

# CONTENTS

## Articles

1. The Relationships Between Sport Activities and Self-assessed Physical Fitness Age in Japanese Adult Population

*Makoto Chogahara, Kei Hikoji, Megumi Tani, Daichi Sonoda, Yuki Matsumura (Japan)* ..... 1

2. Future Community Sport Policy in Japan Assessed Using the Delphi Method

*Isao Okayasu, Yasuyo Funaki, Haruo Nogawa (Japan)* ..... 16

3. Management Evaluation of Masters Sports Promotion Using the Print Media: Action Research of a Masters Baseball Alumni Event

*Megumi Tani, Makoto Chogahara, Kei Hikoji, Daichi Sonoda, Yuki Matsumura (Japan)* ..... 32

4. A Study on Stressors in Japanese Junior Soccer Players  
- A Comparison Between High Performance Level and Low Performance Level Players -

*Hideyuki Yuda, Tetsuji Sugiyama, Shinya Akita, Hiroshi Yamauchi, Kazuhiro Yuda (Japan)* ..... 54

## **Reports**

1. Hong Kong Model of Sport for All – Festival of Sport	
<i>PANG Chung (Hong Kong,China)</i> .....	78
2. Sport for All from Marketing Perspectives	
<i>Yasuo Yamaguchi (Japan)</i> .....	91
3. The Development and Validation of a Badminton Skills Test (BST) for Boys and Girls Aged 10 to 16 Years Old	
<i>Lee Kok Sonk (Singarpore)</i> .....	100
4. Olympic and Sport for All: Embodiment of Health, Fraternity and Peace	
<i>Anita Ghosh (India)</i> .....	107
<b>Guidelines for Contributors</b> .....	<b>120</b>

# **The Relationships Between Sport Activities and Self-assessed Physical Fitness Age in Japanese Adult Population**

**Makoto Chogahara<sup>1</sup>**

Kobe University, Japan

**Kei Hikoji**

Wakayama University, Japan

**Megumi Tani**

**Daichi Sonoda**

**Yuki Matsumura**

Kobe University, Japan

## **Abstract**

The purpose of this research is to examine the sport-related factors that influence the subjective age of Japanese adult population focusing on the relationship between sport participation and self-assessed physical fitness age. The survey was conducted in 2009 with a random sampling of the residents of Takarazuka City in Japan, and 1351 valid responses were used to examine the relationships between the level of sport activities and self-assessed physical fitness age in early adulthood, middle age and old age groups. The main

---

<sup>1</sup> Makoto Chogahara, Faculty of Human Development, Kobe University, 3-11 Nada, Kobe, 657-8501 JAPAN.

Email: [cmakoto@kobe-u.ac.jp](mailto:cmakoto@kobe-u.ac.jp)

TEL&FAX: 81-78-803-7731

findings are as follows: 1) particularly in early adulthood, men and women typically assessed their physical fitness age older than their chronological age. Conversely, in middle age they assessed their physical fitness age younger than their chronological age; 2) subjects assessed their physical fitness age younger as their age increased; 3) a look at age reveals that the influence of chronological age could be observed for men and women during middle age, though not in early adulthood and old age. Looking at gender, a tendency for variables to be influenced by sport activities could not be observed for men as a whole. As was also the case for men, the most influential item for women was health as self-assessed. A certain amount of influence from sport-related variables could also be observed.

**Keywords:** sport activities, physical fitness age, adult population, Japan

## Introduction

In addition to the physiological age (brain age, cardiovascular age, bone age, etc.) that has been the subject of research thus far, in recent years self-assessment of the perceived age of the awareness and body has received attention as an important guide for assessing the activity that accompanies aging (Japan Health Promotion & Fitness Foundation, 2009). Apart from the chronological age that proceeds along the time axis, attention is also given to the subjective age—the individual's subjective perception of his or her age. Chronological age means the person's age as seen on the calendar. Biological age is dependant on the age of the brain, blood vessels, bones, internal organs and other tissues and organs. Last comes subjective age, which refers to the subjective perception of the individual and is defined psychologically. Research is conducted using such terms as intellectual age, physical age, physical fitness age, cognitive age, age as perceived by the self, age as perceived by others, desired age and ideal age. When the Hakuodo Institute of Life and Living investigated the difference between actual age and intellectual age (intellectual age - actual age) in 2003, it became clear that there was an average difference of plus 2.5 years for people in their mid-teens through their 20s, minus 7.6 for the people in their 30s through 40s, and minus 11.1 years for the people in their 50s through 70s. Actual age and intellectual age were often not the same. It became clear that those in old age rated their intellectual age younger than did those early adulthood and middle age. This indicates that the standard which holds that a person of a certain age must act a certain way may be in the process of disappearing. The National Survey on Active Aging 2008 (Japan Health Promotion & Fitness Foundation, 2008) shows a trend of self-perceived ages based on physique, physical fitness and drive, all becoming younger for the 50 plus population. In the report can be seen the strength of wishes to

maintain physique, physical fitness and drive, the universal desire to be young—more evident than ever—and the strong awareness of that fact. The National Survey on Active Aging 2009 (Japan Health Promotion Fitness Foundation, 2009), inquired into the subjective age of individuals using the three points of physique age, physical fitness and drive the same as did the 2008 survey. It was found that responses for physique age, physical fitness age and drive age were on average all younger than the actual age. The age subjectively felt by individual is focused on, not the actual calendar age. In particular, elderly people identifying with a psychological age younger than their actual age is called perceived youth. As above, individuals' perception of subjective age and self-assessed age are focused on, separate from chronological and physiological age. Physical fitness age as assessed by oneself is called physical fitness age.

A variety of research into physical fitness and sport activities has been conducted. According to the research, from around age 8 or 9 through 79, the level of physical fitness is recognized to be greater the more frequent the level of participation in sport activities. Reports can be seen that throughout life, the frequency of sport participation is an important factor for maintaining a high level of physical fitness (Ministry of Education, Culture, Sports, Science and Technology, 2009). While there are physical fitness tests and other objective indices for measuring physical fitness, there is little mention of how individuals assess their own physical fitness. Further, there is research into physiological age focusing on the relationship between cardiovascular age, bone age, physical activity and sports.

Research into elements influencing subjective age includes the examples of Takaoka et al (2007), who list marriage, employment, leaving a job, the end of parenting, changes in relationships with friends and taking up hobbies as factors influential to perceived youth, and Kuroda (2005), who lists

chronological age, health, one's roles, flexibility and the way one is perceived as factors influential to perceived youth. Joseph A. et al (1990), listed factors responsible for the difference between cognitive age and chronological age as satisfaction with one's life, level of activity, health and cultural activities. They examined subjective age from the angles of intellectual age and physical age. In the research of Anna Kleinspehn et al (2008) chronological age, number of past illnesses and social isolation were found to exert an influence on the difference between intellectual age and chronological age; chronological age, gender, number of past illnesses, social isolation and cognitive functioning were found to exert an influence on the difference between physical age and chronological age. The research of Hatta et al (2009) into physical fitness age made clear that there is a difference between the chronological age and the awareness of physical fitness age, and that there was a difference between the genders in the awareness of physical fitness age. However, it did not make clear the elements that influence the awareness of physical fitness age.

Subjective age is reported to be deeply related to the rate of illness and lifespan and be highly predictive, as well as to affect cognitive functioning (Hatta, 2009). According to Palmore (1982), aging subjectively experienced has a greater psychological and biological impact than actual aging. There has thus far been little research on subjective aging that has focused on physical fitness age, and the elements that influence physical fitness age have not been clarified. Additionally, there is research into physical fitness itself and sport activities, but none into the connection between self-assessed physical fitness and sport activities. The purpose of this research, therefore, is to examine the sport-related factors that influence the subjective age of adult population focusing on the relationship between sport participation and self-assessed physical fitness age.

## **Methods**

### **Survey Methods**

The survey was conducted in March and April 2009 with a random sampling of 3002 male and female residents of Takarazuka City, Japan. Twenty years of age and older, using a paper survey conducted through the mail. There were 1351 valid responses, resulting in a recovery rate of 45%. The survey contained personal affiliation, experience in sport clubs during elementary/junior high/high school, frequency of sport participation, number of 65 activities participated in, number of 39 ways of participating and self-assessed physical fitness age.

### **Analytic Methods**

Self-assessed ages subtracted from the chronological age were used as dependent variables. Independent variables were chronological age, self-assessment of health, experience in sport clubs during elementary/junior high/high school (dummy variable of absent 0, present 1), frequency of participation in leisure-time sport activities in the past year (from none whatsoever to four times per week), number of sport activities participated in over the past year (total of 65), the number of 39 ways to participate in sport activities that apply to one at present. A factor analysis was conducted for those ways of involvement into sports, with five factors identified, which were called “health promotion”, “leisure time fulfillment”, “competitiveness”, “consumption” and “supporting sports”. The difference between self-assessed physical fitness age and chronological age was used as a dependant variable. Chronological age, health as self-assessed and experience in sport clubs during elementary/junior high/high school were used as controlled variables. The state of current participation in sport activities was used as an independent variable, and a hierarchical multiple regression analysis was conducted.

## **Results**

### **1. The Difference between Self-assessed Physical Fitness Age and Chronological Age**

The average difference between physical fitness and chronological age was 1.62 for men in early adulthood, -2.62 for men in middle age, -6.04 for men in old age, 3.72 for women in early adulthood, -2.03 for women in middle age and -4.25 for women in old age. The tendency for a person's perceived age to grow younger as he or she ages, seen in previous research, could also be seen the results of this survey. Particularly in early adulthood, men and women assessed their physical fitness age older than their chronological age, but assessed it younger than their chronological age in middle age. A look at the differences in distribution reveals that as people near old age, the number who rate their physical fitness age younger than their actual age increases. For both men and women in middle age, approximately 60% of men and women rated their physical fitness age younger than their chronological age; for old age this figure was approximately 70%. A higher rate of elderly people assessed their age young.

### **2. The Relationships between Sport Activities and Self-assessed Physical Fitness Age**

Next, the analysis on sport-related factors that influence on self-assessed physical fitness age was conducted on groups classified by age and gender using a hierarchical multiple regression analysis. Self-assessed physical fitness ages subtracted from the chronological age were used as dependent variables. For men in early adulthood, health as self-assessed had the greatest at influence on perceived age at -.364, followed by participation in sport clubs in junior high school at -.258, with a contribution rate of .278. Among women in

early adulthood, the influence of health as self-assessed was observed to be the most influential at  $-.360$ , followed by number of sport activities participated in at  $-.212$ . The contribution rate was  $.244$ . Results for influences in early adulthood are shown in Table 1.

**Table 1 Hierarchical Multiple Regression on Independent Variables on Self-assessed Physical Fitness Age during Early Adulthood**

Independent Variables	Male		Female	
	Beta	R <sup>2</sup> Change	Beta	R <sup>2</sup> Change
Step 1: Controls				
Chronological Age	-.191		-.091	
Self-assessed health status	-.364	**	-.360	**
Sport clubs (Elementary school)	.096		.001	
Sport clubs (Junior high school)	-.258	**	-.023	
Sport clubs (High school)	-.052	.255	-.036	.189
Step 2: Physical/Sport Activities				
Frequency of physical activities	-.070		-.015	
Number of physical activities	-.135		-.212	*
Health promotion	.081		.100	
Leisure time fulfillment	.052		-.056	
Competitiveness	.013		-.035	
Consumption	-.040		-.047	
Supporting sports	.004	.278	-.007	.244

Notes: The control variables were entered simultaneously in the first step, R<sup>2</sup> = .255 (male), p < .001, R<sup>2</sup> = .189 (female), p < .001, Physical/sport activity variable scores were entered simultaneously in the second step in each analysis: R<sup>2</sup> change = .278 (male), p < .001, R<sup>2</sup> change = .244 (female), p < .001. The Betas shown are from the final equation obtained from the second step.

\*p < .05; \*\*p < .01; \*\*\*p < .001.

For men in middle age, influence of -.404 could be observed for health as self-assessed and -.145 for chronological age. The influence of health as self-assessed turned out to be greater than the influence of chronological age. The contribution rate was .384 for middle-aged women, the influence of health as self-assessed was greatest at -.357, followed in order by chronological age at -.203, competition at -.186, participation in clubs in senior high school at -.168\*. The contribution rate was .307. Results for influences in middle age are shown in Table 2.

**Table 2 Hierarchical Multiple Regression on Independent Variables on Self-assessed Physical Fitness Age during Middle Age**

Independent Variables	Male		Female	
	Beta	R <sup>2</sup> Change	Beta	R <sup>2</sup> Change
Step 1: Controls				
Chronological Age	-.145	**	-.203	
Self-assessed health status	-.404	***	-.357	**
Sport clubs (Elementary school)	.001		.006	
Sport clubs (Junior high school)	-.108		-.053	
Sport clubs (High school)	-.060	.280	-.168	.278
Step 2: Physical/Sport Activities				
Frequency of physical activities	-.111		-.077	
Number of physical activities	-.065		-.042	
Health promotion	-.152		.041	
Leisure time fulfillment	-.007		.036	
Competitiveness	-.171		-.186	
Consumption	.131		.033	
Supporting sports	-.045	.384	-.001	.307

Notes: The control variables were entered simultaneously in the first step, R<sup>2</sup> = .280 (male), p < .001, R<sup>2</sup> = .278 (female), p < .001. Physical/sport activity variable scores were entered simultaneously in the second step in each analysis: R<sup>2</sup> change = .384 (male), p < .001, R<sup>2</sup> change = .307 (female), p < .001. The Betas shown are from the final equation obtained from the second step.

\*p < .05; \*\*p < .01; \*\*\*p < .001.

For men in old age, only the influence of health as self-assessed could be observed at -.427. The contribution rate was .330. For women in old age, health as self-assessed was observed as having the greatest influence at -.481, followed in order by participation in clubs in junior high school at -.285, health promotion at -.172, and number of physical activities participated in at -.167. The contribution rate was .413. Results for influences in old age are shown in Table 3.

**Table 3 Hierarchical Multiple Regression on Independent Variables on Self-assessed Physical Fitness Age during Old Age**

Independent Variables	Male		Female	
	Beta	R <sup>2</sup> Change	Beta	R <sup>2</sup> Change
Step 1: Controls				
Chronological Age	-.091		-.065	
Self-assessed health status	-.427	**	-.481	**
Sport clubs (Elementary school)	-.066		.083	
Sport clubs (Junior high school)	.000		-.285	
Sport clubs (High school)	-.133	.269	.097	.336
Step 2: Physical/Sport Activities				
Frequency of physical activities	0.22		.071	
Number of physical activities	-.084		-.167	*
Health promotion	.098		-.172	
Leisure time fulfillment	-.094		.181	
Competitiveness	-.149		.006	
Consumption	.141		.006	
Supporting sports	-.148	.330	-.141	.413

Notes: The control variables were entered simultaneously in the first step, R<sup>2</sup> = .269 (male), p < .001, R<sup>2</sup> = .336 (female), p < .001, Physical/sport activity variable scores were entered simultaneously in the second step in each analysis: R<sup>2</sup> change = .330 (male), p < .001, R<sup>2</sup> change = .413 (female), p < .001. The Betas shown are from the final equation obtained from the second step.

