). What motivates young athletes to participate in sport, what motivates young athletes to discontinue their sport involvement, how do coaches and parents influence participation motivation are well investigated by many researchers.

2.7 The role of Coach in Competitive Sports

Coaches in sport strongly influence the nature and quality of sport experience. They contribute to the creation of motivational

climate by the goal priorities they promote, the attitudes and values they transmit and the way they treat the members of their team. Coach behaviors can have important effects on how athletes define success, which can be linked to the enjoyment and satisfaction they experience and influence the attitudes they form toward sport (DeutschAlison, 2015).

The coach also has been identified as a powerful socializing agent in the physical domain. At all competitive levels from youth to professional, coaches manage the game situations and the processes to make the decisions, they provide the quality and quantity feedback, they establish the relationships with athletes, they create the techniques to motivate their players, and so on. All the behaviors of coaches can impact athletes' behaviors, cognitions, and affective responses (Anderson-ButcherAnthony, 2015)

Previous work in sport psychology on the implications and modification of coaching behaviors in youth sport settings has shown that the degree of reinforcements, instruction, and punishments provided by the coach impacts young athletes' attitudes toward the sport, their coach and teammates, persistence in the activity, and self-esteem (Ronald E. SmithFrank, 2007). The development and testing of

Smith and Smoll's Mediation Model of Leadership, has demonstrated that it is the young athletes' perceptions of what their coach does more than the coaches' actual behaviors that best predict the athletes' responses and self-perceptions (Ronald E. Smith, 2007). Coaches who are seen as providing a bountiful amount of instruction, encouragement and exhibiting limited punitive behaviors have athletes who are more pleased with their sport experience and themselves.

One of the more frequently studied aspects of coaching effectiveness uses self-determination theory to explore the degree of controlling behaviors in their interactions with athletes (Mageau, 2013). Autonomy supportive coaches engage in behaviors that acknowledge athletes' thoughts and feelings, encourage choice, self-initiation and self-regulation of behavior, minimize the use of pressure and demands to control others. According to Mageau and Vallerand (2003), an autonomy-supportive coaching style include: providing choice to athletes within specific limits and rules, providing athletes with a meaningful rationale for activities, limits and rules, asking about and acknowledging athletes' feelings, providing opportunity for athletes to take initiative and act independently, providing non-controlling performance feedback, avoiding overt control, guilt-induced

criticism and controlling statements, and minimizing behaviors that promote ego involvement. Coaches using a controlling interpersonal style, on the other hand, engage in behaviors that pressure athletes to think, feel, and act in a way consistent with the needs and wants of the coaches. A controlling interpersonal coaching style (Celine M. Blanchard-Catherine, 2009) includes the behaviors such as using rewards manipulate athletes' behavior, using overly critical feedback in an attempt to motivate athletes to perform better, attempting to influence athletes' behaviors and lives outside the sport setting, using power assertive techniques to force athlete compliance, using social comparison as the reference for evaluating athletes, and recognizing athletes when they are performing well and withdrawing attention when athletes are struggling (Anderson-Butcher-Anthony, 2015) .

Chapter III: Methodology

In this chapter, the processes for selecting the participants, treatment of the interview data, collecting the data, and design and procedure of data analyzing will be discussed. To investigate and analyze the barriers of Myanmar young people participating in competitive sports, the qualitative research with in-depth interview was conducted. These method is considered to be the most appropriate to analyze the research questions.

According to Creswell (2008), qualitative research is an exploration in which minimal information is known about the problem research question or questions. In qualitative research, the purpose statement and research questions are intended to gather information from participants to better understand their experiences. According to Merriam Sharan B. and Associates (2002), qualitative researchers want to know how people do things and what meaning do they give to their lives. “Questions of meaning, understanding, and process are appropriate for qualitative research” (MerriamSharan, 2002). Also according to Merriam Sharan B. and Associates (2002), qualitative research is used to take the literature already present and extend upon it

to continue to inform the general public.

Yin (2015) said that qualitative research has five distinguishing features: (1) it allows for the study of meaning in people's lives, (2) it represents the views and perspectives of people in a study, (3) it covers the contextual conditions the participant is in, (4) it can help in contributing more in sight to help explain social behavior and, (5) it uses different sources of evidence to obtain greater understanding (YinR., 2015).

3.1 Research Design and Procedure

The in-depth interview was conducted to investigate the attitudes of athletes and their parents toward sports competition and perceptions of coaches and professionals on the barriers of young people participating in sports competition. The interview was the open-ended interview style so that the interviewees can express their perspectives completely.

The in-depth interviewing is a qualitative research technique that involves conduction intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation (NealeCarolyn, 2016).

According to the Boyce and Neale (2016), there are (6) steps to

be implemented when conducting research using in-depth interview. However in this study, only (4) steps are used in interview process out of (6) steps which is related to my research objectives. The first step is identifying stakeholders that who will be involved in the interview, what kind of information is needed and from whom. Second step is developing the instrument which means developing an interview protocol or the rules that guide the interview administration. In this steps, it is needed to consider some subjects such as what to say to interviewees during the interview and how to develop an interview guide that lists the questions or issues to be explored during the interview. The third step is collecting the data. Key data are summarized after the interview and then verify the information given in the interviews as necessary. The final step is analyzing data and disseminating findings. This step includes transcribing, reviewing and analyzing all the interview data and writing the appropriate report based on the data received from the interview process.

3.2 Identifying Stakeholders

In this step, the contacts to the coaches of the different sport clubs were contacted via mobile phone calls, the requesting letter was sent and the information about the research was given to them in

advance.

The participants in this study are 12-17-years-old five male and female young athletes who participate in sports competitions and have not participated yet from different sports. Three parents and five coaches from different sports and different background are also interviewed for their attitudes toward sports competitions, perceptions on young people participates in competitive sports and barriers for young athletes to participate in sports competitions. All participants are from Yangon and Mandalay where the major cities with largest population in Myanmar.

