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Research on the Relationship Between Ski and Snowboard Athletes' Fear of Failure and Their Sport Enjoyment and Goal Orientation**Davut Budak¹, Neslihan Kandil²****ARTICLE INFORMATION**

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Volume: 4, No: 2**Pages:** 331-341**ABSTRACT**

Enjoying sport is a critical factor in understanding the sources of athletes' enthusiasm for sport, creating enjoyable sport experiences for young athletes, maintaining their participation in sport, and setting specific goals. It is well known that fear of failure is amongst the main motivational problems on the path to achieving set goals. The inability to eliminate the fear of failure can lead to a decline in the level of fulfilment, satisfaction, and pleasure, interfering with the achievement of goals set by the athlete for a specific purpose. From this point of view, the aim of our study is to examine the effects of ski and snowboard athletes' enjoyment of sport and goal orientation on their fear of failure in terms of various variables. This study is quantitative research in which the correlational survey model was applied. The Sources of Sports Enjoyment Scale (SSEE) adapted to Turkish by Çimen and Gürbüz (2008), the Task and Ego Orientation Scale (TEOS) adapted to Turkish by Toros (2004), and The Performance Failure Appraisal Inventory translated into Turkish by Kahraman and Sungur (2016) were used. The population of the study consists of ski and snowboard athletes in Turkey, while the sample group consists of a total of 124 ski and snowboard athletes 72 of whom are male and 25 of whom are female randomly selected from various ski clubs. Significant differences were found in all sub-scales of the participants' gender variable and sports failure scale, and in both sub-scales of participation level variable and goal orientation. Positive moderate linear relationships were observed between sources of goal orientation, ego orientation and enjoyment of sport, and between ego orientation and goal orientation. Regarding the Failure in Sports scale, the female participants who regularly attended the trainings had, on average, higher scores on the "Participation Level" variable and the "Goal Orientation" scale. As the sources of sports enjoyment increase, goal orientation and ego orientation also increase. As ego orientation increases, goal orientation also increases.

Keywords: Fear of Failure, Goal Orientation, Sports, Enjoyment

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INTRODUCTION

Enjoying sport is a critical factor in understanding the sources of athletes' enthusiasm for sport, creating enjoyable sport experiences for young athletes, maintaining their participation in sport, and setting specific goals. It is well known that fear of failure is amongst the main motivational problems on the path to achieving set goals. The inability to eliminate the fear of failure can lead to a decline in the level of fulfilment, satisfaction, and pleasure, interfering with the achievement of goals set by the athlete for a specific purpose.

Enjoyment is one of the key factors for motivated behavior and regular participation in sports (Scanlan & Simons, 1992; Scanlan, et.al., 1993; Weiss et.al., 2001). According to Wiess and Williams (2004), there are three reasons for the young generation to participate in sports. The first reason is physical competence. By participating in sports, the young want to develop general motor skills and sports-related skills in order to achieve their goals. The second reason is the social acceptance. The young generation like to make new friends and to share a team atmosphere. The third reason is enjoyment. The young generation want to participate in sports in order to discharge their energy and to experience thrill. These factors indicate the complexity of youth sports context which includes both individual (leisure) and social environment related (coaching behavior and application) factors and which is significant to understand the participation in youth sports (Weiss & Williams, 2004). These findings support the significance of enjoyment in the youth sports environments.

As mentioned above, enjoyment is an inseparable part of sports motivation, and it is accepted as the primary reason for starting and sustaining the sports participation (Scanlan et.al., 1993; Weiss, 2000). Enjoyment is also among the significant motivation theories such as achievement goal theory (Nicholls, 1989), competence motivation theory (Harter, 1980) and sports addiction model (Scanlan, et.al., 1993). According to Scanlan et.al (1989), the level of perceived effort and mastering skills are the critical predictors of enjoyment obtained from sports no matter the skill levels of the athletes. Positive peer and coach relationships, and the support from coaches and peers are also indicated as the factors increasing the enjoyment obtained from sports (Scanlan, et.al, 1993). Thus, the correlation between enjoyment and self-development is positive (MacDonald et.al, 2011). An increase in participant satisfaction can lead to an enhancement in positive self-development. Although measuring enjoyment is difficult in sports addiction (Côté et.al, 2005), it is a significant measure of sports experience, and is vital in terms of understanding youth sports involvement (Wiersma, 2001).

Athletes want to be successful in life because of the enjoyment of participating in the sports competitions and to feel the joy and taste brought by success. Therefore, they set long and short-term goals, continuously make plans, and carry out activities and trainings in the light of these goals. Goal orientation can be defined as the set goals or type of goals to succeed, and the activities offered by athletes or individuals along with these types of goals. Achieving a goal results in sense of success; however, the value of that goal is given in the light of achieving it the athletes and according to the level of success. In other words, goal-oriented academicians believe that achieving a goal gives individuals a sense of success. The goals which are accepted as valuable by the athletes are the proof of goal orientation (Aksoy, 2019).