\*p < .05; \*\*p < .01; \*\*\*p < .001.

Looking at age, the influence of chronological age could be observed for both men and women during middle age alone, and not in early adulthood or old age. Looking at gender, results showed that for men as a whole, there was a tendency for there to be no observable influence from the current frequency of sport activities, number of activities participated in and ways of participating in sport activities. Health as self-assessed had a strong influence. The tendency of women was, as it was for men, for health as self-assessed to have the greatest influence. Unlike men, in the case of women influence could be observed for the number of sport activities participated in, and the competition-oriented, health promotion and leisure fulfillment ways of participating in sport activities

## Discussion

A simple accumulation of the difference between physical fitness age and chronological age made it clear that as a person progresses through early adulthood, middle age and old age the difference between their physical fitness age and perceived age grows. According to previous research, identification with younger ages is a defense that makes it possible to separate oneself from an age that is seen negatively by society (Markides & Boldt, 1983; Ward, 1977). It is thought that in order to avoid the negative mark of "old person" (Ward, 1977), elderly persons assess their physical fitness age as young and perceive their physical fitness to be unchanged and undiminished from when they were younger.

In light of the results of the hierarchical multiple regression analysis, a look at age reveals that the influence of chronological age was observed only in middle age. In previous research Okamoto (1985) stated that the mid-life crisis arises from fear of aging and death. Sato et al (1997) stated that psychological mechanisms worked to prevent subjective aging as a form of resistance against the unease and threat of aging, which is the transitional physical change encountered when confronting middle age. It is thought that people being to become aware of aging in their 40s and 50s, developing a renewed awareness of aging, which is the reason for the influence of chronological age in that period.

Furthermore, a look at gender reveals that no influence from physical activities could be seen for men, so other elements are thought to be at work. Benny & Barbara (1986) summarized the elements that influenced subjective age, listing them as marriage, years of education, work experience, leaving work, and the age of family. Takaoka and Jo (2008) additionally listed factors such as changes in relationships with friends and taking up hobbies. It is

thought that men assess their physical fitness using elements other than sports, such as work experience, marriage, composition of the family and hobbies. On the other hand, for women a strong connection could be seen between physical fitness age and sport activities, particularly the number of sport activities participated in and their connection to health promotion and the competitive. A simple accumulation of the results shows that women are more oriented toward health-promoting sport activities than men. This suggests that for women, sport activities are related to physical matters and health. It is inferred that for women, being able to participate in many sport activities and being involved in health-promoting sport activities and highly competitive sports symbolizes having the physical fitness of a young person.

This study discussed the relationships between sport activities and self-assessed physical fitness age. Due to its cross-sectional nature, it is unclear how sport activities influenced and self-assessed physical fitness age. In order to understand the influential process, it is important to use a longitudinal design or describe in detail the relationships between sport activities and self-assessed physical fitness age. Further research should be directed toward a more complete understanding of the impact of sport activities on subjective age that is an indicator of vitalization and subjective well-being of individuals.

### References

- Aoki K (1994) Factors related to perceived health of the elderly. *Japan Journal of Physical Education, Health and Sport Sciences* 38: 375-386.
- Chogahara M (2003) Research on physical activities in middle-aged and older adults: A literature review. *Japan Journal of Physical Education, Health and Sport Sciences* 48: 245-268.
- Ishizawa N (2004) A case study of the relationship between physical activity and

- ADL to life satisfaction of the "old-old" elderly. *Japan Journal of Physical Education, Health and Sport Sciences* 49: 305-319.
- Japan Health Promotion & Fitness Foundation (2009) *National Survey on Active Aging 2008*.
- Japan Health Promotion & Fitness Foundation (2010) *National Survey on Active Aging 2009*.
- Kamigami K, Nishihira A and Higashiura T (2009) Effects of exercise intensity and physical activity levels on the brain and cognition. *The Japanese Journal of Physical Fitness and Sports Medicine* 58, 63-72.
- Kawanishi M, Yamaguchi Y (1996) Quality of life and sport participation of middle and senior aged residents in an urban community. *Annals of Fitness and Sports Sciences, The National Institute of Fitness and Sports in Kanoya* 15: 23-32.
- Kuroda H (2003) An assessment of construct validity of cognitive age measurement by using Structural Equation Modeling: Targeting the over mid-50s respondents. *The Japanese Journal of Behaviormetrics* 30(1): 149-163.
- Kuroda H (2005) Exploring the determinants of self-perceived age among the over mid-50s in comparison with the ageless. *Japanese Journal of Gerontology* 27(3): 295-302.
- Mitsumoto K, Imamura T (2004) The effect of exercise on the sports for elderly people: transfiguration of the consciousness to sports and the capacity change for greater psoas muscle. *The Bulletin of School of High-Technology for Human Welfare, Tokai University*. 14:7-3.
- Okamoto Y (1985) A study on ego identity in middle age. *Japanese Journal of Educational Psychology*. 33(4): 23-34.
- Sakiyama, K, Ichijyo S (2000) Effect of exercise on sleep. *The Bulletin of School of Sport Sciences, Graduate School of Sendai University*. 1: 77-84.

- Sakaki H, Yamada T and Goto S (2006) The changes of mental health in elderly people by physical exercise: focusing on POMS and QOL with hip joint disease people. *Japanese Journal of Human Welfare Studies* 9: 157-171.
- Sato S, Shimonaka J, Nakasato K and Kawai C (1997) A life-span developmental study of age identity: cohort and gender differences. *The Japanese Journal of Developmental Psychology* 8(2): 88-97.
- Takaoka Y, Joh H (2008) Exploring the determinants of subjective age of dankai-generation people. *Bulletin of School of Human and Environment Kobe University* 6(1): 67-72.
- Wakamoto J, Muto T (2006) Subjective experiences of aging in middle and late adulthood. *The Japanese Journal of Developmental Psychology* 17(1): 84-93.
- Watanabe E, Takeshima N, Chogahara M, Yamama, T and Inomata Y (2001) Psychological and physiological effects of 12 weeks water exercise program in older adults : qualitative and quantitative analysis. *Japan Journal of Physical Education, Health and Sport Sciences* 46: 353-364.
- Yada T, Iwahara A and Yada T (2009) Subjective age of Japanese middle and upper-middle healthy community dweller and their higher brain function. *Journal of Human Environmental Studies* 7(1), 33-42.
- Yasunaga A, Yaguchi K and Tokunaga M (2002) The effects of exercise habits on subjective well-being in the elderly. *Japan Journal of Physical Education, Health and Sport Sciences* 47: 173-183.

# **Future Community Sport Policy in Japan Assessed Using the Delphi Method**

**Isao Okayasu<sup>1</sup>**

Hiroshima University of Economics, Japan

**Yasuyo Funaki**

**Haruo Nogawa**

Juntendo University, Japan

## **Abstract**

Sport policy has been receiving increasing attention in Japan, and the Japanese government has enacted a “Basic Law on Sport.” According to this law, sport is a common global culture that offers many benefits, including the promotion of physical and mental health, and it is considered an indispensable part of a healthy life in Japan. However, the future direction of community sport in Japan has not yet been established. The purpose of this study was to investigate the future of sport policy in Japan. We also investigate the predicted community sport policy in Japan.

This study consisted of three steps using the Delphi method to predict future developments. A panel of 150 leading specialists was chosen to forecast the future of community sport policy. The panel included officers of local

---

1 Isao Okayasu, Ph.D. Hiroshima University of Economics 5-37-1, Gion, Asaminami-ku  
Hiroshima 7310192 JAPAN

E-mail: is-oka@hue.ac.jp

governments and ordinance-designated cities, scholars and others holding related positions. The results of the survey showed that the future of sport policy will likely encompass enrichment activities to increase the physical strength of the elderly, improve sport facilities and provide development and enrichment opportunities for sport leaders and managers.

**Keywords:** community sport policy, delphi method, future of sport policy

## Introduction

Japanese sport policy has entered a new stage in the promotion of sport. In 2011, the Japanese government launched a basic sport law. This law emphasizes the positive relationship between the enhancement of competitive athletes and the promotion of community sport.

The Ministry of Education, Culture, Sport, Science & Technology has launched the “Basic plan of sport” to increase the enrichment and happiness of society through sport. Yamaguchi (2006:42) noted that “the traditional Japanese sport system is now facing a number of difficulties”. In particular, the Japanese sport system and policies are facing changes.

The Sasakawa Sport Foundation (2011) reported that an “active sport participant” is someone who exercises strenuously twice or more per week for more than 30 minutes each time to maintain and improve health and physical fitness. In this survey, 18.4% of respondents were active sport participants. This percentage is higher than those found in previous surveys, indicating that Japanese society has increased its participation in sport in recent years.

Among those survey respondents who did not currently belong to a sport club or group, 32.6% expressed interest in joining one, but they had reservations. For example, some respondents listed “If I have the time”, “If the scheduled days and time suit me” and “If the place is convenient” as

qualifications.

The Asahi newspaper (2011) collected data on community citizens and sport. In this survey, the researchers asked the respondents what resources are needed for participation in sport. The most frequent response was free time, the second most frequent response was the greater accessibility of sport facilities, and the third most frequent responses were the need for friends to participate in the sport and a reduction in fees. With these results in mind, community sport policy must consider multiple perspectives and must be changed accordingly.

In a study of Japanese teenagers, Kudo & Fujiwara (2010) reported that most common reasons for not participating in sport and physical activity were “no time (45.6%)”, followed by “there is something I want to do rather than exercise or sport (22.5%)” and “it’s troublesome (20.9%)”.

Thus, the level of engagement of Japanese society in sport is not sufficient, from children to elderly people. Harada (1995) noted that leisure-oriented activity has increased in Japanese. Thus, the leisure market is changing to create a leisure-oriented environment and to provide more opportunities to meet multiple demands.

Given these circumstances, the sport policy at the community level needs to take into account various factors, such as the physical strength of children and opportunities for physical activity in the elderly population.

### **Sport Policy in Japan**

According to Sam (2005), sport policy is related some factors, from health and community welfare to cultural identity, national pride and unity, international cooperation and economic growth. Hylton and Totten (2001:90) noted that “community sports development is a practice, a policy direction and in particular a philosophy of provision which has developed since the late 1970s.

In Japanese context, Takenouchi (1967) noted that after the Second World

War participation in sport became more popular. He stated that this influence led to the Labor Standards Act in 1947, which promised weekly holidays, paid vacations and more leisure time on weekends. The Tokyo Olympic Games in 1964 was very important sport event relating to government's involvement. For the same historical period, Uchiyama (2010) noted that public sector sport was administered through a hierarchy, with the Ministry of Education at the top, to which Prefecture Education Boards were accountable. Regarding the relationship between the Tokyo Olympic Games in 1964 and the promotion of sport, Nakamura (1996:286) noted that "the games increased the Japanese people's interest in sport, as did the establishment of the National Conference of Physical Strength in 1965".

For community sport, Kawanishi (2003:404) noted that "the first policy for communities in post-war Japan was launched in the late 1960s, and relevant government agencies have since announced a variety of measures to create communities and promote sport".

The health and physical education council submitted the "Basic Measures Concerning the Diffusion and Promotion of Physical Education and Sport" in 1972. In 2000, this council established "the Basic Plan for the Promotion of Sport" to promote a lifelong sporting society and a fulfilling sport life.

The Japanese government enacted the "Basic Law of Sport" in August 2011. According to this law, sport is a common culture in the world. Engagement in sport also has the potential to promote physical and mental health. Sport is indispensable to a healthy cultural life.

However, the Japanese sport policy has some problems. The Sasakawa Sport Foundation (2011) suggested that there be a change "from quality to quantity" in Japanese sport policy. In particular, some types of sport participation, including those with both recreational and competitive goals, must be covered by Japan's sport policy. The special committee of the Japan Society of Physical

Education, Health and Sport Sciences (2011) also presented “the perspective of the basic plan of sport promotion (suggestion)”. This special committee discussed the problems with the sport environment in Japan and noted 1) problems with the outcomes of sport promotion, 2) problems of management related to sport policy, 3) problems of sport promotion systems and sport organizations, and 4) problems with the resources necessary for sport promotion.

### **The Purpose of This Study**

The purpose of this study was to investigate the future of sport policy in Japan. In particular, we focused on the prediction of community sport policy.

## **Delphi Method**

Considering the purpose of this study, we applied the Delphi method. Martino (1983) noted that the Delphi technique requires panelists of experts in the field about which they are being queried. Landeta & Barrutia (2011:134) also noted that “the Delphi method is a well-known social research technique, the object of which is to obtain a reliable group opinion from a group of individual experts who can each make valuable contributions to resolve a complex problem.”

Some sport scholars have applied the Delphi method to investigate the future of sport. Costa (2005), for example, analyzed the status and future of sport management. In Japan, Morooka (1983) and Watanabe (2003) investigated the future of outdoor education in Japan. Endo (2010) used this method to evaluate a new type of community sport club in Japan, called the comprehensive community sport club. In addition, Saito & Harada (2006) collected data on facility management based on Designated Manager System.

## **The Process of the Delphi Method**

In the first round of this study, the validity of the survey items was assessed. This study incorporated the advice and suggestions of a sport policy scholar. In addition, we discussed the validity of the items with co-researchers.

In the second round, seven-point Likert-type scales were used in self-administered questionnaires given to experts on sport policy. This study evaluated 14 items. For question 1, we asked the respondents to rate their expectations regarding future community sport policies from no importance to critical importance. For question 2, we asked them to rate the ideal community sport policies from no importance to critical importance.

The third and final round of this study used the same items as were included in questions ideal and prediction in the second step. This round analyzed the results for the second round. The mean scores for the policy items were determined, and the characteristics of the respondents were assessed to analyze the gap between the ideal and predicted future community sport policies, this study applied the t-test for dependent measures.

## Results

### Demographics of the Panelists

In the first survey of the Delphi method, of our sample of panelists, 32.47% ( $n = 25$ ) belonged to a sport committee at the prefecture level, 7.80% ( $n = 6$ ) belonged to an ordinance-designated city, 24.68% ( $n = 19$ ) were scholars of the sociology of sport and sport management, and 33.77% ( $n = 26$ ) belonged to prefectural sport associations. In addition, one respondent (1.30%,  $n = 1$ ) belonged to a track and field association at the prefecture level. The average age was 50.3 years old.

In the second survey of the Delphi method, among our sample of panelists, 30.65% ( $n = 19$ ) belonged to a sport committee at the prefecture level, 6.46% ( $n = 4$ ) belonged to an ordinance-designated city, 27.42% ( $n = 17$ ) were scholars of the sociology of sport and sport management related to sport policy, and 33.87% ( $n = 21$ ) belonged to a prefectural sport association. In addition, one respondent (1.61%,  $n = 1$ ) belonged to a track and field association at the prefecture level. The average age was 50.7 years old.

### Ideal Community Sport Policy

The second question of this investigation asked the panelists about the ideal future community sport policy.