3.3 Profiling of the Participants

For in-depth interview, 13 participants with various background were interviewed to know their general situations. The following information describes each participant background and experienced in sports competition. All the participants are indicated with one letter and number to protect confidentiality.

Athlete 1- A1: A1 is a 14-year-old male taekwondo athlete who is practicing taekwondo in private taekwondo club in Yangon. He is studying in grade 9th and has been practicing taekwondo for five years. He participates in competitions and has won the medals. *A2 (athlete 2)*

is a 17-year-old female gymnastics athlete who practices gymnastics in public gymnastics training center situated in Yangon. She has practiced gymnastics for 11 years and has won medals several times in competitions. She recently considers to retire from practicing gymnastics and participating in competition. She is already passed university entrance exam and preparing to attend the university.

Participant A3 (athlete 3) is a 16-year-old, female wushu athlete who practices wushu in private wushu club in Mandalay. She has practiced wushu for 9 years and has won a lot of medals in competitions. She recently passed university entrance exam and prepares to attend the university.

Participant A4 is a 13-year-old, male karate-do athlete who practices in private karate-do club which is situated in Yangon. He is studying in international school. He has been practicing karate-do for 7 years and has not participated in competition yet.

Participant A5 is a 12-year-old, female gymnastics athlete who practices gymnastics at public gymnastics training center in Yangon. She is studying in grade 7th. She has been practicing gymnastics for 3 years and has not participated in competition yet.

Participant C1 is 51-year-old male football coach who is working in Yangon football academy and former technical director for

Myanmar football federation. He has more than 20 years working experience in coaching and managing the team. *C2 interviewee* is a 38-year-old female swimming coach who has coached in Singapore for six years and currently coaching in private swimming club in Yangon. She has 11 years coaching experience. *Participant C3* is a 58-year-old male former national gymnastics team coach who is currently coaching at public gymnastics training center in Yangon. He has more than 25 years coaching experience. *Participant C4* is a 55-year-old male wushu coach and manager in his private wushu club in Mandalay. He has more than 20 years coaching experience. And *participant C5* is a 27-year-old male taekwondo coach who is coaching in private taekwondo club in Yangon. He has 4 years coaching experience.

Participant P1 is a young male taekwondo practitioner's mother who always support her son to take part in competitions while *P2* is a mother who encourages her daughter to practice gymnastics and to take part in competitions. But her daughter has not participate in competition yet. *Participant P3* is a father who supports his son to play football and attend the football academy. Currently his son is playing in U-15 national football team.

3.4 Data Collecting

Having explored the nature and purpose of qualitative research in this paper, this paper explores methods of data collection used in qualitative research. There are a variety of data collection methods in qualitative research including observations, textual or visual analysis and interviews.

The interviewees were conducted via mobile phone in their convenience time with prior appointment. Then they were asked about their attitudes toward sport competitions and perceptions on the barriers of young people participating in competition sports. All the interviews were telephone recorded. After the interview, the recordings were transcribed and saved in the computer to ensure the data are protected.

3.5 Data Analyzing

The results were analyzed using the thematic analysis method. Thematic Analysis is essentially a method for identifying and analyzing patterns in qualitative data (BraunVictoria, 2013). Firstly, the interviews are transcribed and reviewed to understand a sense of the content and general meanings. The interviews transcripts were carefully analyzed to look for the common themes. After these processes, the themes are interpreted and compared with the literature.

Chapter IV: Findings

The aim of this research study was to evaluate the attitudes of young athletes and their parents towards sports competitions and to examine the barriers for young athletes to participate in sports competitions. By allowing young athletes, their parents and coaches to share their narratives, and speak openly about their attitudes towards sports competitions and barriers for young athletes to participate in sports competitions, the current research provides empirical findings.

The research findings are based on the analysis through conducted interviewees: five young athletes from different sports, five coaches and three parents with various backgrounds, and the observations during the research. The results are shared within this chapter and it is organized in terms of the two primary research questions posed in Chapter I.

Interviewees provided different amounts of information for the research questions. Some participants talked about all the themes, while some of them made comments on one theme and some participants made equal contributions across all themes. Thus, opinion and view of all the interviewees are represented in this study. The following

research questions provided the basis for the research of this study:

4.1 What are the attitudes of young athletes and their parents toward sports competitions?

The data were collected from the young athletes who are currently attending in private sport clubs or private sport training center and their parents. They expressed their experiences and attitude in different ways. It may serve as references to promote elite sport and to make the policies for sport development in the future. The findings for this research question are divided into sub categories to understand the key elements as follows:

4.1.1 Reinforcing Competitive Manner in Life:

The attitudes of young athlete themselves and their parents on sport competitions are positive and they stated that sport competitions teach children to have good competitive manner for their life and to compete in an appropriate way with respecting others or opponents. It lets the children know that there is no cheating way to get the victory and they sometime may see failures as well.

Participant P1 who supports her son to take part in taekwondo competitions expressed that sport competition is helpful for children for their future life.

Sport competitions are necessary for children. It can teach children to improve their competitive manner in a fair way if they take part in sport competition. Children should compete each other to be better and stronger. This manner also affects their daily life especially in their schools. So that, their academic grades are getting improve. They are getting acknowledge how to compete with their friends fairly and how to accept the failure stably. Although students have different score, they can enter to medical university together. But sport competition is different. Not because of athletes are not good enough, because of the winner is only one. So the children were taught to accept the failure too.

Participant P3 who sent his son to football academy explained that:

Sport competition teaches children what is winning and what is losing. The winning not only depends on children's technical skills. It also depends on connection, communication among the team members. So they realized that they have to improve their technical skills and good connection among the team members. Sport competition always teach children to do their best. I hope my son could apply this manner in his future life when he grown up.

Children were taught to have a good timing, a good understanding in connection with teammates and to make a decision in the competition. This habit and manner can also be applied in their life

to be a good citizen.

4.1.2 The Place to Show Athlete's Ability:

One of the findings of this research study on young athletes' and their parents' attitude on sports competitions is the place to show athlete's ability. Everybody do need a place or a time to show what is his/her talent and ability. Participant A2, a 17-year-old gymnastics athlete says:

I see competition as a place to show what we can do and how we can do. I practice with my coach and friends. How can I know my ability without going to competition. I think, only the judges from competition can analysis and score us. Therefore, I can know how my somersault are beautiful and accurate so far. Otherwise, I will think my performance is the best.