Goal orientation is discussed in two factors that are related to ego and task orientation (Doğru, 2019). Stephens and Bredemier (1995), stated that task-oriented athletes prefer to be in sports environments, and as a result, they feel competent and successful. Task-oriented athletes see success as an opportunity to develop their skills. Main themes are to develop

previous skills or learn new ones, not to repeat mistakes and how to develop significant skills. As opposed to task-oriented individuals, ego-oriented individuals are interested in skills of carrying out tasks. Ego-oriented individuals show their self-sacrifice and skills in various ways. These individuals perceive themselves as less skilled when they show more effort to achieve the same goal as their rivals. In this assumption, ego-oriented individuals perceive themselves as more skilled when they show less effort and good performance, and they interpret success as being better than someone else or not being left behind (Kocaekşi, 2010).

The fear of failure is a part of effort of focusing on fundamental problems in our lives (Vealey, 2008). Individuals perceive changes in the form of coping with environmental conditions in which they believe that these affect the skills of multiple goal achievement through emotions. The perceived changes can be real or imaginative; however, individuals consciously or unconsciously must assess how these changes affect their goals. Anxiety and concern assessment comprises determining the relationship between a perceived change and goals, determining if the perceived change is advantageous or negative in reaching the goal, and determining the substance of a specific goal (Lazarus, 1991).

The fear of failure is an interesting phenomenon in itself. Many athletes tell the story of how their fear of failure caused their best performance. The opposite story is less known, yet the ones who are paralyzed due to the fear of failure and the ones who cannot reach their full potential are like this. The concept of motive of fear of failure or avoidance of failure was first defined by Atkinson as the “the skill and tendency of feeling ashamed by failure or as a result of failure”. It is accepted as a sort of performance anxiety. It is in the center of emotions, shame, fear or fear of failure (Conroy, 2001).

In this regard, the aim of this study is to research on the relationship between ski and snowboard athletes fear of failure and their sport enjoyment and goal orientation

METHOD

Research Model

In the study, correlational survey model and purposeful sampling methods were used. In this model, the existence and significance of the correlation between dependent and independent variables was aimed to be revealed (Crano & Brewer, 2002).

Population and Sample

The population of the study consisted of ski and snowboard athletes in Turkey, yet the sample group consisted of a total of 124 ski and snowboard athletes, 52 females and 72 males, which were selected through random sampling method.

Data Collection

In the study, three separate collection tools were used. The first scale used in the study is The Sources of Sports Enjoyment Scale For (SEE). The SEE was developed by Wiersma (2001) and adapted to Turkish by Çimen and Gürbüz (2008). The second scale used in the study is the Task and Ego Orientation Scale (TEOS) and this scale was developed by Duda (1989; 1992). The Turkish validity and reliability study of the scale was done by Toros (2004). The last scale used in the study is The Performance Failure Appraisal Inventory. This scale was introduced into literature by Conroy (2001) and adapted into Turkish by Kahraman and Sungur (2016).

Data Analysis

In the assessment of the obtained data, frequency analysis, descriptive statistics, independent t samples t-test, one way analysis of variance, Pearson correlation test for testing the correlation between scales were used. It was determined that the data showed a parametric distribution.

Ethics of Study

The "Higher Education Institutions Scientific Research and Publication Ethics Regulation" was followed when performing this study, and permission was received from the university's Ethics Committee. Issue date of ethical evaluation document: 23.05.2023, Number of ethical evaluation document: E-70400699-000-2300160096

FINDINGS

Table 1. Demographics of Participants

Demographics	N	%
Gender		
Female	52	41,9
Male	72	58,1
Age		
11-13 years	32	25,8
14-16 years	17	13,7
17-18 years	15	12,1
19 and above	60	48,4
Field		
Ski	79	63,7
Snowboard	45	36,3
Performance Assessment		
Inadequate	8	8
Average	70	70
Advanced	46	46
What is the frequency of training during the season?		
Three days or less a week	48	38,7
Four days a week	41	33,1
Five days or more a week	35	28,2
Do you participate in trainings regularly?		
Yes	106	85,5
No	18	14,5
Total	124	100

It is determined that 58,1% of the participants are male, 48,4% are 19 years of old or more, 65,5% perform in an average range, 38,7% train 3 days or less a week, and 85,5% regularly participate in trainings.