Table 1 shows the results for this question. Some policy items received

higher scores than others for the predicted community sport policy. The highest scores were for “Sport policy to increase the physical strength of the elderly” and “Sport policy to enrich and improve sport facilities”, which each received a mean of 6.03 points. The second highest score was for “Sport policy to enrich disability sport” ( $M = 5.77$ ). The third highest score was for “Sport policy to provide development” and “enrichment opportunities for sport leaders and managers” ( $M = 5.75$ ). The fourth highest score was for “Sport policy to promote physical education for enrichment and improvement” ( $M = 5.74$ ). The fifth highest score was for “Sport policy to provide development and enrichment opportunities for sport volunteers” ( $M = 5.63$ ).

The lowest score was for “Sport policy to support traditional community sport clubs”, which received a mean of 4.60 points. The second lowest was “Sport policy to enrich and improve sport events” ( $M = 5.10$ ). The third lowest was “Sport policy to enhance the performance of youth” ( $M = 5.11$ ). The fourth lowest was “Sport policy to provide development and support for comprehensive community sport clubs” ( $M = 5.47$ ). The fifth lowest was “Sport policy to enrich female sport” ( $M = 5.50$ ).

**Table 1 Ideal Community Sport Policy**

Item	<i>M</i>
Sport policy to help children increase physical strength	5.53
Sport policy to enhance the performance of youth	5.11
Sport policy to promote physical education for enrichment and improvement	5.74
Sport policy to promote school sports clubs for enrichment and improvement	5.19
Sport policy to enrich general sports activities	5.62
Sport policy to enrich female sports	5.50
Sport policy to increase the physical strength of the elderly	6.03
Sport policy to enrich disability sports	5.77
Sport policy to enrich and improve sports facilities	6.03
Sport policy to provide development and support for comprehensive community sports clubs	5.47
Sport policy to support traditional community sports clubs	4.60
Sport policy to enrich and improve sports events	5.10
Sport policy to provide development and enrichment opportunities for sports leaders and managers	5.75
Sport policy to provide development and enrichment opportunities for sports volunteers	5.63

## Predicted Community Sport Policy

The first question asked panelists to predict the future community sport policy.

Table 2 shows the results for this question. Some policy items received higher scores than others. The highest score was for “Sport policy to increase the physical strength of the elderly”, which received a mean of 5.71 points. The second highest score was for “Sport policy to enhance the performance of youth” ( $M = 5.18$ ). The third highest score was for “Sport policy to enrich disability sport” ( $M = 5.03$ ). The fourth highest score was for “Sport policy to enrich general sport activities” ( $M = 4.97$ ). The fifth highest score was for “Sport policy to help children increase physical strength” ( $M = 4.94$ ).

The lowest score was for “Sport policy to support traditional community sport clubs”, which received a mean of 3.68 points. The second lowest were “Sport policy to promote physical education for enrichment and improvement” and “Sport policy to enrich and improve sport facilities” ( $M = 4.40$ ). The third lowest was “Sport policy to enrich and improve sport events” ( $M = 4.48$ ). The fourth lowest was “Sport policy to provide development and enrichment opportunities for sport volunteers” ( $M = 4.73$ ). The fifth lowest was “Sport policy to enrich female sport” ( $M = 4.82$ ).

**Table 2 Predicted Community Sport Policy**

Item	<i>M</i>
Sport policy to help children increase physical strength	4.94
Sport policy to enhance the performance of youth	5.18
Sport policy to promote physical education for enrichment and improvement	4.40
Sport policy to promote school sports clubs for enrichment and improvement	4.85
Sport policy to enrich general sports activities	4.97
Sport policy to enrich female sports	4.82
Sport policy to increase the physical strength of the elderly	5.71
Sport policy to enrich disability sports	5.03
Sport policy to enrich and improve sports facilities	4.40
Sport policy to provide development and support for comprehensive community sports clubs	4.84
Sport policy to support traditional community sports clubs	3.68
Sport policy to enrich and improve sports events	4.48
Sport policy to provide development and enrichment opportunities for sports leaders and managers	4.85
Sport policy to provide development and enrichment opportunities for sports volunteers	4.73

### The Gap between the Ideal and Predicted Community Sport Policies

The findings of this study indicate that the components of community sport policy significantly differed between the ideal and predicted scenarios (see table 3).

The scores for 12 of the selected items of community sport policy were significantly different between the ideal and predicted conditions at the 0.1% level. “Sport policy to enrich and improve sport facilities” had the greatest difference between the ideal and predicted policies (gap = 1.63). Second was “Sport policy to support traditional community sport clubs” (gap = 0.92). Third were “Sport policy to provide development and enrichment opportunities for sport leaders and managers” and “Sport policy to provide development and enrichment opportunities for sport volunteers” (gap = 0.90). One item, “Sport policy to increase the physical strength of the elderly”, was significantly different at the 1% level.

The difference between the ideal and predicted policies regarding “Sport policy to enhance the performance of youth” (gap = -0.07) was not significant.

**Table 3 The Gap between the Ideal and Predicted Community Sport Policy**

Item	Ideal <i>M (SD)</i>	Forecast <i>M (SD)</i>	t-value	Gap	
Sport policy to help children increase physical strength	5.53 (1.21)	4.94 (0.97)	4.63	0.59	***
Sport policy to enhance the performance of youth	5.11 (1.45)	5.18 (0.82)	0.38	-0.07	<i>n.s.</i>
Sport policy to promote physical education for enrichment and improvement	5.74 (1.04)	4.85 (1.02)	6.92	0.89	***
Sport policy to promote school sports clubs for enrichment and improvement	5.19 (1.16)	4.40 (0.97)	4.90	0.79	***
Sport policy to enrich general sports activities	5.62 (0.90)	4.97 (1.00)	4.50	0.65	***
Sport policy to enrich female sports	5.50 (0.86)	4.82 (0.86)	5.59	0.68	***
Sport policy to increase the physical strength of the elderly	6.03 (0.92)	5.71 (0.91)	2.76	0.32	**
Sport policy to enrich disability sports	5.77 (0.91)	5.03 (0.96)	6.22	0.74	***
Sport policy to enrich and improve sports facilities	6.03 (0.81)	4.40 (1.08)	9.80	1.63	***
Sport policy to provide development and support for comprehensive community sports clubs	5.47 (1.25)	4.84 (0.76)	5.56	0.63	***
Sport policy to support traditional community sports clubs	4.60 (1.27)	3.68 (0.95)	7.15	0.92	***
Sport policy to enrich and improve sports events	5.10 (1.08)	4.49 (0.76)	4.48	0.61	***
Sport policy to provide development and enrichment opportunities for sports leaders and managers	5.75 (1.01)	4.85 (0.88)	8.10	0.90	***
Sport policy to provide development and enrichment opportunities for sports volunteers	5.63 (0.83)	4.73 (1.02)	7.09	0.90	***

\*\*  $p < .01$ . \*\*\*  $p < .001$ .

## Discussions

The purpose of this study was to investigate the predicted and ideal future community sport policies.

In the Japanese sport environment, Kudo (2011) reported that the condition of women's sport in Japan has been unable to produce a team that can win the FIFA Women's World Cup. She also noted the changes to the environment associated with women's sport will lead to the improvement of the ability of female athletes. These problems are found not only for women's sport but for all types of sport. The Japanese society has changed to an aging society with a decline in the number of children. The government has also faced a shortage of financial resources. The results of this study indicate that "Sport policy to enrich and improve sport facilities" had the largest gap between the ideal and predicted policies. Problems at the government and community levels will hinder the establishment of sport facilities that offer people the opportunity to engage in sport and physical activities.

The results of this study indicate that "Sport policy to increase the physical strength of the elderly" was significantly different at the 1% level. This component had one of the highest scores for the ideal policy and the highest score for the predicted policy. Community integration via sport for all has the potential to form strong ties between elderly resident and the rest of the community. However, Japanese families face certain problems, including unclear family responsibilities and a disjointed society due to children moving away from the city in which their family lives. Yamaguchi (2006) highlighted community integration via sport for all. He (2006:42) noted that "community ties have been weakened due to the urbanization of people's lifestyle and the development of information technology." Sports play a very important role in modern Japanese communities. In these situations, many types of sport

organizations, which include public, private and non-profit organizations, need to divide up the roles to promote sport in communities (Nagayoshi, 2002).

In a similar vein, community sport policy is affected by the characteristics of individual communities and the policies established by the Japanese government. Chogahara (2003) also indicated that community action research needs to evaluate the social and cultural value of sport.

The present study found that “Sport policy to enhance the performance of youth” was not significantly different. However, this item had a high score for both the ideal and predicted policies. This theme is an important factor in Japanese community sport. In particular, it is necessary to pay attention to adults, including leaders, coaches, and parents, according to Yamaguchi (1996). Namely, policies regarding youth term place additional responsibility on adults.

Regarding with the present status of Japanese sports policy, creation of a virtuous cycle is necessity between enhancement of international competitiveness and life-long sports in community as mentioned The Sport Basic Plan (2012). Japanese sport policy is not only single point of view, but also comprehensive point of view. For instance, Mainstreaming Disability Sports is one of the important aspects. Nogawa et al. (2012) noted that “there is no practical system, productive policy strategy/ action/ goal and evaluation approach to achieve the mainstreamed sport society” in spite of the Sports Basic Act in June 2011 let to the enhancement of the discussion. Sports policy of elderly people has same problem. In addition, Sasakawa Sports Foundation (2011) reported that Sport for All organizations in many countries is facing lack of interests by mass media and lack of financial means. Thus, these problems lead to each item in this study. This study is focused on the independent aspect in each sports policy. However, Community sports need to consider with the comprehensive and systematic perspective. In addition, Yamamoto (2012) mentioned that “the trend of sports policy towards the self-evaluation of policy

effectiveness and efficiency". Namely, self-evaluation of broad perspective will be important factor relating funding and budgets.

Regarding sport policy, Ikeda (1998) indicated that sport science needs to emphasize the academic field of policy science. Chalip (1995) also noted that policymaking is not limited to professional sport on either the federal or local level.

On limitation of this study is that it did not consider immigrants in Japan. According to the Ministry of Justice (2012), approximately two million resident aliens have registered with the Japanese government. This number is not high, considering that the total population of Japan is approximately 130 million. However, a global society must consider the needs of immigrants. Ito et al. (2011) reported that participation in judo affected the process of assimilation for Brazilian immigrants in Japan. Namely, Japanese community sport policy greet new term as Multicultural Symbiotic Societies.

**Note:** The research was supported by the Sasakawa Sports Research Grant from Sasakawa Sports Foundation

## References

- Chalip, L. (1995) Policy analysis in sport management. *Journal of Sport Management*, 9, 1-13.
- Chogara, M. (2003) Chukoureisya no sintaikatsudousannka no kennkyuudoukou. [Research on physical activities in middle-aged and older adults: a literature review]. *Japan Journal of Physical, Education, Health and Sport Sciences*, 48, 245-268.
- Costa, C. A. (2005) The Status and Future of Sport Management: A Delphi Study. *Journal of Sport Management*, 19, 117-142.
- Harada, M. (1995) Japan. in Cushman, G., Veal, J.A. and Zuzanek, J.(ed.).

- World leisure participation free time in the global village* (pp.153-163). UK: Cab international.
- Hylton, Kevin, and Totten Mick (2001) Community sports development. In Hylton Kevin and Bramham Peter (Eds). *Sports Development: policy, process and practice* (pp.77-117). Oxon: Routledge.
- Ito, E., Nogawa, H., Kitamura, K., and Walker, J.G. (2011) The role of leisure in the assimilation of Brazilian immigrants into Japanese society: acculturation and structural assimilation through Judo participation. *International Journal of Sport and Health Science*, 9, 8-14.
- Kawanishi M. (2003) Future of community sports clubs in Japan: Expectations of their role in creating communities. *International symposium on the promotion of community sports clubs and clubs life. Research proceedings*, 404-407.
- Kudo, Y. (2011) “Nadeshiko Japan” kaikyo demo joshi no youjiki no kankyouseibi wa fujuubun.[Female sport situation is not sufficient in spite of FIFA world cup champion 2011] *Weekly Economist*, September 13<sup>th</sup>, 83-85.
- Nagayoshi, H. (2002) Nippon ni okeru 21 seiki no sport shinkou no kadai to tenbou: seisaku/kurabu/NPO/sidousya. [The problem and ideal of Japanese sport promotion in Japan –policy, club, NPO, manager-: A perspective of community sport policy]. *Proceedings of 53th Symposium Physical education and sociology subcommittee of Japan Society of Physical Education, Health and Sport Sciences*, 53, 87.
- Takenoshita, K. (1967) The social structure of the sport population in Japan. *International Review for the Sociology of Sport*, 2, 1, 5-18.
- Landeta, J. & Barrutia, J. (2011). People consultation to construct the future: A Delphi application. *International Institute of Forecasters*. 27, 134-151.
- Ministry of Education, Culture, Sports, Science and Technology-Japan (2012) The Sport Basic Plan.

- Morooka, F. (1983) Yagaikyouiku no syourazou. [The future of outdoor education]. Tsukuba University. Master thesis. Unpublished paper.
- Nakamura, Y. (1996) Sports policy in Japan. in Chalip, L. Johnson, A. & Stachura, L. (ed). *National Sports Policies* (pp.286-316). Connecticut: Greenwood press.
- Nogawa, H., Sasaki, T., Tanaka, N., Sato, Y., Lee, S. and De Knop, P. (2012) *Sports shinko (kenjousha/syougaisya) no ichigenkaseisaku ni kansuru kokusaihi kakukenkkyu* [International Study of the Policy for Mainstreaming Disability Sports]. SSF Sports Policy Research, 1, 40-49.
- Sam, P. Michael. (2005) The makers of sport policy: A(Task)force to be reckoned with. *Sociology of Sport Journal*, 21, 78-99.
- Sasakawa Sports Foundation (2011) Seisaku teigen: Kokumini ga syougai wo tsujite sorezore ga nozomukatachi de sport wo tanosimi koufuku wo kanjirareru syakai no keisei. [Policy suggestion: Sport for everyone through lifelong related to build the happiness society]. Tokyo: Sasakawa sport foundation.
- Sasakawa Sports Foundation (2011) TAFISA Active World: The global almanac on sport for all. Tokyo: Sasakawa sport foundation.
- Uchiumi, K. (2010) Japan. in Nicholson, M., Hoye, R. & Houlihan, B.(ed). *Participation in Sport* (pp.207-222). Oxon: Routledge.
- Watanabe, T. (2003) Derufaihou wo mochiita yagaikyouiku no syourazouyosoku: syougatukoukyuiku ni syouten wo atete. [Prediction of a future image of outdoor education in elementary school by the Delphi method]. Osaka University of Health and Sport Sciences, Master thesis. (Unpublished paper).
- Yamaguchi, Y. (1996) Japan. In De Knop, P., Engstrom, L., Skirstad, B., and Weiss, M. (Eds). *Worldwide Trends in Youth Sport* (pp.67-75). IL: Human kinetics.

Yamaguchi, Y. (2006) Integration and sport for all: the Japanese perspective.

*TAFISA Magazine*, 41-44.

Yamamoto, Y. M. (2012) Developing of the Sporting nation: sport as a strategic

area of national policy in Japan. *International Journal of Sport Policy and Politics*, 4, 2, 277-296.