Respondent A3, a 16-year-old wushu athlete stated that:

Sport competition is testing our performances and ability. It tests how much we practiced, how much our physically and mentally strong. It also teaches us to be brave when we perform in front of many people and judges. Our coach always say that we cannot correct in a competition if we made mistakes. We have to wait another competition to perform again. So we have to perform without confusion and go ahead even we made a mistake.

Participant P2, a gymnastics athlete's mother expressed that:

We can show our nation's strength and sport level only at the international sport competitions. So competition is the place athletes' to show their talent, ability and skills. But I only want my child to know her level and to show what she has learnt within these years.

The respondent of the participants are positive and delightful on the sports competitions and participating in sports competitions. Their answers are represented the attitudes of Myanmar young people and parents on sports competition.

4.1.3 Preventing from Using Illegal Drug, Alcohol and Tobacco:

Some researchers found out youth sport participating and group violation were negatively connected sometimes (S.EcclesBartko, 2003). In Myanmar, group violation are sometimes happened between teenagers whether they participated in sport or not. However, in this research, two parents out of three parents interviewees mentioned that sport participating and taking part in sport competition will prevent the teenagers from using illegal drug, smoking and eating kwamyar (betel nut with tobacco). In nature, teenagers will not act unethical behaviors and break the rules when they are with parents, teachers and seniors who they respect to. The parents have good attitude and high expectation on preventing illegal drug using, smoking and eating

kwamyar by participating sport activities and sport competitions. P1

participant stated that:

Doing sport and participating in sport competitions is good for young people. They will get better health condition when they do sports. I think when they interested and concentrated on their training and competition, they won't involve in smoking, drinking alcohol and beer; eating kwamyar (betel nut with tobacco) and any criminal cases.

Moreover P3 participant stated that:

I am a driver. I drive around the city every day to deliver our company products. So I see a lot of teenagers, I think around 14/15 years, eating kwamyar (betel nut with tobacco) and smoking on the streets. I don't think they go to school as well. When I see them, I feel so sorry for them and their parents. I think, if they could join to any sport club and do sport, they won't be like that. And their lives could be worriless if they could become elite athletes. Because my son and his friends in football club never smoke nor eating kwamyar (betel nut with tobacco).

4.1.4 Academic Result:

Generally, most of student-athletes are not in the smart students list and their academic results could not catch attention or surprise the teachers. However, previous researchers found out and strongly agreed that sport participation does not necessarily diminish academic

performance and is sometimes associated with greater classroom achievement (LindnerKoenraad, 1999). In this research, the finding on this element has two different results. Out of five students and three parent interviewees, 75 % of interviewees answered that participating in sport competitions and academic result is not negatively affected. They said,

....My training and sport competitions did not affect my academic result at all. I have good time table for my training and studying....

....Competition didn't interrupt my academic. Of course, I sometime have to absence school when I go the competition, but I study hard when I came back. I ask my friends and teachers if I don't understand the lessons....

... My academic result is not affected by my training and competitions. It is totally depends on me. Last year, I didn't study hard. So my grade was lower than usual. This year I study hard again, so my scores are getting better....

....My daughter's academic result is stable till now. Although she has to practice and take part in competition, she concentrates on her study too. She makes her own time table for study. I even don't need to remind her to study. But as a parent we should guide our children to balance their studying and playing.

However, one of the athlete respondents, A2 expressed that:

My training and competitions affected my academic result. When I travelled for my competitions, I missed some chapters, quiz and monthly tests. Sometime, I had the chance to retake monthly test. Anyway, when teacher calculated the average score, my scores were getting low. If our average score is lower than standard, we may transferred to class-B or class-C. Class-A students are smarter than others. I would like to study with them and I worried if I were transferred to class-B and could not pass the university entrance exam. So I stopped practicing and participating in competitions during my grade 11.

The parent, P3 respondent stated that:

My son quite smart in school. He used to be in the top three students in his class. And he also used to participate in provincial mathematics competition. So his teachers proud of him and they wanted him to study only. But my son loves football more. I just would like to support my son. When he travelled for football match, it took at leaves ten days. So he could not participate in mathematics competition anymore and now his ranking in class is around 22. As my son was smart in school, I had high expectation on his academic before. He is quite talented in football also. Therefore, he chose football and now he is in U-15 national football team. I hope he will become elite athlete in U-22 national football team as well. For his academic, if he can enter to any university, it is fine for us.

Based on the information and response of the interviewees,

academic result of the children may be affected by travelling for participating in sport competitions if the children do not have the good time table for self-studying or concentrate on studying.

4.1.5 Social Influences:

All the interviewed athletes in this study expressed similar feelings that they are now someone in society and they could proud of themselves after taking part in sports competitions. They feel that participating in sports competitions and winning the medals could raise up them to talk their thoughts in family and to influence their surroundings even they are not becoming adults yet. Participant A1 stated that:

I feel I am someone after joining in taekwondo club and competitions. Before, at around my neighboring, nobody know me except my few friends. Nowadays, some adults in our quarter say hello to me and some of them give me a lift to training center. My uncle and aunts introduce me as a champion to their friends. They are so proud of me.

Participant A3 athlete stated that:

At the beginning, they even don't know my name. Now they know me as a sport girl and they curious when I came back from competition. They asked me like how was your competition? Did you win? If I got the medal, they were

happy too. Now I can talk among the family meeting and they listened to my thought and my suggestion as well. So I feel that I am important person in family.

Participant P3 expressed that:

When my son won the medal in international game, I am so proud of him. Firstly, his school didn't support him. Lately, they proud of him too and his picture was placed at school library among school's alumni who could attend Defense Service Academy.

Recognition of the surroundings is powerful encouragement on young people to have a good attitudes on participating in sports competition.