Table 2. Comparison of Obtained Scores from Performance Failure Appraisal Inventory Subscales for Gender Variable of Participants

Subscale	Gender	n	\bar{X}	Sd	t	p
Fear of Devaluing One's Self-Estimate	Female	52	3,19	1,195	3,581	,000*
	Male	72	2,45	1,086		
Fear of Having an Uncertain Future	Female	52	2,98	1,099	2,536	,012*
	Male	72	2,47	1,095		
Fear of Upsetting Important Others	Female	52	3,33	1,036	3,222	,002*
	Male	72	2,71	1,085		
Fear of Experiencing Shame & Embarrassment	Female	52	3,28	1,134	3,691	,000*
	Male	72	2,51	1,135		
Fear of Important Others Losing Interest	Female	52	2,67	1,284	2,511	,013
	Male	72	2,11	1,193		

When the data is considered, it is found that there are statistically significant differences in all subscales of Performance Failure Appraisal Inventory in terms of genders of the participants. That is, it is determined that female participants scored higher when compared to males.

Table 3. Comparison of Obtained Scores from Subscales of Task and Ego Orientation Scale for Age Variable of Participants

Subscale	Age	n	\bar{X}	Sd	f	p
Task Orientation	11-13 years	32	4,28	,552	2,224	,089
	14-16 years	17	3,77	1,198		
	17-18 years	15	4,13	,655		
	19 and above	60	4,30	,748		
Ego Orientation	11-13 years	32	3,92	,853	1,215	,307
	14-16 years	17	3,46	1,246		
	17-18 years	15	3,93	,808		
	19 and above	60	3,92	,904		

The analyzes indicated that there were no statistically significant difference in the mean scores of Task and Ego Orientation Scale in terms of age variable of participants.

Table 4. Comparison of Obtained Scores from Subscales of Task and Ego Orientation Scale for Regular Training Participation Variable of Participants

Subscale	Regular Training Participation	n	\bar{X}	Sd	t	p
Task Orientation	Yes	106	4,28	,674	2,847	,005*
	No	18	3,73	1,164		
Ego Orientation	Yes	106	3,94	,911	2,460	,015*
	No	18	3,37	,960		

The data indicated that there are significant differences in both subscales of Task and Ego Orientation Scale in terms of regular training participation variable. That is, the athletes participating regularly in training sessions have higher scores when compared to the other group.

Table 5. Comparison of Obtained Scores from Performance Failure Appraisal Inventory Subscales for Performance Assessment Variable of Participants

Subscale	Performance Assessment	n	\bar{X}	Sd	f	p
Fear of Devaluing One's Self-Estimate	Inadequate	8	3,50	1,187	3,535	,032*
	Average	70	2,88	1,228		
	Advanced	46	2,46	1,050		
Fear of Having an Uncertain Future	Inadequate	8	3,15	1,288	1,880	,157
	Average	70	2,78	1,063		
	Advanced	46	2,46	1,157		
Fear of Upsetting Important Others	Inadequate	8	3,47	,861	1,203	,304
	Average	70	3,00	1,149		
	Advanced	46	2,83	1,063		
Fear of Experiencing Shame & Embarrassment	Inadequate	8	3,50	1,082	4,722	,011*
	Average	70	3,01	1,218		
	Advanced	46	2,45	1,068		
Fear of Important Others Losing Interest	Inadequate	8	2,42	1,044	3,902	,023*
	Average	70	2,60	1,309		
	Advanced	46	1,95	1,126		

Table 5 indicated that the athletes who assess their performance as inadequate have high scores in Fear of Devaluing One's Self-Estimate ($p=,032$) and Fear of Experiencing Shame & Embarrassment ($p=,011$) whereas the athletes with an average level of performance assessment have higher scores in Fear of Important Others Losing Interest ($p=,023$).

Table 6. Comparison of Obtained Scores from Subscales of Sources of Sports Enjoyment Scale for Age Variable of Participants

Subscale	Age	n	\bar{X}	Sd	f	p
Affiliation with Peers	11-13 years	32	4,50	,471	3,511	,017*
	14-16 years	17	3,95	1,199		
	17-18 years	15	3,74	1,101		
	19 and above	60	4,30	,818		
Other-Referenced Competency	11-13 years	32	4,17	,826	1,505	,217
	14-16 years	17	3,91	1,249		
	17-18 years	15	3,70	1,195		
	19 and above	60	4,21	,820		
Self-Referenced Competency	11-13 years	32	4,36	,695	1,594	,194
	14-16 years	17	4,00	1,319		
	17-18 years	15	3,75	1,210		
	19 and above	60	4,14	,859		
Positive Parental Involvement	11-13 years	32	4,28	,893	3,032	,032*
	14-16 years	17	3,79	1,118		
	17-18 years	15	3,58	1,112		
	19 and above	60	4,22	,822		
Effort Expenditure	11-13 years	32	4,20	,597	3,809	,012*
	14-16 years	17	3,72	1,113		
	17-18 years	15	3,57	1,094		
	19 and above	60	4,21	,720		

Recognition	11-13 years	32	4,39	,849	1,289	,282
	14-16 years	17	3,97	1,217		
	17-18 years	15	3,90	1,270		
	19 and above	60	4,28	,903		

When the age variable and Subscales of Sources of Sports Enjoyment Scale were compared, 11-13 years group has higher scores in Affiliation with Peers ($p=.017$) and Positive Parental Involvement ($p=.032$) subscale whereas 19 years and above group has higher scores in Effort Expenditure ($p=.012$) subscale.