# **Management Evaluation of Masters Sports Promotion Using the Print Media: Action Research of a Masters Baseball Alumni Event**

**Megumi Tani<sup>1</sup>**

**Makoto Chogahara**

Kobe University, Japan

**Kei Hikoji**

Wakayama University, Japan

**Daichi Sonoda**

**Yuki Matsumura**

Kobe University, Japan

## **Abstract**

This paper evaluates the management of a masters baseball event by analyzing the contents of articles containing information related to the event, published over a 4-year period. Two approaches were used: a quantitative approach to count the number of published articles that contained information related to the event and a qualitative approach to analyze the contents of the articles. The

---

1 Megumi Tani, M.Sc. Division of Human Behavior, Graduate School of Human Development and Environment, Kobe University, 3-11 Tsurukabuto, Nada-ku, Kobe, 657-8501 JAPAN.

Tel.: +81 78 803 7885

Fax: +81 78 803 7885.

E-mail: megucci809@yahoo.co.jp

messages used in these articles were categorized according to four dimensions: *Personal, Society, Community, and Future*. It was found that the number of articles about the event published in the print media had increased, and the messages published in the mass media conveyed the essence of the event's dimensions. Thus, there were some consistencies between the objectives of the campaign and the messages published in the print media. This research demonstrates that the print media can be used effectively to promote masters sports.

**Keywords:** print media, masters sports, sports promotion, management evaluation, action research

## 1. Introduction

For most part of the twentieth century, older adults were stereotypically depicted and perceived as frail, physically and psychologically impaired, disabled, socially withdrawn, and dependent on health and social welfare systems, and they were characterized by a loss of ability (Birren & Schaie, 2006; Featherstone & Wernick, 1995; Shephard, 1997). The problem of the general underestimation of the physical fitness levels of adults, their physical capacity, motivation, and potential for learning in later life, particularly with respect to physical activities and sports, is likely to reinforce the stereotypical notion of their frail nature being a natural and inevitable outcome of aging (O'Brien Cousins & Burgess, 1992). Some researchers have reported that older adults are expected to rest or perform light exercises and maintain a moderate level of physical fitness for therapeutic and preventive reasons.

Recent studies have shown that the stereotypical depictions of older adults in the media are generally more negative than those of young population groups. In fact, Nosek, Banaji, and Greenwald (2002) evaluated the responses of 600,000 people who took an online test (for a website), and they measured the

respondents' implicit attitudes toward stereotypes of social groups. They determined that the respondents showed a strong implicit preference for young people over elderly people. Further, the stereotypes of older adults were perceived as more negative than the stereotypes of people of different races and gender.

Opportunities for older adults to participate in sports have increased with increasing efforts to reject negative age-related discourses such as ageism—the stereotyping of and discrimination against individuals in later life—and the surfacing of positive aging discourses and associated health and fitness movements along with the aging of populations. For example, in the national-level Public Opinion Survey on Physical Strength and Sports in Japan (Ministry of Education, Culture, Sports, Science and Technology, 2006), most respondents who were middle-aged and over 50 years old answered that they played sports or performed physical activities for *health and physical strength* (63.8%). However, at the time, only a few respondents answered *to improve one's record and competence* (3.2%). Previous studies have focused on health-related variables and have shown that middle-aged and senior adults tend to participate in physical activities for the health benefits. Chogahara (2007) suggested that sports for middle-aged and senior adults could be subcategorized into health sports, leisure sports, and masters sports. In fact, the National Survey on Active Aging 2008 (Japan Health Promotion and Fitness Foundation, 2009) sampled people aged above 50 years and reported that the sports they participated in could indeed be classified according to the above three categories of sports needs for elderly people, namely, health sports, leisure sports, and masters sports.

Currently, middle-aged and older athletes compete in physically demanding individual and team sports for the achievement of goals and improvement of skill; in addition, they participate in so-called masters or veterans sports competitions and events. In fact, numerous older adults compete in and train for

physically strenuous individual or team sports such as track and field athletics, swimming, tennis, badminton, squash, cycling, golf, triathlons, long-distance running, soccer, basketball, and volleyball (Dionigi, 2006; Grant, 2001; O'Brien Cousins & Burgess, 1992; Tani, Hikoji, & Chogahara, 2006; The Masters Sports Promotion Unit, 2003). Findings have indicated that such sports enjoy greater participation by competition-oriented sports participants and enthusiasts than by health-oriented young adults and middle-aged people, who prefer physical fitness programs and recreational programs. In recent years, increasing participation in sports by older adults and an active aging community have been reported in print media such as newspapers and magazine articles.

When studying depictions of older people in magazine advertisements, scholars have found that older characters are often portrayed less favorably than young characters (Bramlett-Solomon & Subramanian, 1999; Peterson, 1992). Robinson, Gustafson, and Popovich (2008) suggested that negative stereotypes affect not only how older people perceive themselves but also how younger people feel about old age and the prospect of aging. The researchers examined the negative and potentially harmful stereotyped portrayals of older adults in magazine advertisements, as perceived by groups of old and young people, in the United States. Their results indicated that young people were aware of the stereotypes used to portray older adults and that they understood how such portrayals could offend or adversely affect older adults. Featherstone and Hepworth's (1995) longitudinal (1972–1993) case study of *Choice* magazine (originally called *Retirement Choice*) highlights what may be the modern anti-ageist perspective of the newly formulated concept of "proper" aging, which is predominated by images of relatively glamorous, youthful, fit, and healthy middle-aged and older people.

Williams, Ylanne, and Wadleigh (2007) studied a particular advertising campaign that depicted older people as central characters over a 7-year period; they found four distinct stages in the campaign. They showed that the earlier

phases featured traditional images of older people and the later phases featured positive images that were modernized and elaborated according to twenty-first century notions. They concluded that the advertising campaign seemed to be breaking new ground for older people by providing role models who demonstrated how to age well. Further, the campaign was an example of how stereotypes identified in the aging and communication literature are used in advertising.

A number of accounts evidence the efficacy of mass media campaigns in terms of their positive effects on behavior and intentions to increase or promote exercise and physical activity. The outcomes of the dissemination of images, ideas, themes, and stories via the media are commonly discussed under the rubric of media effects (Bryant & Zillman, 2002). Finnegan and Viswanath (2002) argue that media institutions play a crucial role in changing health behavior because they are the key gatekeepers of information in social systems and they have a powerful effect on legitimizing social norms of behavior. However, as the researchers point out, there is a widespread popular and academic perception that although the media is a powerful tool, it is not without problems. It can play an influential role not only in promoting healthy behavior but also in discouraging or even inhibiting them.

Although there are two interpretations of the positive or negative aspects of mass media campaigns, some studies have reported on various campaigns—from the local to the national level—promoting physical activities among middle-aged and older people. Studies have also examined the outcomes and management evaluations of exercise and walking campaigns that have used the mass media in general and the print media in particular (Jolley, Lawless, & Hurley, 2008; Owen, Bauman, Booth, Oldenburg, & Magnus, 1995; Wen et al., 2002; Wimbush, Macgregor, & Fraser, 1998). The print media not only can disseminate information to the public but also may constitute one of several effective promotional approaches to changing perceptions of older

people and aging.

Bauman, Smith, Maibach, and Reger-Nash (2006) focused on the evaluation of campaigns promoting physical activity and found that good practices in campaign evaluations follow a clear process: (i) campaign planning and formative evaluation of communication components, (ii) process evaluation of campaign implementation, and (iii) assessment of campaign impacts and outcomes. The most important, but most often neglected, stage is the formative evaluation of developing effective communication messages that are relevant for the proposed target populations. Formative evaluations assess the strengths and weaknesses of campaign materials and strategies before or during the campaign's implementation; this involves collecting information on the factors that shaped the campaign (Coffman, 2002). As Bauman (2000) points out, formative and process evaluations use a mixture of quantitative and qualitative methods; in particular, qualitative evaluation in the formative stage is essential for refining the message and making it more relevant and comprehensible to the target audience. The effects on campaigns can be observed through a triangulation of various quantitative and qualitative methods; this method may strengthen the conclusions drawn on the impacts of the campaign (Bauman et al., 2006).

Studies have also explored how certain theories, models, or tools for designing, implementing, and evaluating health behavior change programs can mean the difference between program success and failure. A planning model like the PRECEDE-PROCEED model (Green & Kreuter, 1991) can help guide this process. According to Green and Kreuter, a health promotion program can be evaluated at one or more of the following three levels: process, impact, and outcome. The indicators and methodologies used for detecting and comparing these indicators are different at each level. Further, the value of the evaluations depends on the stage of the campaign; for example, process evaluation, which assesses the program implementation, becomes important when one is

required to evaluate the program to determine its feasibility in other environments.

These approaches are some of the most effective ways to meet the aims of action research on sports management. Some researchers have evaluated the approaches and reported the merits of action research by assessing it—from management to outcome—in various fields. Reason (2006) explained that action research projects are designed such that they often closely resemble qualitative designs that are field-based, longitudinal, and engaged. Multiple qualitative research methods (e.g., interviews, focus groups, and gathering of social network data) may be used and combined to suit the aims of the people involved. In addition to community action research, another approach is collaboratively developing and accumulating knowledge from people such as practitioners, consultants, and researchers, with the common purpose of creating practical knowledge that would benefit everyone in their daily life (Senge & Scharmer, 2006). Steckler, Goodman, and Kegler (2002) showed that action research also accounts for four conceptual steps toward organizational improvement: diagnosis, action planning, intervention, and evaluation.

However, there are few studies on management evaluations of or action research on the promotion of masters sports. Therefore, this study aims to evaluate the management of promotion activities for masters sports, which are sports competitions for middle-aged and older adults. For this purpose, we evaluate the management of a masters baseball game/alumni event held at Koshien Stadium, Japan, by analyzing the contents of articles related to this event, published between November 2004 and August 2007 in newspapers and magazines.

This paper focuses on a particular set of print media featuring middle-aged and older people. We analyzed the contents of articles discussing or mentioning the event. The Masters Baseball Alumni Event (hereafter referred to as

“Masters Koshien”) was initiated by the Masters Sports Promotion Unit of Kobe University as an action research to investigate the effectiveness of this event—which targets sports alumni members—in terms of the promotion of sports among middle-aged and older adults.

The event managers of Masters Koshien focus on the development and promotion of the event in terms of the four dimensions of Personal, Community, Society, and Future. The Personal dimension involves the enrichment and fulfillment of life by pursuing the dreams that one held in his/her youth. The Community dimension involves promoting alumni activities and bringing together people from across generations, thus creating among them a sense of belonging to the local community and their alma mater. The Society dimension involves contributing to the promotion of a lifelong sports culture, OB/OG culture, and a middle-age culture. Finally, the Future dimension involves passing on the baseball culture to the next generation and encouraging the youth to play the sports.

## **Research Questions**

Our analysis was based on the following research questions:

1. How many articles related to the event were published between November 2004 and August 2007?
2. What message about the four dimensions of the event—*Personal*, *Community*, *Society*, and *Future*—do the images and texts together transmit to the press?

## **2. Methods**

### **2.1. Masters Koshien: A Sports-Promoting Campaign Targeting Baseball Alumni Teams**

Masters Koshien has been held in Koshien Stadium, Japan, since 2004.

This event has attracted many baseball teams formed by alumni members of high school baseball clubs, who used to dream of playing baseball in Koshien Stadium in their high school days and are now pursuing that dream. The teams play against each other in local tournaments, with eight or more teams participating in each tournament. The teams that accrue the most points play in the nationwide tournament held in Koshien Stadium. Only teams belonging to the National High School Baseball OB Club Union, Kobe University, may participate in the local tournaments.

The essences of the event's dimensions are categorized according to four: *Personal, Society, Community, and Future*. These are achieved by engaging alumni associations and local communities through baseball, promoting the progress of baseball culture as a lifelong sports and a "high school old boys and old girls" (OB/OG) sports, and sending a supportive message to both old and young generations.

This project is managed by the steering committee of the National High School Baseball OB Club Union (henceforth referred to as the "event management department"), Kobe University; the project is also supported by local associations. Our research group has also joined the implementation committees or become secretaries of Masters Koshien and engaged in its organizational management.

In the preparation stages of the event, the Masters Sports Promotion Unit carried out a promotional campaign and distributed event-related information among the mass media (e.g., newspaper articles and magazines) in the following ways: (1) distributing event-related information through the official website, (2) gathering interesting stories and anecdotes from players and teams and from newspaper articles, (3) conducting a press conference and news release before holding the event, and (4) disseminating event-related information via post and e-mail.

## **2.2. Sample**

Print media articles promoting Masters Koshien and featuring event-related information, topics, and stories related to the players and teams, local tournament results, etc., were collected by the researchers from a variety of available publications. These publications were gathered by Press Research Inc.—located in Tokyo, Japan—which is contracted by the event management department. The company would send the department newspaper and magazine clippings that discussed or mentioned Masters Koshien. Press Research Inc. provides invaluable guidance in collecting information from the Japanese and worldwide media. Typical publications from which print media articles were collected were national newspapers (Asahi Shimbun, Mainichi Shimbun, Yomiuri Shimbun, and Nikkei Shimbun), local newspapers (Fukushima Minyu Shimbun, Kobe Shimbun, Ehime Shimbun, Nishinihon Shimbun, etc. ), and sports newspapers (Sports Nippon newspapers, Nikkan Sports, Daily Sports, etc.). A total of 470 articles were collected for our sample by the researchers. Table 1 shows the number of articles related to Masters Koshien that were published between November 2004 and August 2007.

## **2.3. Analysis**

We conducted a content analysis on the print media articles collected for the sample (Krippendorf, 1980). The content analysis involved an in-depth analysis of the messages contained in the articles by using a scientific method. Content analysis employs quantitative or qualitative techniques.

For the analysis, we adopted two approaches: a quantitative approach to count the number of articles that were published between November 2004 and August 2007 and were related to Masters Koshien, and a qualitative approach to analyze the contents of the articles. In particular, through the qualitative research, we investigated how much information concerning the four dimensions of the event reached the media.

In the following section, we first show the number of articles published by various presses and the number of documents (e.g., press releases, pamphlets, and emails on the event's progress) sent by the event management department to the media. Next, we show how we classified the contents of the articles according to keywords; this was done to examine whether the messages on the event goals were properly understood by the press. Several articles that were excluded from the sample were judged to be very similar in tone and style to those that were in our sample. Overall, we are confident that our sample is highly representative of the print media's coverage and treatment of the event.

### **3. Results**

#### **3.1. Number of Articles Published (November 2004–August 2007)**

The analysis revealed that 115 articles related to the event were published in 2004, 133 in 2005, 102 in 2006, and 120 in 2007. Further, two news releases were published in 2004, three each in 2005 and 2007, and four in 2006.

Table 1 shows the number of articles published by the print media. An interesting point is the increase in the number of documents issued to the press by the event management department. This was because the event management department directly contacted media persons and sent them a large number of requests to report on the event. Nevertheless, the publication rate decreased between 2004 and 2006. Further, the largest media supporter of the event changed from Kyodo News Enterprise to Asahi Shimbun. The increase in 2007 can be accounted for by the fact that a special feature program was broadcast by the Japanese public channel NHK after Masters Koshien was held.