4.1.6 Motor Skills:

As sport has the power to speak with youth, being on the sport field or the court to participate in sports activities or sports competitions could contribute to development of life skills. Life skills for young people such as obeying the rules, respecting to others' culture or personality, understanding each other and getting along with friends can be obtained. 100 % of the athlete interviewees in this study expressed that they also attained the follow motor skills which can build a foundation for successful lifetime by participation in sports.

4.1.6.1 Confidence:

Sports competition could improve children confidence. It helps them to believe in themselves. Athlete P2 interviewee said:

Honestly, I really don't like competition. At the beginning, I was so shy to introduce myself to others and I was so nervous when I compete. But now, it's ok. I can perform well. I don't afraid anymore. I also dare to go to and from and travel alone. I believe myself now.

Participant P1 expressed that:

Competition makes his son to try hard to get what he want to achieve. When he got what he want, he believe more in himself. Competition also make my son to be active and more comfortable in social activities. Actually, my son got confident to believe himself from participating in competitions.

4.1.6.2 Creativeness:

Sports competition is not with a formula. Athletes have to create the opportunity base on the ground situation. Thus, participating in sport competition could improve children's creativeness. Interviewee P1 said:

When I am in competition, I have to claim down and think about my opponent's strategy. When we practice, our coach always tell us to think, analysis ourselves and do something new. I think, it is become a habit and affect to my school. I asked a lot of questions in class and I could answer differently with my classmates do.

Parent interviewee P2 also stated that:

My 12-year-old daughter rarely ask me how to do lately. She would like to solve everything by herself. I noticed that her common sense is getting improve.

4.1.6.3 Responsibility:

P1, parent interviewee stated that sports competitions cultivate children to take their own responsibility.

My son packed and brought his sweaty clothes to home, takes off his shoes neatly likes in his training center, and get up at the morning without wake him up. He changed a lot after joining sport club and competitions.

P3, athlete respondent said:

I obey to the older ones and senior people than before and I realize how to be harmony with people. I realized when I met the failures, no one be blamed. If I was good enough, I will be success. I gained this manner after taking part in competitions.

The young athletes and their parents believe that sports competitions can improve some motor skills of children and these attitude will bring them to the successful life.

4.2 What are the barriers of young people to participate in sports competitions?

The data was collected from five young athletes who are currently attending in private sport clubs and public sport training center, and five coaches who are coaching in different sport clubs. They discussed with various opinion on why Myanmar young people participating in sports competition is decreasing and they expressed plenty of barriers of Myanmar young people to participate in sport activities and competitions. It may also serve as reference to promote elite sport and to make the policy for sport development in the future. The findings for this research question are divided into sub categories to understand the key elements as follows:

4.2.1 Trend of Education

Trend of education in Myanmar is the prime factor that prevents young people to participate in sports activities and to take part in sports competitions. All the children from both rural and urban areas spend all their times for school and tuitions including physical training section in school. One of the interviewees, C1, football coach stated that:

Children in these days don't have enough free

time. They spend seven days a week for education.

Participant C5, taekwondo coach explained that

The biggest barrier is concerning with the education and the most difficult one is negotiation with teachers to get a leave for children. The teachers complaint such as competition period is too long, how would you do with their class and lectures, how would you support children after that? They think studying is everything and playing is nothing. My student could not play regularly even at weekend. Children have to go to school, after that private tuition and sometime they have to go to extra class at weekend.

Participant C4, a wushu coach also stated that:

Some schools do not support sport at all. They even don't give a leave for sport competition. It is too difficult to ask a leave for children especially for grade 11 students.

According to the experiences of participant C4 and C5, the attitude of teacher on sport activities and competitions are seem not to be positive. Thus, value of sport and Olympism should be spread to everyone especially to teachers who are building the future young leaders.

Participant C3, gymnastics coach expressed that:

Children have no more free time because of tuitions. Trend of education in our country consumes all children's times. All parents push their children to study hard too. As you know, teachers are powerful than parents in our country.

A4 interviewee, a 13-year-old interviewee who has not participated yet in competition after seven years practicing karate-do said that:

I paly karate-do seven years already but I never have a chance to take part in competition. I study in international school and I have to go to school 5 days a week. At weekend, I also have to do so many things. I really don't have time to go to competition. I never been to competition venue either.

4.2.2 Lack of Confidence

Lack of confidence of the athlete themselves is one of the elements that prevents young people to be able to take part in competitions. The findings for barrier of young people to participate in sports competition are related each other. If the children have enough time to practice, they will have confidence to take part in competitions.

Participant C1, football coach stated that:

..... As children have to practice certain enough for competition, they won't believe themselves if they don't have enough training time to

practice....

Participant C3, gymnastics coach stated that:

If athlete do not have ability and do not have enough skills, they won't believe themselves and they won't participate in competition. If they believe in themselves, I am sure they will take part in competitions. But I have one athlete. She is quite good enough to go to competition. I believe she will perform well. But she never participate and she said she doesn't want to participate. It means she doesn't believe in herself.

C2 interviewee, a swimming coach expressed that:

Most of young swimmers afraid to loss in the competition and they are so tense on competitions. They also worry about their personal records or scores. Some children's record are good in training, but they still worry if they cannot get their practicing records in competition. Some children who have lost and have not received their practicing score in competition, do not want to participate in competitions anymore.

Participant A5, a 12-year-old young gymnastics athletes said

that:

I have been practicing gymnastics for three years, I have never participated in any competition yet. My coach told me that I could do as good as my friends do. But I still feel I am

not ready. I worry if I cannot perform in front of the judges and spectators. Of course I want to participate in the future when I am ready.

4.2.3 Paucity of Female Coach and Manager

This is one of the elements to decrease the number of participants in competition. Generally, gender of coach does not affect to sports participation. But in this study, the researcher unexpected found out that gender of coach and manager effected to young athletes' participating in sports competitions especially for girls. Participant A2, a 17-year-old female gymnastics athlete expressed that:

I consider to stop participating in competition. Because I don't want to practice some exercises with male coach. I prefer female coach. Because the nature of our sport, some time we need our coach's help to catch us for the safety. May be it is only my psychological problem. If we have female coach, I am sure I will continuous to do training and take part in competition.