Table 7. Correlation between Sources of Sports Enjoyment Scale, Performance Failure Appraisal Inventory and Task and Ego Orientation Scale

		Sources of Sports Enjoyment	Performance Failure Appraisal Inventory	Task Orientation	Ego Orientation
Sources of Sports Enjoyment	P C	1	-,100	,626**	,419**
	Sig. (2-tailed)		,268	,000	,000
	N	124	124	124	124
Performance Failure Appraisal Inventory	P C	-,100	1	-,084	,172
	Sig. (2-tailed)	,268		,354	,056
	N	124	124	124	124
Task Orientation	P C	,626**	-,084	1	,611**
	Sig. (2-tailed)	,000	,354		,000
	N	124	124	124	124
Ego Orientation	P C	,419**	,172	,611**	1
	Sig. (2-tailed)	,000	,056	,000	
	N	124	124	124	124

** . Correlation is significant at the 0.01 level (2-tailed).

In Table 7, we present the results of Pearson's correlation analysis, which aimed to explore the relationships between the Sources of Sports Enjoyment Scale, Performance Failure Appraisal Inventory, Task Orientation, and Ego Orientation Scale ($r=.626, p<.05$). Also, there is a positive and medium level of correlation between ego orientation and task orientation ($r=.611, p<.25$). A strong positive correlation was observed between Sources of Sports Enjoyment and Task Orientation ($r = 0.626, p < 0.01^{**}$). This finding indicates that individuals who derive higher levels of enjoyment from sports tend to exhibit a more pronounced task-oriented orientation.

DISCUSSION & CONCLUSION

The current study analyzed the obtained athlete demographic data from ski and snowboard athletes in terms of the effect of sources of enjoyment and goal orientation on the fear of failure.

It is found that the female athletes have higher scores in “fear of devaluing one’s self-estimate, fear of having an uncertain future, fear of upsetting important others, fear of experiencing shame and embarrassment and fear of important others losing interest” when compared to the male athletes. In the study carried out by Engür (2011), it was stated that male athletes had higher scores from fear of experiencing shame and embarrassment although there were no statistically significant differences in terms of gender.

When the data was evaluated, no statistically significant difference was found in goal orientation in terms of ages of participants. Treasure, Carpenter and Power (2000) found that age variable affects the goal orientation in footballers. In a study carried out with sport sciences faculty students of Kocaeli University, no significant differences were found in task and ego orientational goals in terms of age variable. This result is paralleled with our study results (Kayğusuz et al., 2016).

When the data is considered, significant differences were found in both subscales of goal orientation in terms of regular training participation levels. According to Kocaekşi (2010), the fact that an athlete is both task and ego-oriented derives from the athlete's difficulties, the player's sense of achievement in sports situations, and the nature of sports.

There is a statistically significant difference in sources of sport enjoyment of the participants in terms of age variable. Previous research shows that as the chronological age of the young athletes increases, the enjoyment they get from sports decreases (Scanlan & Lewthwaite, 1986). The children with no motivational and cognitive preparedness for competitions may not enjoy participation. This participation is because parents make the decisions, not because internal motives (Passer & Wilson, 2002). Unlike the current study, the conclusion that decreasing age enjoy the participation in sports more is parallel to the study mentioned above.

In the light of the results of the current study, the following suggestions can be made; we see different results when we examine the results of literature studies on individual sports such as skiing and snowboarding. The current study can be carried out with the athletes of team sports which will contribute to the literature from a different perspective. Also, the goal orientation of coaches and athletes can be studied. A study to reveal why female athletes’ performances are affected by fear of failure can be carried out, and education programs for families and coaches can be developed.

Recommendations

1. Conducting studies with wider participation by increasing the number of samples,
2. Carrying out studies with different sports branches,
3. Comparison between team sports and individual sports
4. Studies can be done with different sampling methods.

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Author(s)' statements on ethics and conflict of interest

Ethics statement: We hereby declare that research/publication ethics and citing principles have been considered in all the stages of the study. We take full responsibility for the content of the paper in case of dispute.

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