**Table 1 Results of Promotion  
Through the Print Media (Newspapers and Magazines)**

	2004	2005	2006	2007
Number of times news releases were issued	2	3	4	3
Number of documents sent to the press	483	529	603	578
Number of published articles	115	133	102	120
Publication rate <sup>1</sup>	23.8%	25.1%	16.9%	20.8%
Number of media companies that published articles about Masters Koshien	55	52	29	70

<sup>1</sup> The publication rate is calculated by dividing the number of published articles by the number of documents sent to the press.

Table 2 details the number of newspaper and magazine articles written about the Masters Koshien local tournament. Articles calling for participation in Masters Koshien local tournaments increased to 10 cases in 2007 from one case in 2005; moreover, the number of teams with membership in the OB Club Union increased through the years. Thus, in contrast to the decrease in the number of articles about Masters Koshien, the number of articles concerning the local tournaments increased. Therefore, it can be considered that the promotion of local events through the print media was accomplished effectively.

**Table 2 Newspaper and Magazine Articles Written about Masters Koshien Local Tournaments**

	2004	2005	2006	2007
Number of teams who were members of the OB club Union <sup>2</sup>	82	123	179	244
Number of articles that wrote on topics concerning the local tournaments and reported their results	0	1	5	10
Number of articles announcing the local tournaments (e.g., date, place, game schedules, etc.)	0	7	22	5
Number of articles about participants or teams	52	32	34	27

<sup>2</sup> Only teams belonging to the National High School Baseball OB club Union were allowed to participate in the local tournaments.

### 3.2. Content Analysis of the Articles

We analyzed and summarized (in one phrase) the articles about Masters Koshien; we then used the keywords in the phrases to identify the articles and classify them according to the four dimensions (Personal, Community, Society, and Future). The keyword for each article indicated the aim of the event as conveyed by the article. This helped us assess the extent to which the articles developed and promoted the four dimensions of the event.

A total of 16 keywords were extracted from the phrases categorized under the Personal dimension (Table 3). For example, “achievement” was extracted from “achievement of goals for participation” and “challenging mind” was extracted from “challenging the mind to improve one’s skill and withstand the strain of the game.”

**Table 3 Personal Dimension (16 keywords)**

<b>Keyword</b>	<b>Example phrase</b>
Achievement	achievement of goals for participation
Accomplishment	accomplishment after frustration in fulfilling a dream
Realization	realization of a long-cherished desire
Fulfillment	fulfillment in playing baseball at Koshien Stadium
A sense of exaltation	exaltation due to excitement and emotion
A sense of liveliness	a lively expression while playing baseball
A sense of strain	strain due to the game and competition
A sense of revival	revival of a dream and goal at that time
A sense of retrospection	a sense of retrospective reflection at that time
A sense of hunger	a sense of hunger for the realization of a dream that has been growing with age
Challenging mind	challenging the mind to improve one's skill and withstand the strain of the game
Inquiring mind	inquiring mind for analyzing the opposition's game
Improvement	achievement of acquiring new skills and goals
Training the mind	striving for physical training every day
Fighting spirit	full of fighting spirit for the game
Acknowledgement	acknowledgment of supporters (e.g., family, seniors and juniors, coaches)

Five keywords were extracted for the Community dimension (Table 4). For example, "generation" was extracted from "an awareness of other generations by being able to enjoy beyond age differences" and "a sense of belonging" was extracted from "a sense of belonging to their local areas and to their alma mater."

**Table 4 Community Dimension (5 keywords)**

<b>Keyword</b>	<b>Example phrase</b>
Generation	an awareness of others generation by being able to enjoy beyond age differences
Attachment	a sense of attachment to their hometown
Tradition	a tradition of having created the baseball team since 70 years
A sense of belonging	a sense of belonging to their local areas and to their alma mater
Contribution	the activation of community through baseball

For the Society dimension, eight keywords were extracted (Table 5). For example, “longing” was extracted from “a longing for active senior players” and “encouragement” was extracted from “a sense of encouragement provided by courageous figures such as a superior or senior manager.”

**Table 5 Society Dimension (8 keywords)**

<b>Keyword</b>	<b>Example phrase</b>
Retrospection	the retrospective line-up
Expectation	expectation of rekindling a dream
Team Launch	launch of the local high school baseball OB team tournament
Longing	a longing for active senior players
Transformation	transformed body through weight loss
Promoting spirit	promotion of involvement by saying “Have more guts and dreams!”
Encouragement	a sense of encouragement provided by courageous figures such as a superior or senior manager
A sense of intimacy	praise of good play given to both opponents and one’s team

Finally, four keywords were extracted for the Future dimension (Table 6). For example, “expectation” was extracted from “a sense of expectation for one’s sons, daughters, and juniors” and “mission” was extracted from “a sense of mission to relate their experiences.”

**Table 6 Future Dimension (4 keywords)**

<b>Keyword</b>	<b>Example phrase</b>
Expectation	a sense of expectation for one's sons, daughters, and juniors
Support	a sense of support to encourage juniors
Mission	a sense of mission to relate their experiences
Rivalry	friendly rivalry with juniors and OB/OG

#### **4. Discussion**

The purpose of this study was to evaluate the management of a masters baseball game/alumni event held at Koshien Stadium, Japan, by analyzing the contents of articles related to this event; we analyzed newspaper and magazine articles published between November 2004 and August 2007. From the answer to the first research question—how many articles related to the event were published between November 2004 and August 2007?—we found that the number of documents released to the press increased each year because we requested media persons to provide increased coverage of the event. As a result, we can conclude that a positive approach by the event management department led to an increase in the number of publications.

The second research question was as follows: What message about the four dimensions of the event—Personal, Community, Society, and Future—do the images and texts together transmit to the press? As mentioned above, the

press releases and direct contact with the media were very effective in conveying the event management department's message to the media. That is, the department's messages for the development and promotion of the four dimensions of the event—Personal, Community, Society, and Future—were effective. However, there were also “unintended” messages contained within the documents. Because the management secretariat was unable to assemble a team and collect sufficient personal information, the information provided in some of the published articles was not that which we aimed to publish. It is supposed that this had improved the cognitive rate of the annual event, and this led to the increase in the number of documents issued by the management department. In addition, it is thought that unique coverage of the event by the mass media increased because the event management department provided new information to the media. Furthermore, it was suggested that the promotion of local tournaments was well supported by the mass media, and there was an increase in the number of articles about various aspects of the local tournaments and their results.

There are a number of descriptive accounts of community-wide health education campaigns designed to increase physical activity levels (Ronda, Assema, & Brug, 2001; Wen et al., 2002) and nationwide mass media campaigns to promote physical activity (Owen et al., 1995; Wimbush et al., 1998). Mass media plays an important role in promoting changes in health behavior. In this study, the effectiveness of disseminating information on masters sports through the mass media was confirmed. However, it is necessary to examine whether we can adopt the analysis techniques used in this study to study all masters games and events, because Masters Koshien has a limited number of participants.

We found that the number of published articles in the print media about the masters baseball alumni event had increased, and the essence of the event's dimensions appeared in the messages released by the media. Thus, there were

some consistencies between the objectives of the campaign and the messages published in the print media. This research demonstrates that it is possible to effectively promote masters sports through the print media. However, some of the distributed information on the event was not published by the press. Therefore, we should attempt to determine the kind of information that the press wished to obtain. In order to promote an event effectively, it is necessary to build a strong long-term partnership with the media.

In addition, future research should be conducted from different perspectives (e.g., the impact of slogans and posters), and management evaluations of various masters sports competitions and events should be carried out to explore effective promotion activities for such sports. Through this research, we aim to prove that print media campaigns has broken new ground for older people by providing role models demonstrating how to age well.

Print media publications can be individually tailored to provide potentially more effective encouragement and education. For example, their participation in sports alumni event challenges the image of middle-aged and older adults, as it is an activity strong associated with youth.

The participants of the event, who were the subjects of this study, were middle-aged and older adults who had dreamed of playing baseball in Koshien Stadium since they were in high school. They had formed alumni teams after graduating from high school and strived once again to fulfill their goal of playing baseball in Koshien Stadium in order to bring meaning into their lives and to gain a sense of empowerment. When people from all age groups share the same aspiration, it promotes intergenerational exchanges and enhances a sense of belonging to their hometown. This, in turn, invigorates local communities. Further, the images of middle-aged and older adults striving to fulfill their dreams offer encouragement to those in the same generation while it simultaneously presents a supportive message to children.

Four dimensions of Masters Koshien's principles are emphasized in this paper. The survey findings have revealed that the challenge of middle-aged and older adults to fulfill their lifelong dream through alumni sports has attracted attention, as is evident from the interviews with the players and the comments they have made, which have been published in various print media. These indicate that, in terms of the sports enjoyed by middle-aged and older adults, it is important not only to promote sports to preserve and enhance health but also to promote a variety of sports to provide opportunities for these groups to pursue the dreams or goals of the past.

The case example used in this action research was that of a closed-type sports, in which participants needed to have belonged to a high school baseball club during high school, because the characteristic of being a mecca-type sports exists, in which high school baseball players aim to play baseball in Koshien Stadium. In Japan, however, there are a variety of top-level competition venues, popularly known as the "mecca" of its respective sports, at which those who belong to sports clubs in high schools and universities aim to play for, such as the National Stadium (soccer), Hanazono Stadium (rugby), and Tokyo-Hakone route (Ekiden: long-distance relay race). It is therefore necessary to examine the dreams and aspirations that middle-aged and older adults had in their school days with regard to sports and verify whether results similar to those obtained in this study will be yielded or whether the outcomes will be different.

## References

- Bauman, A. (2000) Precepts and principles of mass media campaign evaluation in Australia. *Health Promotion Journal of Australia*, 10(1), 89–92.
- Bauman, A., Smith, B. J., Maibach, E. W., & Reger-Nash, B. (2006) Evaluation of mass media campaigns for physical activity. *Evaluation and Program Planning*, 29, 312–322.

- Birren, J. E., & Schaie, K. W. (2006) *Handbook of the psychology of aging* (6th ed.). Burlington, MA: Elsevier.
- Bryant, J. & Zillman, D. (2002) *Media Effects: Advances in Theory and Research* (2nd ed.). London: Lawrence Erlbaum Assoc Inc, Mahwah, NJ.
- Bramlett-Solomon, S., & Subramanian, G. (1999) Nowhere near picture perfect: Images of the elderly in *Life* and *Ebony* magazine ads, 1990–1997. *Journalism and Mass Communication Quarterly*, 76(3), 565–572.
- Chogahara, M. (2007) Gerontology sports overview: The evolving field in the future. In M. Chogahara et al., *Gerontology Sports: The Maturing Sports Life* (pp. 12–49). Tokyo.
- Coffman, J. (2002) Public communication campaign evaluation: An environmental scan of challenges, criticisms, practice, and opportunities. [Electronic version]. Washington, D.C: Harvard Family Research Project.
- Dionigi, R. (2006) Competitive sport as leisure in later life: Negotiations, discourse, and aging. *Leisure Sciences*, 28, 181–196.
- Featherstone, M., & Hepworth, M. (1995) Image of positive aging: A case study of Retirement Choice Magazine. In M. Featherstone & A. Wernick (Eds.), *Images of aging: Cultural representations of later life* (pp. 29–47). London: Routledge.
- Featherstone, M., & Wernick, A. (1995) Images of aging: Cultural representations of later life. London: Routledge.
- Finnegan, J. R., & Viswanath, K. (2002) Communication theory and health behavior change: The media studies framework. In K. Glanz, B. K. Rimer, & F. M. Lewis (Eds.), *Health Behavior and Health Education: Theory, Research, and Practice*. (3rd ed.) (pp. 361–388). San Francisco: Jossey-bass.
- Grant, B. C. (2001) 'You're never too old': Beliefs about physical activity and playing sport in later life. *Ageing & Society*, 21(6), 777–798.
- Green, L.W. and Kreuter, M.W. (1991) Health Promotion planning: An educational and environmental approach. (2nd ed.) California: Mayfield

Publishing.

Japan Health Promotion and Fitness Foundation (2009) *The National Survey on Active Aging 2008*. Tokyo.

Jolley, G., Lawless, A., and Hurley, C. (2008) Framework and tools for planning and evaluating community participation, collaborative partnerships and equity in health promotion. *Health Promotion Journal of Australia*, 19(2), 152–157.

Krippendorff, K. (1980) *Content Analysis: An Introduction to its methodology*. Beverly Hills, California: Sage Publications.

Ministry of Education, Culture, Sports, Science and Technology. (2006) *Public opinion survey on physical strength and sports*. Tokyo: Government of Japan.

Nosek, B. A., Banaji, M. R., & Greenwald, A. G. (2002) Harvesting implicit group attitudes and beliefs from a demonstration website. *Group Dynamics: Theory, Research and Practice*, 6(2), 102–115.

O'Brien Cousins, S., & Burgess, A. (1992) Perspectives on older adults in physical activity and sports. *Educational Gerontology*, 18(5), 461–481.

Owen, N., Bauman, A., Booth, M., Oldenburg, B., & Magnus, P. (1995) Serial mass-media campaigns to promote physical activity: Reinforcing or redundant? *American Journal of Public Health*, 85(2), 244–248.

Peterson, R. T. (1992) The depiction of senior citizens in magazine advertisements: A content analysis. *Journal of Business Ethics*, 11(9), 701–706.

Reason, P. (2006) Choice and quality in action research practice. *Journal of Management Inquiry*, 15, 187–203.

Robinson, T., Gustafson, B., & Popovich, M. (2008) Perceptions of negative stereotypes of older people in magazine advertisements: Comparing the perceptions of older adults and college students. *Aging and Society*, 28, 233–251.

Ronda, G., Assema, P. V., and Brug, J. (2001) Stages of change, psychological

- factors and awareness of physical activity levels in the Netherlands. *Health Promotion International*, 16(4), 305–314.
- Senge, P., & Scharmer, O. (2006) Community action research: Learning as a community of practitioners, consultants and researchers. In P. Reason & H. Bradbury (Eds.), *Handbook of Action Research. (The Concise Paperback Edition)* (pp. 195–206). Newbury, CA: Sage Publication.
- Shephard, R. J. (1997) *Aging, physical activity, and health*. Champaign, IL: Human Kinetics.
- Steckler, A., Goodman, R. M., & Kegler, M. C. (2002) Mobilizing organizations for health enhancement: Theories of organizational change. In K. Glanz, B. K. Rimer, & F. M. Lewis (Eds.), *Health Behavior and Health Education: Theory, Research, and Practice* (3rd ed.) (pp. 335–360). San Francisco: Jossey-bass.
- The Masters Sports Promotion Unit. (2003) Report on masters' sports held in Kanagawa, Japan, in 2002. The Masters Sports Promotion Unit: Kobe University.
- Tani, M., Hikoji, K., & Chogahara, M. (2006) Masters sports movement. *Journal of Health, Physical Education and Recreation*, 56(5), 354–360.
- Wen, L. M., Thomas, M., Jones, H., Orr, N., Moreton, R., King, L., Hawe, P., Bindon, J., Humphries, J., Schicht, K., Corne, S., & Bauman. A. (2002) Promoting physical activity in women: Evaluation of a 2-year community-based intervention in Sydney, Australia. *Health Promotion International*, 17(2), 127–137.
- Williams, A., Ylanne, V., & Wadleigh, P. M. (2007) Selling the 'Elixir of Life': Images of the elderly in an Olivio advertising campaign. *Journal of Aging Studies*, 21, 1–21.
- Wimbush, E., Macgregor, A., & Fraser, E. (1998) Impacts of a national mass media campaign on walking in Scotland. *Health Promotion International*, 13(1), 45–53.