According to the participant A2, Myanmar young female athletes prefer to practice with female coach to improve their skills and to express their feeling closely.

C5 interviewees, taekwondo coach stated that he is in headache when he does not have female volunteer.

We met several difficulties when we plan to travel for competition because we don't have female manager. The female athletes' parents don't want to allow their daughters to travel without female manager. As you known here, Myanmar girls rarely travel without their parents. Sometime athletes' mothers volunteering travel with us. Last time, one female athlete cancelled to travel and participate after all registration. Her parent's reason is there is no female manager. We cannot get mother volunteers every time and we also cannot pay for female manager.

P2 interviewee also commanded that female manager is necessary.

When the team travel for competitions, they do need female manager or volunteer. Because female likes a mother and can take care of our children than male. I always worry for my child's meal, living and health when he travels. Because coach may busy with competition schedule. So I always think twice to let my child travels with the team if I cannot go with them.

Based on the interviewees' responses, female coach and manager are in the important role to promote girls sports participation and young athletes participating in sports competition.

4.2.4 Plenty of Interests

Young people in the 21st century have plenty of interests in several areas and they want to do everything in their young age. Thus,

they spend their time not only in doing sport or physical exercises. They do not have enough time to enjoy themselves in sport. This is one of the barriers for increasing the number of young people sports participation. C4, a coach interviewee expressed that:

There are plenty of choices for children in these days. In the pervious, not much private clubs existing other than sport clubs, music or arts clubs etc., Children would like to be forcefulness in every area as much as they can in these days. So they don't want to focus one or two subject(s) only. As government encourage children to do sport and physical exercises, they are involving in sport but they don't want to focus on sport only and they don't want to participate in sport competition. And, in Myanmar, some parents let their middle school children to have smart phone and some high school students have Facebook account. So they spend their time on their smart phone and social media.

Participant A5, a 12-year-old gymnastics athlete answered:

I am attending Chinese language class, piano class and I am practicing karate-do also. But I never being in neither gymnastics nor karate-do competition.

According to the participant C4 and A5, young people in these days has plenty of choices to spend their free time and to choose their future professional career.

4.2.5 Financial Status

Financial status of the family is the biggest barrier for young athlete to participate in sports competition. Myanmar is still struggling to improve its economics status and GDP. Thus, most of the local people have to manage well their daily or monthly income to cover the family living expenses, health and education. Although public sport clubs collect very few amount for registration fee and most of competitions are free of entry fee, athlete have to buy competition uniform and related sport equipment. Participant C5 stated that:

Financial status of the family big affected on young people to participate in competitions. The parents have to take care of all expenses by their own. So athletes from low income families rarely participate in competition. Because they have to have competition uniform and related equipment for personal use. The other reason is the number of sport club at surroundings. Every township does not has sport club. So transportation charges is major challenge for parents to let their children to join to sport club. Monthly transportation charges is larger than monthly training fees.

C4 interviewee also stated that:

Some of my athletes are ready to participate in competition, but they could not buy their uniform for competition and shoes due to their family's financial status.

P2 parent interviewee also expressed that:

Some parents would like to send their children to sport club. But they don't have time due to their business and some are unaffordable to send their children to sport club. My neighborhood told me that they would like to send their child to sport club too. But they couldn't make it happened. I think, our country's sport club fee is not too much compare to other countries. But still some families could not spend for attending sport club.

Chapter V: Discussion

The findings that pertained to the research questions were in alignment with the previous literature. In this study, six elements were found to answer the first question which is examining young athletes' and their parents' perceptions and attitudes on sports competitions. The six elements in the first theme included; reinforcing competitive manner in life, the place to show athlete ability, reducing illegal drug, alcohol and tobacco using, academic result, social influences and motor skills.

In summary, in the case of reinforcing competitive manner in life, sports competitions cultivate young people to have good competitive manner for their life and to compete in an appropriate way with respecting others or opponents. All young athletes deserve to show their abilities, to be evaluated and judged by professionals and experts, and they need a place to meet those necessities. Moreover, participating in sports competition can prevent youths from using illegal drug, alcohol and tobacco while their age is so vulnerable and easy to attach these additions. As academic issue is one of the important things, there is a probability that travelling for participating in sport competitions

may affect to children's academic results. Social influences give positive attitudes where young people were proud of themselves to be recognized by family members and neighboring although they are not adults yet. Motor skills described children attained motor skills which can build a foundation for successful lifetime by participating in sport competitions.

5.1 The attitudes of young athletes and their parents toward sports competitions

The attitudes of young athlete themselves and their parents on sports competitions are positive and the parents stated that sports competitions cultivate children to have good *competitive manner for their life* and to compete in appropriate ways with respecting others or opponents. Based on the findings of this study, the parents would like to encourage their children to take part in sports competitions as the competition has win and lose. They want their children to get the acknowledgement of competing in a fair way and accepting the failure stably. They realized the value of sports competitions such as fairness, respect, solidarity, cooperation, friendship, honesty as the moral factors for young people which usually play a very active part in the growth of adolescents. Current finding on parents' attitudes on competitions

supports the precious study that “sport competition helps children to learn to win and lose with grace (JosephsonAnne, 2016).” Competition gives children the opportunities to cope the feelings of pride and disappointment, and to learn to manage them in healthy ways.

The other finding for theme one is delightful that interviewees’ attitudes are positive. The young athlete participants in this study expressed that they won’t be able to show what they learnt, how they practiced, and their abilities without competitions. They stated that sports competition is the *place to show athlete’s ability*. “Sports competition teaches children to manage their nerves. When something is out of our comfort zone or pushes us to perform, it’s normal to feel fluttery within (JosephsonAnne, 2016).” Another young athlete in this study reinforced the previous literature review. The competition teaches her to be brave when she performs in front of many people and strangers. Thus, sports competitions are essential for all those who participating and involving in competitive sports especially for children. There is no way to motivate the people to remain themselves in sport field who are learning and participating in competitive sports without sports competitions.