# **A Study on Stressors in Japanese Junior Soccer Players**

**- A Comparison Between High Performance Level and Low  
Performance Level Players -**

**Hideyuki Yuda<sup>1</sup>**

Toho University, Chiba, Japan

**Tetsuji Sugiyama**

Japan Women's University, Tokyo, Japan

**Shinya Akita**

Toho University, Chiba, Japan

**Hiroshi Yamauchi**

Toho University, Chiba, Japan

**Kazuhiro Yuda**

International BUDO University, Chiba, Japan

## **Abstract**

This study was conducted to compare stresses between high-performance level and low-performance level groups of Japanese junior soccer players, and intended to clarify causes of stress. Furthermore, the relationships between the stress and 3 aspects (enjoyment of sport, willingness to continue soccer, and victory orientation) were explored. Subjects were 909 junior soccer players who

---

1 Hideyuki Yuda, Associate Professor Toho University, Chiba, Japan

Miyama 2-2-1 Funabashi City Chiba Pref. Japan 274-8510

E-mail: yuda@sci.toho-u.ac.jp

were in 3rd to 6th grades of elementary school. Questionnaires were used to measure degree of the 3 aspects mentioned above and stress level in 8 areas. The results indicated that, the mean score of stress of high-level players was significantly higher than that of low-level players. As for the 8 causes of stress, significant differences could be found concerning 4 areas (players themselves, injury and sickness, teammates, and family and people close to players), and high-level players tended to experience more stress than low-level ones. Regarding the relationships between enjoyment of sport and stress, and between willingness to continue soccer and stress showed significant differences. These findings are useful for stress management of junior soccer players.

**Key words:** junior soccer player, stressor, willingness to continue soccer, victory orientation, enjoyment of sport

## I. Introduction

As is declared in The European Sport for All charter in 1975, it seems to be one of the most important issues in today's society that all the people involved in sports get familiar with sports according to their own ability and interest and that this consequently leads them to have richer lives. Soccer is one of the most popular sports in Japan. The J. League, Japan's national professional football league, has adopted the One Hundred Year Vision which describes "the culture of sports is mature only when the environment is set for all people to enjoy sports light-heartedly. Then anybody from any group of age, physical strength, skill, and purpose can play sports for fun" in 1996. Based on this vision, soccer is now promoted in Japan. The treatment based on the viewpoints of individual differences and physical development described in this vision would be indispensable for the spread of sports.

From a perspective of physical development, the junior stage is crucial for people to enjoy sports throughout their lives. It is also an important stage that through playing soccer children are impressed, improve their play, cooperate with their teammates and people close to them and understand the importance of their teammates, and that through these experiences the cognition and emotion begin to grow that they want to play more and continue to play soccer in the future. Through soccer, they not only have a good time, but also they may make little progress, and have a hard time with relationships with their teammates, injury, pressure from their coaches and parents, etc. These experiences cause children to feel stressed, which can lead to a lowering of motivation and dropout. This study deals with the stress of junior soccer players.

This study aims to examine the relationship between stress and Japanese junior soccer players. One of the biggest concerns in this area of study is how stress in sports can affect performance in a match (Woodman and Hardy, 2001). The connection between continuance and dropout and enjoyment and stress is also important for junior players. Therefore, it is necessary to specifically clarify stressors which cause stress in sports.

Though few studies concerning the relationship of stress and players have been conducted, Kaga et al. [1996] and Fukami et al. [1995] have shown interesting results. They carried out a stress investigation in sports of 2,050 primary, junior high, high school and university students to clarify the connection between stress and each of continuance and dropping out of sport. First, a preliminary written investigation on stress in sports of 500 students was carried out and stressors were divided into 8 areas as follows: 1) training, 2) matches, 3) instructors, 4) teammates, 5) injuries, 6) performance, 7) relationship with their family, 8) involvement with other activities. The stress by 8 areas was compared by performance level, sex, and age bracket such as junior high, high school and university students and difference in development was observed in all areas. Regarding primary school students, there was a difference in

performance level in the areas of matches, injury and performance and there was a difference in sex in the areas of matches and injury.

We could not find many prior researches in Europe, either. For example, Reeves et al. [2009] took up such stressors as making a mistake, team performance, a coach, selection, an opposing team, individual performance, family. Other studies adopted such factors as physical errors, receiving coach/parental criticism, making a mental error, and taking advice to cope with these stressors (Nicholls & Polman, 2007; Cohn, 1990), injury (Rider and Hicks, 1995), and parents (Van Yperen, 1995).

Certainly these researches have provided us with some concrete and useful perceptions concerning stressors. One of them shows that interpersonal stresses within a team can vary depending on the degree of parental supports and the performance level of players can cause the variation (Van Yperen, 1995). Another reveals that, by focusing on ten young golfers from the age of fifteen to seventeen, the stress caused by too much practice or play, a lack of enjoyment, and too much pressure from self and others can lead to players' burnout (Cohen, 1990). However, there have yet been few researches which deal comprehensively with stressors, and still fewer which focused on junior players. Their studies are meaningful, but the method which Kaga et al. [1996] used seems to have more merit than theirs, because it includes almost all necessary stress factors for us. Moreover, we should notice that these researchers dealt with players over 12, except for Reeves.

For the reason mentioned above, we would like to use Kaga's method, but we refined it in order to see the qualitative aspects. We asked the players to write down the specific reasons. We also added questions in order to survey the relationship between stress and the degree of three factors we recently found meaningful: enjoyment in playing soccer, willingness to continue soccer, and victory orientation.

It is important for junior soccer players to enjoy soccer and have willingness

to continue soccer after the junior stage. In this junior stage, it is necessary not only to pursue a good result but also to increase motivation for soccer. There are not a lot of past studies which deal with the relation between the degree of enjoyment of sports and stress. Ishii *et al.* (1996) surveyed university students and examined which stressor leads to dropouts in sport. Students who dropped out of sports cited failure to show their abilities, relationship with their teammates, little progress in their skills, forced training, etc. as factors causing stress. The actual situation of stress of junior soccer players and the connection among their stress, enjoyment and willingness to continue soccer have yet to be revealed fully.

In soccer matches, players make all kinds of efforts to win the matches and try to maximize their performances. The same can be said about junior soccer players. The victory orientation - the attitude to emphasize winning is one of the necessary mentalities for players. However, the recognition that winning is everything and the attitude which excessively puts emphasis on winning can lead to stress. Sugiyama *et al.* (1996) revealed in the research of university students that those who feel more stressed are more victory-oriented than those who feel less stressed. Few studies on victory orientation of junior soccer players have been conducted.

In this study, it was focused on Japanese soccer players under 12, because Kaga and their colleagues dealt with players of various age groups and kinds of sports. Though in 1998, a research on Japanese junior soccer players have already submitted (Yuda et al., 1998), but as it dealt with only high performance level players, we intend to show the comparison between high performance level players and those of low performance level.

As described above, several studies on sports stress were reported, but the number of such studies is generally small. Especially studies on stress in junior soccer players have been rarely implemented. The survey on the stressors and coping strategy of Premier League academy players by Reeves *et al.*

(2009) includes only a few 12 year-old players. There are very few reports of surveys of players aged 12 or younger not only in soccer but also in other sports.

In terms of research approaches on sports stress, there is a quantitative study (Fukami, 1995; Ishii, 1995; Kato & Ishii, 1999; Van Yperen, 1995, etc.) and a qualitative one (Reeves *et al.*, 2009; Holt & Hogg, 2002). Only a quantitative comparison does not clarify problems each player has and a qualitative study limits the generalization of study results. Therefore, it is thought to be necessary to consider both quantitative and qualitative comparisons. Past studies on sports stress targeted players in a comparatively high performance level and the actual situation of stress of players in a lower level has not been fully revealed. In addition to few studies of junior soccer players, studies of players in a lower performance level have rarely been conducted. The difference of stress between higher and lower performance players is an important issue to be clarified. As described above, the actual situation of stress of junior soccer players is not fully revealed.

Therefore, this study aims to clarify:

- 1) Causes of stress by level by comparing 8 areas of stress between high-performance and low-performance level groups in junior soccer players.
- 2) The connection between stress and each category like degree of enjoyment, willingness to continue soccer, victory orientation and the difference between high-performance and low-performance level groups in junior soccer players.

## **II. Methods**

### **1. Subjects**

The research subjects in this study were as written below.

High performance level group: 768 players of 48 teams (1 team from each

prefecture except Chiba: 2 teams) who participated in the Final stage (National level) of All Japan Boys Soccer Tournament (M=11.34years old, SD=.63). Almost all of the 768 players were surveyed.

Low performance level group: 141 players who were registered to 9 local clubs which lost in the qualifying round of Chiba prefecture (M=11.09years old, SD=.83).

All the subjects in both levels were boys in the 3rd to 6th grades of elementary school.

## **2. Implementation**

Questionnaires for players were performed by the coach of each team in both level.

## **3. Contents**

In this study, Kaga's method (1995) was adapted. It is thought to enable researchers and educators to find stressors among 8 areas of factors including sports-related stressors and to easily understand sports stress. But, it was refined in order to see the qualitative aspects. The subject was asked to write down the specific reasons. It was also added questions in order to survey the relationship between stress and the degree of three factors: enjoyment in playing soccer, willingness to continue soccer, and victory orientation.

The contents in detail are as follows:

### 1) Degree of enjoyment in playing soccer

Respondents were required to choose one from the following choices.

(1) Very enjoyable (2) Enjoyable (3) Not so enjoyable (4) Not enjoyable at all.

### 2) Willingness to continue soccer

Respondents were required to choose one from the following choices.

(1) I will continue to play. (2) I don't know if I'll continue or not. (3) I'll stop playing.

### 3) Victory orientation

Kaga *et al.* examined victory orientation (1994) reviewing the investigation by Ishii *et al.*

(1984, 1987) and produced 5 questions below with a choice of 4 answers:

[Totally agree - Fairly agree - Fairly disagree - Totally disagree]

- (a) In soccer, winning is the most pleasing thing.
- (b) Soccer is meaningless if you don't win.
- (c) I don't want to lose.
- (d) Soccer is interesting because you may win or lose.
- (e) Whether you win or lose is not important.

### 4) Stressors (8areas)

This study focused on cognitive and emotional out of mental stress aspects.

Each question required a yes-or-no answer and reasons for it.

- (1) When I'm training I sometimes have negative feelings.
- (2) During my team's matches I sometimes have negative feelings.
- (3) Sometimes I have negative feelings about my manager or coach.
- (4) I sometimes have negative feelings about my teammates.
- (5) I sometimes have negative feelings because I'm injured or sick.
- (6) Sometimes I have negative feelings about my own play.
- (7) I sometimes have negative feelings about my family and people close to me.

me.

(8) I sometimes have negative feelings because soccer conflicts with my other concerns and interests except for soccer.

## III. Results

### 1) A Comparison of Stress at Each Performance Level

Stressors in this study are categorized into 8 different areas. "Yes" was calculated as 1 point (pt.) and "no" as nil. The evaluation for each area was

calculated by the sum of the scores. The mean scores of stress were 3.37 pt. (SD: 1.76) in the high performance level group and 2.70 pt. (SD: 1.62) in the low performance level group. The high performance level group produced significantly higher mean scores of stress than the low performance level group ( $p < 0.01$ ). The scores in the high and low performance levels were shown in Figure 1. The mean scores of stress likely tended to be low in both levels.

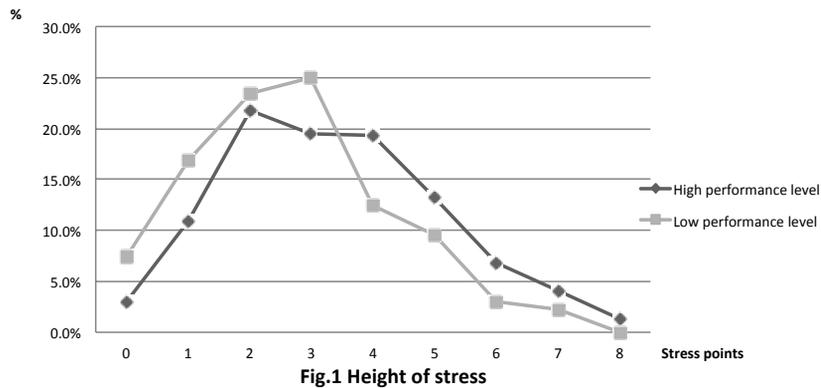
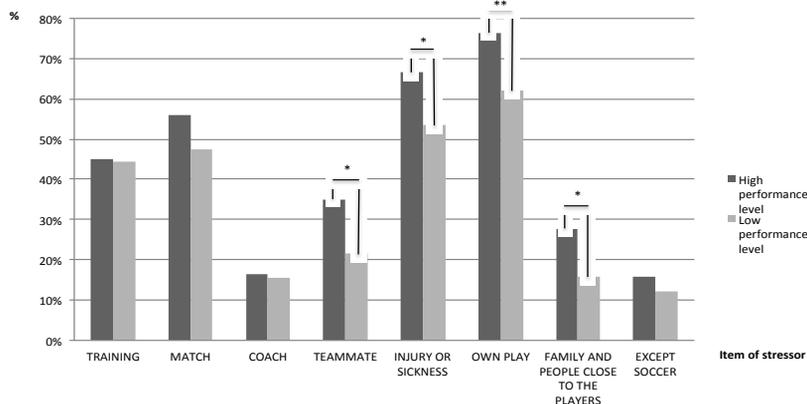


Figure 2 in below demonstrates the score of stress in 8 areas.



**Fig.2 The frequency of stressors in 8 areas between High performance level and Low performance level players**  
 $*p < .01$ ,  $**p < .001$

In the stress in training, 332 players (45.1%) answered “yes” and 404 players (54.9%) said “no” in the high performance level group. The number of players who answered “yes” was not over the half of the group, however it was

certainly observed that nearly half of the players felt stressed during training in the high performance level group. In the low performance level group, 62 players (44.3%) answered “yes” and 78 players (55.7%) said “no”. No big difference between both levels was observed from the viewpoint of stress in training. Again it is necessary to assess each case of the stress regardless of the numbers and performance levels.

In terms of the stress in matches, 411 players (56.0%) answered “yes” and 323 players (44.0%) said “no” in the high performance level group. Comparing to the data from training, it was obvious that the players felt more stressed in the matches. In the low performance level group, 67 players (47.5%) answered “yes” and 74 players (52.5%) said “no”. These results indicated that the players in both levels experienced more stress in the matches than the training sessions.

Regarding the stress with managers or coaches, 121 players (16.5%) answered “yes” and 612 players (83.5%) said “no” in the high performance level group. The scores were less in comparison to the data in the other areas, and the players tended to have no major stress with managers or coaches. In the low performance level group, 22 players (15.6%) answered “yes” and 119 players (84.4%) said “no” as a similar distribution as in the high performance level group.

The area of the stress with teammates produced 255 pt. (35.0%) for “yes” and 474 pt. (65.0%) for “no” in the high performance level group, 30 pt. (21.6%) for “yes” and 109 pt. (78.4%) for “no” in the low performance level group. The results showed that the high performance level players tended to experience more stress with their teammates than the low performance level group ( $p < 0.01$ ).

In the injury and sickness area, 487 players (66.7%) answered “yes” and 243 players (33.3%) said “no” in the high performance level group. In the low performance level group, 75 players (53.6%) answered “yes” and 65 players (46.4%) said “no”. The data indicated that the players in high performance level group had a tendency to be more stressed with injury and sickness than the low performance level group ( $p < 0.01$ ).

The scores of the stress with their own play were 561 players (76.3%) for “yes” and 174 players (23.7%) for “no” in high performance level group, 86 players (61.9%) for “yes” and 53 players (38.1%) for “no” in low performance level group. This data showed that the players in the high performance level group tended to be more stressed with their own play than the low performance level group ( $p < 0.001$ ).

In regards to the stress with family and people close to the players, 203 players (27.8%) answered “yes” and 527 players (72.2%) said “no” in the high performance level group. In the low performance level group, 22 players (15.8%) answered “yes” and 117 players (84.2%) said “no”. The data indicated that the players in the high performance level group had a tendency to be more stressed with family and people close to the players than the low performance level group ( $p < 0.01$ ).

The area of the stress with things other than soccer had results with 116 players (15.9%) for “yes” and 613 players (84.1%) for “no” in the high performance level group, 17 players (12.3%) for “yes” and 121 players (87.7%) for “no” in the low performance level group.

Reviewing all the areas, the stress with players themselves was especially high in the scores, with injury and sickness the second followed by the stress with the matches as the third in the high performance level group. These areas also produced more scores than a half of the total. Also in the low performance level group, the order of the ranking was exactly the same with the high performance level groups and the scores were over the half in players themselves area with 86 pt. (61.9%) and in the injury and sickness area with 75 pt. (53.6%). The stress in matches, however, showed a difference between two levels producing a high score in the high performance level group and a not very high score of 67 players (47.5%) in the low performance level group.

On the contrary, the stress with managers or coaches resulted only with 121 pt. (16.5%) in high performance level group. The areas with lower scores

compared to the others were the stress with family and people close to the players with 203 pt. (27.8%) and the stress with other things than soccer with 116 pt. (15.9%). In a low performance level group, managers or coaches with 22 pt. (15.8%), family with 22 pt.(15.8%), and other things than soccer with 17 pt. (12.3%) were considered fairly low scores as conditions of the stress.

## **2) The Reasons That Cause Stress in 8 Areas**

In order to compare the degrees of stress between high performance level and low performance level players, an analysis of variance using  $\chi^2$  test was conducted on the eight stressors.

It was found that the four factors “teammates”, “injury or sickness”, “own play” and “family and people close to the players”, caused significantly more stress on high performance level players than those on low performance level players. The main reasons that cause stress in 8area are shown in Table 1.

In terms of stressors concerning training, although the order of the ranking was a little bit different among both levels, both high and low performance level groups have similar reasons as follows: “I cannot play well,” “The training is too hard,” “I am scolded by my manager or coach,” etc.

As for stressors concerning matches, both groups list reasons such as “I cannot take part in the match,” “I am nagged when I make a mistake“ at the top. A low performance level group has a reason peculiar to a weak team such as “My team loses the match.”

Regarding stressors of a manager or coach, both groups place reasons such as “My coach scolds me,” “My coach nags me” in the top two.

As for stressors concerning teammates, both groups list “They complain to me or scold me when I make a mistake” as a major reason.

As for stressors concerning injury and sickness, both groups list reasons such as “I cannot play soccer,” “I cannot practice and play in a match.”

Regarding stressors concerning players’ own plays, they feel stressed with

their technical skills shortage as follows: “I cannot play well,” “I cannot play as I imagine.”

As for stressors concerning family and people close to the players, both groups list a reason such as “They say various things to me” as a major reason.

As for stressors except soccer, common reasons for both groups are homework such as “I cannot do homework,” and “I have homework.” In the high performance level group, the reason “I don’t have time to study” accounts for 16.5%, while in the low performance level group, the reason, “I don’t have time to play” accounts for 17.6%. Although it cannot be decided whether the difference of reasons is caused by the difference of levels, it is worth considering it in the future.

As described above, reasons regarding stressors in 8 specific areas have much in common in both level groups and it can be said that there is little difference in reasons of stressors by level.

Table.1 The main reasons that cause stress

Stressor	High-level N=768	%	Low-level N=141	%
Training	I cannot play well.	12.0%	I am scolded by someone when I make a mistake.	16.1%
	Training is too hard.	9.9%	I can-not play well.	14.5%
	I am scolded by my manager or coach.	7.8%	Training is hard.	9.7%
	I am scolded by someone when I make a mistake.	6.9%	I get tired.	8.1%
	I don't like running training.	6.6%	The coach nags me.	4.8%
Match	I cannot take part in the match.	10.9%	My team loses the match.	17.9%
	I am scolded when I make a mistake.	9.5%	I can not play in a match.	16.4%
	I cannot play as well as I want to.	9.2%	I am nagged when I make a mistake.	9.0%
	I make mistakes.	8.0%	My opponent complains about me.	6.0%
Manager or Coach	My coach scolds me.	52.1%	My coach scolds me.	45.5%
	My coach nags me.	4.1%	My coach nags me.	22.7%
Teammate *	They complain to me.	15.3%	They complain to me when I make a mistake.	36.7%
	They complain to me when I make a mistake.	10.6%		
	They scold me when I make a mistake.	8.6%		
Injury or sickness *	I cannot play soccer.	48.9%	I cannot play soccer.	53.3%
	I cannot practice.	15.6%	I cannot play in a match.	29.3%
	I cannot play in a match.	13.1%		
Own play **	I cannot play as I imagine.	17.1%	I cannot play well.	17.9%
	I make a lot of mistakes.	11.6%	I cannot play as I imagine.	15.5%
	I cannot play well.	10.3%	I don't become skilled.	8.3%
Family and people close to the players *	They say various things to me.	30.0%	They say various things to me.	40.9%
	They scold me when I make a mistake.	8.4%		
	My family compares my siblings with me and they say various things to me.	7.90%		
Except soccer	I don't have time to study.	16.5%	I don't have time to play.	17.6%
	I don't like school work.	10.4%	I must go to a cram school.	11.8%
	I cannot do homework.	10.4%	I have homework.	11.8%

\*p<.01, \*\*p<.001

### **3) The Relationship between Degree of Enjoyment and Stress in Performance Levels**

The scores were summed with a calculation of “yes” as 1 pt. and “no” as nil in 8 areas of the stress.

The degree of enjoyment were categorized into four answers; (1) Very enjoyable (2) Enjoyable (3) Not so enjoyable (4) Not enjoyable at all. As a result that (3) was selected only by one person, It was defined (1) as high enjoyment, (2) and (3) as low enjoyment. Performance levels were categorized to high performance level and low performance level and compared the stress scores of each level (Fig. 3). The high-enjoyment group in the low performance level consisted of 101 players and produced stress scores at 2.41 (M) and 1.56 (SD). The low-enjoyment group in the low performance level consisted of 34 players scored at 3.50 (M) and 1.50 (SD). On the other hand, the high-enjoyment group in the high performance level consisted of 592 players and produced stress scores at 3.28 (M) and 1.70 (SD). The low-enjoyment group in the high performance level consisted of 103 players scored at 3.80 (M) and 2.06 (SD). Two-way ANOVA found significant effects in the performance level,  $F(1, 826)=9.10, p<0.01$  and degree of enjoyment,  $F(1, 826)=17.13, p<0.001$ . These results indicated that players in high performance level felt more stressed than low performance level players and low-enjoyment group in both levels experienced stronger stress than the high-enjoyment group. The scores in the high performance level were 3.28 in high-enjoyment and 3.80 in low-enjoyment. Low performance level players showed a bigger difference in the degree of enjoyment with scores of 3.50 in high-enjoyment and 2.41 in low-enjoyment. Thus, it can be considered that players in low performance level have a lower degree of enjoyment when they feel stressed.

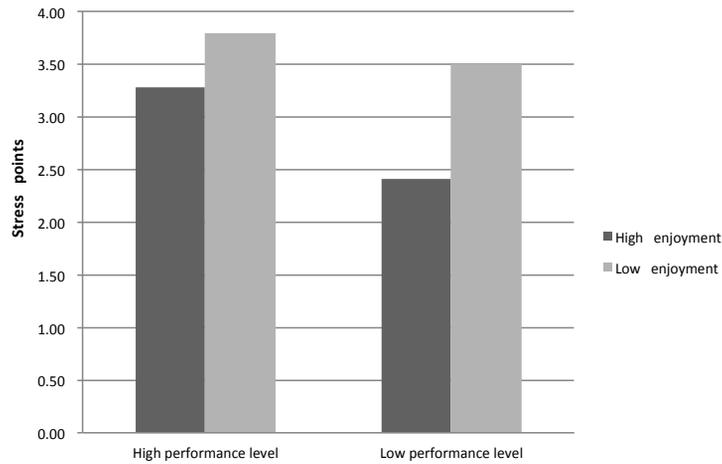


Fig.3 Performance level, degree of enjoyment and stress

#### 4) The Relationship between Willingness to Continue Soccer and Stress in Performance Levels

The degrees of willingness to continue soccer (WC) were defined as high-WC with “I want to continue”, and low-WC with “Not sure to continue” and “Going to quit soon”. The high-WC group in the low performance level consisted of 114 players and produced stress scores at 2.68 (M) and 1.67 (SD) (Fig. 4). The low-WC group of 22 players scored at 2.78 (M) and 1.37 (SD) .

On the other hand, the high-WC group in the high performance level consisted of 647 players and produced the stress scores at 3.30 (M) and 1.76 (SD). The low-WC group of 55 players scored at 4.11 (M) and 1.70 (SD). Two-way ANOVA found significant effects in the performance level,  $F(1, 834)=16.56, p<0.001$  and degree of WC,  $F(1, 834)=4.05, p<0.05$ .

In both performance levels, the low-WC group felt more stressed than the high-WC group. The scores in the low performance level were 2.68 in high-WC and 2.82 in low-WC. High performance level players showed a big difference in scores of 3.30 in high-WC and 4.41 in low-WC. These results revealed that willingness to continue soccer in the high performance level was affected more strongly than in the low performance level group.

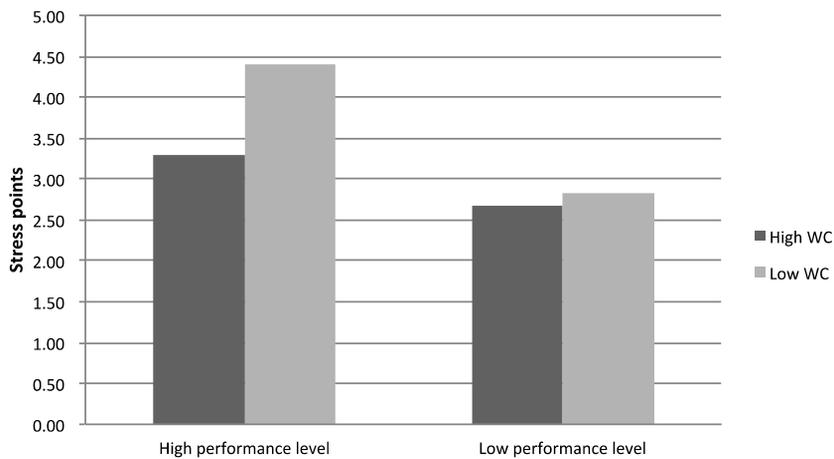


Fig.4 Performance level, willingness to continue soccer (WC) and stress

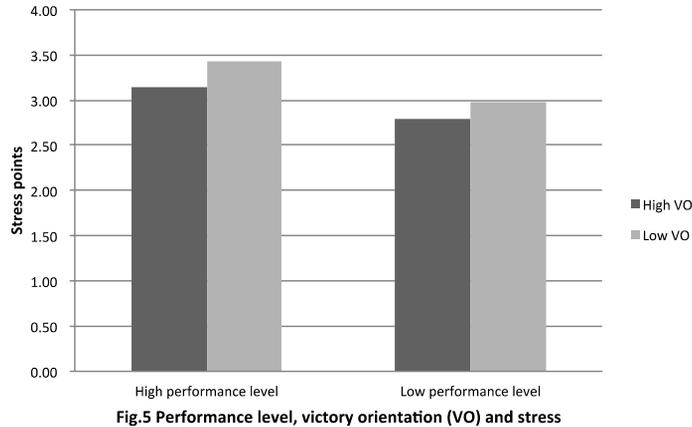
### 5) The Relationship between Victory Orientation and Stress in Performance Levels

The degrees of victory orientation (VO) were examined with 5 items with (a) In soccer, winning is the most pleasing thing, (b) Soccer is meaningless if you don't win, (c) I don't want to lose, (d) Soccer is interesting because you may win or lose, (e) Whether you win or lose is not important. Regarding the 4 items of (a), (b), (c), and (d), the 4 choices of answers produced 4 pt. with "Totally agree", 3pt. with "Fairly agree", 2 pt. with "Fairly disagree", and 1 pt. with "Totally disagree". The scores in (d) were calculated as 1 pt. with "Totally agree", 2pt. with "Fairly agree", 3 pt. with "Fairly disagree", and 4 pt. with "Totally disagree". Victory orientation was computed by 3 items of (a), (b), (c), because of reliability (Cronbach's  $\alpha = .52$ ).

The high-VO group in the low performance level of 33 players produced stress scores at 2.79 (M) and 1.73 (SD) and the low-VO group of 60 players scored at 2.97 (M) and 1.63 (SD). The high-VO group in the high performance level of 211 players produced 3.15 (M) and 1.66 (SD) and the low-VO group of 302 players scored at 3.43 (M) and 1.81 (SD) (Fig. 5).

Two-way ANOVA with performance levels and degree of VO found a

significant effect in the performance level,  $F(1, 602)=4.12$ ,  $p<0.05$ , but not in the degree of victory orientation.



### 6) Victory Orientation and the Stress in 8 Areas

The analysis was implemented on victory orientation and the stress in 8 areas; training, matches, coaches, teammates, injury and sickness, own play, family and people close to the players, and other areas. In terms of high-VO and low-VO, scores in all the areas were compared respectively. ANOVA produced no relationship between victory orientation and the stress scores. That is to say that degree of victory orientation unlikely affects severity of the stress.