Preventing young people from illegal drug using, drinking

alcohol, smoking and eating kwamyar (betel nut with tobacco) is one of the benefit of participating in sports competitions. This perception is given by interviewees during the research study. The study found out that the parents believe participating in sports competition can reduce these behaviors. According to S.Eccles et al., (2003), sports activities have been linked to risk behaviors, including alcohol use and perpetration of negative acts against nonparticipants (S.EcclesBartko, 2003). However, Kreager & Derek A. (2007) found out that the act of playing the game does not cause these outcomes. Understanding youth's experience in sport would help explain how and why positive or negative effects are found, for which youth and under what conditions (KreagerDerek, 2007). The finding in this research agrees with previous research results. And active youths are less to smoke than their inactive peers and more likely to have a lower body-mass index (WillmsMark, 2000).

Academic result element on the research finding shows two different results. The previous researcher discussed that “the academic results of girls and boys is declined when children or adolescents spend more time in physical education or after-school sport.” However, “although the positive associations that have emerged to date are weak

and there are uncertainties regarding cause-effect, evidence does suggest that sport participation does not necessarily diminish academic performance and is sometimes associated with greater classroom achievement (LindnerKoenraad, 1999).” According to the 75% of interviewees’ responses, in this study, the finding shows that participating in sport competitions does not affect to the children’s academic results. However, 25% of respondents mentioned that sport trips for competitions may affect the student’s academic result in somewhat if the student and parent didn’t manage well the studying timetable.

Thus, the talented in sport should considered as a student’s extra ability and they should be rewarded with some credit points in their academic result when they perform excellently in sports competitions. So that the student- athlete’s academic grade will be getting better and the parents will encourage their children to participate in sports. This should be considered by the authorities and policy makers of the country. The intergovernmental negotiation between ministry of education and ministry of health and sports is needed when lunching youth development and sport development policies.

The research obtained previously silenced attitudes of young athletes while they are involving in sport and winning the achievement in competitions. Young people satisfied themselves to be *influence* in their surrounding and in their family. This attitudes will support them when they raise themselves up to the society in their future. Moreover, young athletes were recognized by the social community as outstanding youths. Recognition by surrounding may encourage the young athletes to continuously take part in competitions.

According to Nikos & Joan, a good athlete is a central contributor to social status. Involvement in organized sport activities allows young people to learn many of life's lessons and develop desired attributes within the mainstream society (Nikos NtoumanisJoan).

100 % of the athlete interviewees in this study expressed that they also attained the important skills for their daily lives by taking part in competitions. These skills can be mentioned as *motor skills* such as confident, creativeness and responsibility which can build a foundation for successful lifetime. Participating in sport competitions is supposed to promote boys' and girls' moral functioning, self-discipline, ability to work with others, capacity to compete and effectively cope with success as well as failure. Moreover, as young athletes always have to

think about the competition strategy and have to create the game condition, it is not surprising that creativeness and goal setting are learned in competitive sports and help children in school as well.

5.2 Barriers of Young People to Participate in Sports Competition

Regarding the second research question, there is limited research conducted previously about the barriers for young people participating in sports competitions. According to the interviewees' responses and my observation within this research, the following findings were found out that prevent young people to be able to participate in sports competitions. Five elements: trend of education, lack of confident, paucity of female coach and manager, plenty of interest and financial status are found out for the second theme of the research.

Young people in 21st century live in the age of technology and education. Myanmar young people also live in the age of education. Thus, teachers and parents encourage children to study hard in school. The other activities which can develop children's physical fitness, health, and social & motor skills were neglected. The *trend of education* in Myanmar is a prime barrier for young people participating in sports activities and to take part in sports competitions. 100 % of

coach interviewees mentioned that children spend most of their times for school and studying. Moreover, only 2.80 % of total primary, middle and high school students registered for the summer school sport courses (Ministry of Health and Sports Myanmar, 2016). This data reinforces the finding that children in Myanmar do not have free time for sports activities because of the trend of education. Thus, values of sport and Olympism which can develop social and motor skills of children should be spread to everyone: students, parents and teachers including policy makers of the country.

It is not surprising that children lose their confidence to perform and compete in front of the spectators, as they have few chance to take part in social skills development activities rather than school classes. Less of free time is a challenge for young people to participate in social development activities and attend the sport clubs. The coach interviewees strongly believed and stated “if athletes have enough practicing time, they won’t lose their confidence to take part in competitions.” There is nothing magical about sport itself. Being on the field or the court does not automatically contribute to development the life skills. Athletes have to practice certain enough to take part in competitions. The current research’s finding shows that *lack of*

confident of the young athletes is one of the barriers and prevents them to be able to take part in sports competitions.

Based on the social and culture background of Myanmar, female sports participation and the role of female in sports administration are much lower than male. As female in elite sports and sports participation are very few, emerging of female coaches and sports administrators are automatically very few. The finding in the study shows that *paucity of female coach and manager* is one of the barriers for young athlete participating in sports competitions. According to all interviewees': athletes, coaches and parents responses, female coaches and female sport managers paly in the important role of increasing girls sport participation and young athletes participating in sport competitions.

Myanmar needs to pay attention on youth development as it has the potential to reap a double dividend by tapping into the huge resources of young people in the country, particularly girls (UNFPA Myanmar, 2016). The sport girls who are in 12 years old today will be in gainful elite athletes, coaches or administrators when they are in 25 years old. Thus, the raising of young people in Myanmar could be seen as a potential for nation's development in perspective of economic,

culture and social.

Plenty of interests and plenty of choices in several areas for young people in these days also prevent them to attend sport clubs. Children would like to do everything and find out which additional professional skills are belonged to them since in their young age. As children would like to be forcefulness in plenty of areas as much as they can, they do not want to focus one or two subject(s) only. Thus, this element is one of the barriers for young people to participate in sport activities and take part in competitive sports. In this regards, country's sport governing body should provide technical and financial assistances to national sport federations and sport clubs with strong sport policy. Moreover, sport activities should be organized through-out the country in order to attract young people to involving in sport.

Participation in sports competitions is being charged with some costs for administrative process and athlete's personal use such as uniform and equipment. Even though most of sports competitions in Myanmar usually do not collect registration fees, some athlete still could not take part in competition due to their family economic situation. It is still a question that *financial status* of the family hugely affected children sports participation and young athletes entering to the

competitions in Myanmar. The finding shows that expense for competition uniform and transportation to sport venues is barrier for children to take part in sport competitions.

Regarding to this barrier, public sport halls should be existed in every township and attending fees should be exempted. The uniform can be supporting as a sponsorship by the private company. In order to reduce the costs of organizing the event, sport association should have non-profits and volunteering organization partners.

The barriers that prevent young people being able to participate in sports activities and competitions can be solved in several ways: the country sport governing body ensures the implementation the policy for sport development, corporation with ministry of education, promoting sport values and Olympism throughout the country, and promoting the concept of sponsorships.

5.3 Self-Determination Theory

Young people motivation to involve in sport can be multiple forms including enjoyment, fun, learning new things, improving skills, being with friends, making new friends, winning the awards, achieving the success, being the role model among friends, keeping in shape and health and developing physical fitness. According to Glyn C (2001),

motivation refers to dispositions, social variables that come into play when a person undertakes a task at which he is evaluated, or enters into competition with others to attain some standard of excellence. (Glyn C. RohertsPhD,, 2001)

Pervious researcher proposed that there are three types of intrinsic motivation in self-determination called intrinsic motivation to know, intrinsic motivation to accomplish and intrinsic motivation to experience stimulation (DeciEwsard, 2000). Young athletes, in this study, expressed “I chose taekwondo because of its beautiful kicking.” “I saw karate-do on TV and I would like to do like it.” “I thought gymnastics is ballet. But now I like gymnastics exercises.” According to athlete interviewees’ responses, they are involving in sports because of their intrinsic motivation to know. Intrinsic motivation to know refers to doing the activity for pleasure and satisfaction from learning, exploring, attempting to understand something new. The interviewees play sports because they interest in the techniques, enjoy the playing with those techniques and enjoy the playing with friends.

Regarding on participating in sports competitions, the research finding shows that young athletes’ extrinsic motivation brought them to the competitions and encourage them to participate continuously.

Extrinsic motivation refers to activities that are carried out as a means to an end and not for their own sake (Deci and Ryan, 1991). Extrinsic motivation is also multidimensional and comprises four dimensions: external, introjected, identified and integrated regulations. Athlete interviewees stated that they received the recognition, attention and respect by surroundings and family members after winning the medals in competitions. Social recognitions motivate them to take part in competitions. Thus, athletes in this study participated in competitions because of the second dimension of extrinsic motivation called introjected regulation that athletes might participate to avoid the feelings of guilt and internal pressure or to achieve social recognition (NtoumanisNikos, 2001).

As coaches in sport have been identified as powerful socializing agents, they contribute to the creation of the motivational climate by the way they treat the members of their team. 80 % of athlete interviewees in this study expressed that their coach always encourage them to do their best in competitions. Although, sometime, there were punishments by coach in training, it could not affect their motivation to practice continuously. However, 20 % of athlete interviewee stated that they are going to stop playing and take part in

competition because of the coach's unfair treatment to the team member. Coach behaviors can have important effects on how athletes define success, which can be linked to the enjoyment and satisfaction they experience and influence the attitudes they form toward sport (DeutschAlison, 2015). The feeling of unattached with coach and teammates is the indicator of amotivation and it is forwarding to drop out from the competition. Thus, the behaviors of coach occur amotivation of the young athletes and it also can be considered as one of the barriers of young people to take part in sports competitions.

5.4 Limitation of the Study

The limitation of the study was the number of participants. Only five athletes and three parents were able to be conducted to study the attitudes of young athletes and their parents towards sports competitions. Thus, these participants' views and attitudes might limit the extent of the impact of this research's outcome. As a phenomenon study, the extent of the study needs to be evaluated on a regular basis with a higher number of samples.

The other limitation was the age of the athlete interviewees are limited to get the correct information about the barriers to participate in sport competitions. The athletes' ages are from twelve to seventeen

years old. Thus, it might be difficult for them to present their difficulties as their parents solved all the problems for them. In addition, in this study, athletes and coaches from only five different sports were able to be conducted to examine the barriers of young athletes for taking part in competitions. Thus the accurate result of the study might be limited.

5.5 Recommendation for the Future Research

The research was an attempt to understanding the attitudes of young athletes and their parents on sports competitions and to examine the barriers of young people participating in competitive sports. Since there were only five athlete participants in this study, it is imperative to select more participants with different sports, diverse backgrounds and experience to get more factor of what prevents young people to be able to participate in sports activities and competitions. Even though the results were found out by the five athletes and five coaches regarding the second research question, more participants' responses may give more diverse elements of the barriers. Although this study signifies a start for emerging a larger body of research on the young people sports participation and elite sports development in Myanmar, further research is necessary.

Firstly, a further research consider the participants from around the country instead of from two major cities. As Myanmar has over 100 national races with multicultural and social background, there might be diverse attitudes on sports participation and competitions. Secondly, the sample collected include athletes from team sports. Team sport athletes may have further barriers and the research finding on elements of barriers may more specific. Thirdly, it may be useful to follow up with elite athletes and the research could be expanded to include a larger sample of elite athletes from different sports in order to improve competitive sports in the country. Fourthly, more in-depth research needs to be conducted to investigate the effects that new equipment, technology and facilities may have on young people sports participation. Last, the research investigate the current sports development policy and implementation condition on breaking down the barriers for promoting young people participating in competitive sports.

The different element of barrier for future research may be broke down and the guidelines of future research may open new doors for emerging young elite athletes and sports development in Myanmar.

5.6 Conclusion

This research contributed to an improved understanding of the

supports and barriers for participation in competitive sports for young people in Myanmar. The integration of research tools proved to be helpful in this particular situation and could be applied in similar contexts elsewhere.

The perception and attitudes of young athletes, parents and coaches on participation in competitive sports have been understood and explained. It was shown that reinforcing competitive manner for life, preventing from using illegal drugs, alcohol and tobacco, social recognition and improving motor skills are motivation for young people to participate in competitive sports. Following the barriers such as lack of free time, lack of confidence, paucity of female coach and female manager, financial status of the family are making them not to enter to the competitions. Understanding their perceptions and attitudes will help to design suitable policy, incentives, and motivations for young people participation in sports competitions.

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Appendix

A. Letter of Information

My name is Soe Soe Myar and I am a graduate student at Seoul National University. I am studying in Department of Physical

Education with a focus on Global Sport Management at Dream Together Master graduate program.

I am sending this letter to explain why I would like you to participate in my research study. The purpose of the present study is to gather information about young athletes' and their parents' experiences in participation of sport competitions. The goal is to understand the attitudes of young athletes and their parents toward sport competitions and examine the barriers of young athletes participating in sport competitions.

Participation in this study requires you to answer a few questions. The interview may take about 25 minutes and it will be telephone recorded interview. You have the right to not answer any question that you are uncomfortable with and you can decide to stop answering at any time without a reason, then recorded information will be destroyed immediately.

Your participation in this study is completely voluntary and your responses will be kept confidential. To protect your confidentiality, your name will not appear. I will only use the data and results from the interview, without including your name. Any notes or recordings that might personally identify you as a participant in this study will be kept in a locked place. Three years after the completion of this research study, all personally identifying information will be destroyed.

There are no known physical, psychological, economic or social risks and also there is no compensation associated with participation in this study. This study will be used for education purposed only.

Sincerely,
Soe Soe Myar, student.

B. Consent form

I have read the letter of information and understand the purpose of the present research study. I acknowledge that all questions I have about this study can be answered to my satisfaction. I am also aware

that participation in the present study is completely voluntary and I may decide to stop participating at any point without reason.

I understand that there is potential for some emotional upset and that any information I provide to the researcher will be confidential. I also aware that the interview will be telephoning recorded and data will be grouped to ensure anonymity.

I consent to participate in this research study.

Participant Name	Signature	Date
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Parent/Guardian (If participant is under 18 years)	Signature	Date
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- Thank you for your participation in this study-

C. Questions for athlete

1. What made you to enroll in sport club?

2. How long have you been playing sport and how many competitions have you taken part?
3. How do you understand about sport competition and what made you to take part in sport competition?
4. What are the positive or change you see in yourself after joining in competition?
5. Would you like to continuously take part in competition? Why? Why not?
6. How your parents, friends and teachers support you to take part in competition?
7. Would you like to become elite athlete? Why? Why not?
8. Do you think your academic result is affected by your competition? If so, how?
9. Do you notice how the people around treated on you after you have taken part in sport competitions?
10. Have you ever thought that you would like to compete more or give up because of your coach?
11. Do you need to cancel your other schedules because of your competition?
12. Have you ever cancelled to compete in your arranged competition? Why?
13. How sport competitions are helpful in your life?
14. What do you think the difficulties for you to take part in competition?

D. Questions for parent

1. Have you ever taken part in sport competition?
2. How far do you think sport is important for young people?
3. How do you understand about sport competition?
4. Please explain your feelings when your child performs well in sport competition?

5. What is your expectation in your child when he takes part in competition?
6. What are the changes you see in your child after his joining in competition?
7. How far do you think sport competition could affect your child's academic result?
8. How do you believe sport competition can teach your child about life skills?
9. What are the inconveniences for you that your child's competition made?

E. Questions for coach

1. How do you think sport competitions are needed for children and young athletes?
2. How do you think that why some young athletes never participate in competition?
3. Have you ever met fail negotiation with athletes' parents or teachers to bring the athletes to the competition?
4. How far do you think, what are the most important things to bring athletes themselves to take part in competition?
5. How do you think, what are the difficulties or barriers for young people to take part in sport competition?
6. Have you ever met the situation that athletes did not show up in the competition day? If so why they did not show up?
7. Do you think how competition venue and time can increase or decrease the number of participants?
8. Do you think that young people would like to participate in sport activities rather than sport competition? If so why?

국문초록

미얀마 젊은이들의 장벽 점검 경쟁 스포츠에 참여하는 젊은 사람들

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이 연구는 스포츠 경기에 대한 젊은 운동 선수와 부모의 태도, 젊은 운동 선수의 경기 참여에 대한 장벽, 청소년들이 스포츠에 참여하고 스포츠 대회에 참가하도록 동기를 부여하는 동기를 탐구했다. 미얀마에서 젊은이들이 스포츠에 참여하고 스포츠 대회에 참가하지 못하는 문제. 세미 - 구조 및 개방형 인터뷰는 Skype 와 전화를 통해 12-17 세의 5 명의 젊은 운동 선수, 3 명의 부모 및 5 명의 다른 코치로 이루어진 인터뷰로 진행되었다. 모든 인터뷰는 주제별 분석 방법을 사용하여 전사 및 분석되었다.

연구는 젊은 선수들의 태도를 탐색 할 때 삶의 경쟁 방식 강화, 운동 선수의 능력을 보여주는 장소, 불법 마약, 술 및 담배 사용에 대한 청소년 예방, 학업 결과, 사회적 인정 및 운동 능력 향상 등 6 가지 요소를 발견했다. 부모의 스포츠 대회에 대한 교육 추세, 자신감 부족, 여성 코치 및 여성 관리자 부족으로 인해 가족의 관심과 재정 상태에 많은 사람들이 스포츠 대회에 참가할 수 없었다. 결과는 기존 문헌 검토와 비교되었으며, 유사점과 차이점이 논의되었다. 장벽을 무너트리고 미얀마에 젊은이들이 스포츠에 참여할 수 있는 가능한 해결책도 논의되었다. 이 연구의 추가 연구 및 제한에 대한 권장 사항도 제시되었습니다.

키워드 : 청소년, 스포츠 경기, 태도, 장벽.

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