## IV. Discussion

The purpose of this study is to clarify the actual condition of the stress amongst junior soccer players in high and low performance levels, and compare them with both levels. In addition, It is also focused on the relationships between the stress and 3 aspects; enjoyment of the sport, the relationship between willingness to continue soccer and stress, and the relationship between victory orientation and stress.

Firstly analyzing severity of the stress, the mean score was 3.37 pt. in the high performance level group and 2.68 in the low performance level group. The

high performance level players produced significantly higher mean scores than the low performance level players. This result showed that the players in the high performance level played soccer with more stress than in the low performance level. On the whole, however, the mean scores were low in the both levels.

From the viewpoints of every stressor, the ranks of stressors were in exactly the same order in the both levels. Thus, it is considered that the degrees of the stress in respective areas are very similar regardless of the performance levels.

Out of 8 areas, the scores of “their own plays”, “injury and sickness”, “teammates”, and “family and people close to the players” in the high performance level tended to be higher than in the low performance level.

In the area of “their own plays”, the high performance level group experiences more stress than the low performance level. The players in the high performance level perform high individual and group techniques with ambitious attitudes. It is considerable that the high performance level players feel more stressed in situations when they cannot play as they desire, with a bigger difference between reality and ambition than the low performance level players. For the solution, it is necessary to set reasonable targets and have a clear vision to achieve them. Otherwise the players might lose their confidence and motivation with more stress. Coaches and family members are required to observe the conditions of players carefully and to instruct them in the right direction with close communication.

“Injury and sickness” was another area that the players in the high performance level are subjected to more stress than the low performance level players. The reason for this might be that the players feel stressed, as well as the stress with their own plays when not being able to achieve high targets. Especially for injured players, it is important to support them mentally to prevent dropouts.

The stress with teammates in the high performance level was observed more often than in the low performance level. The reasons the players raised in the questionnaires were “complaints from teammates”, “being angry with mistakes”, and “being criticized about mistakes” as placed high in the ranking. With this evidence, it was revealed that complaints from teammates cause more stress than selections or the relationship with teammates. Particularly in the high performance level, it is presumable that players expect their teammates have higher standards and better performance, then as the result, they complain more about mistakes than players in the low performance level. Coaches are required to be aware of such a situation and educate the players involved to respect teammates.

As well as the other areas, the stress with “family and people close to the players” in the high performance level was more identified than in the low performance level. Players in the high performance level are likely to be expected more by family compared to the low performance levels. The expectations, sometimes, put players under pressure and stressful situations. It is necessary for family and coaches to communicate with each other and pay attention to avoiding over-expectations for players. The main problem in the relationship of family members to players is considered to be the gap between their expectations and players’ targets. As family members have an important role for junior soccer players but not a lot of research on the issue has been reported yet, it is needed to focus more closely on that relationship in the future.

In terms of “enjoyment of the sport and stress”, the players in the high performance level feel more stressed than in the low performance level and the low-enjoyment group is subjected to more stress than the high-enjoyment group. As the significant interaction was observed, it was pointed out that enjoyment of the sport is likely to be lowered by stress in the low performance level. It is considered that players in the high performance level are used to enjoying themselves under high pressure, however the players in the low performance

level cannot do the same as they have little experience of being under such pressure. From these perspectives, it is needed to be careful with the stress on players in the low performance level. In this study, the majority of the players answered with "Very fun" and "Fairly fun", and only a few selected "Not very fun" or "Not fun at all". Therefore there were no big differences between the degrees of enjoyment. It might be necessary to assess the degree of enjoyment with another method for a future study.

In both levels, the players with low willingness to continue soccer felt more stressed than those with high motivation. This result indicated that feeling the stress influenced continuation of playing regardless of the performance levels. Moreover, it is revealed that the willingness to continue soccer of players in the high performance level was more affected by the stress than in the low performance level. Junior soccer players in the high performance level are more likely to continue playing relatively in the high performance level. In such cases they have various chances to recognize and compare their own play with other players. More specifically, goal-setting, self-confidence and self-efficacy may lead to coping behavior in sport. These are also the aspects that it is needed to research in the future.

"Victory orientation" and the stress were not related to performance levels. As the mean scores were high in both levels, victory orientation is likely to be strong regardless of the performance levels. Furthermore, after analyzing victory orientation and 8 areas of the stress, It was found a low relationship between victory orientation and the scores of the 8 areas. That is to say, high scores of victory orientation are not likely to influence severity of the stress. These results show that most children want to win regardless of their level when they play sports and that the degree of victory orientation will not influence the level of stress. The scale of victory orientation in this study does not measure the extreme tenacity to win such as the supremacy of winning. Analyzing from such a viewpoint, there may be a connection between the supremacy of winning

and stress.

## V. Concluding Remarks

This study compares 8 areas of the stress between high-performance level and low-performance level groups and tries to clarify causes of stress by level.

Furthermore, the relationships between the stress and 3 aspects; enjoyment of the sport, the relationship between willingness to continue soccer and stress, and the relationship between victory orientation and stress were explored. The findings were as follows:

1) The score of the stress in the high performance level was significantly higher than in the low performance level. The mean scores, however, had a tendency to be low in both levels.

2) The high performance level players tended to experience more stress in the areas of players themselves, injury and sickness, teammates, and family and people close to the players compared to the low performance level group.

3) In terms of the relationship between enjoyment of the sport and stress, the high performance level players felt more stressed than the low performance level players and the low-enjoyment group experienced more stress than high-enjoyment players in both levels.

4) The group with low willingness to continue soccer felt more stressed than the highly motivated player and the players in the high performance level were more related to the stress and willingness to continue soccer than in the low performance level.

5) It was revealed that the relationship between victory orientation and stress was not connected to the differences in performance levels, and victory orientation was strong in both levels.

6) The major contribution of this study is that it has shown both high performance level players and those of low level have similar reasons for

feeling stress regarding almost all stressors in this study.

### References

- Fukami, K., Kaga, H., Sugihara, T., Ishii, M., Tsutsui, S., & Sugiyama, T. (1996) Research on Stress Caused by Juvenile Sports Activities - Actual Conditions of Stress Examined by Performance skills and sex, *Japan Sports Association Sports Medicine and Science*, **3**, 63-74.
- Holt N.L., & Hogg J.M. (2002) Perceptions of Stress and Coping During Preparations for the 1999 Women's Soccer World Cup Finals, *The Sport Psychologist*, **16**, 251-271.
- Ishii, M., Iwamoto, Y. & Furuya, M. (1983) Study on Factors Determining the Attitudes towards Physical Education, Sports and the Directivity in Sports. *Humanities Review, Tokyo Institute of Technology*, **9**, 115-127.
- Kaga, H., Sugihara, T., Ishii, G., T Fukami, K. Tsutsui, S., & Sugiyama, T. (1996) A study on adolescent participation in sports from a psychological aspect, *Japan Sports Association Sports Medicine and Science*, **3**, 61-62
- Kato, H., & Ishii, M. (1999) A Study on the Daily-Life Stressors of Junior High School Soccer Players, *Japanese Journal of Sport Psychology*, **26**, 29-45.
- Nicholls, A.R., & Polman, R.C.J. (2007) Stressors, coping and coping effectiveness among players from the England under-18 rugby union team. *Journal of Sport Behavior*, **30**, 119-218.
- Cohn, P.J., (1990) An Exploratory Study on Sources of Stress and Athlete Burnout in Youth Golf. *The Sport Psychologist*, **4**, 95-106.
- Reeves, C.W, Nicholls, A.R., & Mckenna, J. (2009) Stressors and Coping Strategies among Early and Middle Adolescent Premier League Academy Soccer Players: Difference According to Age. *Journal of Applied Sport Psychology*, **21**, 31-48.
- Rider, S.P., & Hicks, R.A. (1995) Stress, coping, and injuries in high school

- male and female athletes. *Perceptual and Motor Skills*, 81, 499-503.
- Scanlan, T.K., & Lewthwaite, R. (1988) From stress to enjoyment : Parental and coach influences on youth participants. In E.W. Brown & C.F. Brown (Eds.), *Competitive sport for children and youth: An overview of research and issues* (pp.41-48). Champaign, IL: Human Kinetics.
- Sugiyama, T., Kaga, H., Sugihara, T., Ishii, G., T Fukami, K., & Tsutsui, S. (1996) Stress and victory orientation in adolescent sports, *Japan Sports Association Sports Medicine and Science*, 3, 75-85.
- Van Yperen, N.W (1995) Interpersonal Stress, Performance Level, and Parental Support: A Longitudinal Study Among Highly Skilled Young Soccer Players, *The Sport Psychologist*, 9, 225-241.
- Woodman, T., & Hardy, L. (2001) Stress and Anxiety. In Singer, R. N., Hausenblas, H. A., Janelle, C. M. (Eds.), *Handbook of Research on Sport Psychology* 2nd ed. (pp.290-318). John Wiley & Sons, Inc.
- Yuda, H., Akita, S., Sugiyama, T., & Yuda, K. (1998) Stresses on High-Level Junior Soccer Players, *General Education Review - Toho University*, 30, 41-49.

# Hong Kong Model of Sport for All – Festival of Sport

**Pang Chung<sup>1</sup>**

Sports Federation & Olympic Committee of Hong Kong, China

## **Abstract**

It is the 55<sup>th</sup> anniversary of the Festival of Sport (FOS), an annual Sport for All programme, organized by the Sports Federation & Olympic Committee of Hong Kong, China (SF&OC) in 2012. The article made a review of the changes and improvement of the FOS programme in the recent five years, based on the finding of a survey that was undertaken on 2007 during the 50<sup>th</sup> FOS, investigating how active are the people in Hong Kong. The article also mentioned about how the SF&OC copes with the ever changing society and community, to increase the public awareness on physical exercise and how SF&OC encouraged the Hong Kong citizens to participate in the sport activities

---

<sup>1</sup> Pang Chung, BA (Hon) 1965, University of Hong Kong; M.Sc 1995, Leicester University, was a Hong Kong's multi-sports Games representative in track and field in the 1950s and 60s.

Name & Title : PANG Chung, BBS, SBS, Hon. Secretary General

Organization: Sports Federation & Olympic Committee of Hong Kong, China

Address: 2/F Olympic House, 1 Stadium Path, Causeway Bay, Hong Kong

Email address: cpang@hkolympic.org

through the FOS programme.

**Key words:** Hong Kong, Sport for All, festival

**(I) Introduction: The Origin of the “Festival of Sport” (FOS)**

The early establishment of NOC Hong Kong, was not only to help athletes to participate in international multi-sports Games, but also to promote local sports culture. In his visit to Japan in early fifties, Mr. A. de O. SALES, then President of the Amateur Sports Federation and Olympic Committee of Hong Kong, was deeply impressed by the strong impact of the National Sports Festival of Japan which involved all prefectures’ participation. Notwithstanding the war torn country after the 2<sup>nd</sup> World War, the people of Japan managed to get together through sports<sup>2</sup>. Following this idea, Mr. SALES initiated the Festival of Sport in Hong Kong in 1958 to promote “Sport for All” (Photo 1).

After the riots in 1966 and 1967 during the British colonial regime<sup>3</sup>, the Hong Kong Government acknowledged FOS as an important means of promoting amateur sports, attracting young people to join sports, enhancing physical fitness, and advocating the spirit of friendship above competition. In addition, as young people comprised the majority of the Hong Kong population, the FOS became a platform to promote sports for young people by matching them with the suitable sports associations for specialized training<sup>4</sup>. In order to create social harmony after the Hong Kong riots, the Hong Kong Government

---

<sup>2</sup> Japan Sports was started during the Meiji Restoration and expanded the concept of Sports through Far Eastern Games. Since splitting with JOC, JASA’s major undertaking to promote sports has been the annual National Sports Festival, known as ‘Kokutai’. Launched in 1946, shortly after the war ended, the annual sports festival has been hosted by prefectures in rotation.

<sup>3</sup> In 1897, Hong Kong and Kowloon were leased to Great Britain as a colony. When China lost in the incident commonly known as “Opium War”. The leased territory was subsequently agreed to return to China on 1 July 1997.

<sup>4</sup> Festival of Sport souvenir programme (1969)

provided young people with cultural and recreational activities by organizing the “Festival of Hong Kong” in 1969, 1971 and 1973.

FOS had been growing in scale. Though starting with a 2-day programme for 11 National Sport Associations (NSAs), it sparked off a “Sports for All” legacy in Hong Kong that has been continuing non-stop for over 55 years and growing stronger from year to year.

## **(II) The Organization of the “Festival of Sport”**

### **a) Committee Structure**

In order to bring all walks of life coming under one roof in the FOS, the Federation has taken the lead to appoint a Vice President to chair the Organizing Committee that comprises representative from the Hong Kong Government (then Urban Services Department, now Leisure & Cultural Services Department), representatives from NSAs, School Sports Federation, University Sports Federation and latter also the District Councils. The Organizing Committee is responsible for fund raising from the Government, commercial corporations and Districts; overall planning of the events, including allocation of funding to participating NSAs, booking of facilities and venues in Districts throughout the four-month period of the Festival.

### **b) Involvement of NSAs**

After 1997, when Hong Kong returned to China’s sovereignty, the involvement of the NSAs were in a gradual rise, and presently, out of the 75 members associations, of which an average of 60 NSAs took part and organize around 80 sports in total, ranging from competitions, fun days and seminars with events spread out in most of the Districts in Hong Kong. Most of these sport events have represented one of the featured events of the sports associations in conglomeration, providing a variety of selection of sports programme for the public.

c) Closing Ceremony of the 4-month event

As an umbrella Organization, the Federation is responsible for coordinating a grand opening programme to kick off the FOS event. Sustaining the momentum to go on for 4 months, and then creating a closing event with a big bang to catch the crowd's attention once again on the theme of "Sport for All", there is no better event than the introduction of "Olympic Day Run" (ODR) as the grand finale. A worldwide "Sport for All" programme, for publicizing the Olympic Movement on an annual basis was first introduced by IOC to remind people to stay active and fit in the intermittent years of the Olympic Games, promoting the Olympic Spirit and to encourage people of all ages to run so as to stay healthy all the time. The Run was first introduced to Hong Kong in 1987 and started from a small gathering of around 1,000 participants in a sport stadium, now has grown up to a crowd of 5,000 participants in a 5.6km routing around Hong Kong Disneyland Resort at 2012. In response to IOC's new initiative of naming the event as "Olympic Day", the event has now expanded to a fun day, with sports demonstration, performance, games booth, marching band and lucky draw for both young and old in a park environment to echo with the theme "Move, Learn and Discover", to close the 4-month long Festival with a note of gaiety.

**(III) Survey of the "Festival of Sport"**

a) Background of the Survey

In celebration of the 50<sup>th</sup> anniversary of FOS in 2007, the Federation engaged the Centre for Olympic Studies and Department of Physical Education, both under the Hong Kong Baptist University, to conduct a survey under the title "*How Active is the Hong Kong Public?*". The purpose of this study was to examine the "Leisure Time Physical Activity" (LTPA) level of people in Hong

Kong. LTPA are physical activities<sup>5</sup> that people engage during their leisure time, while these activities are non-obligatory<sup>6</sup>. Hence a wide scope of recreation sport is included under this term, varying from people engaging physical activities in team games such as basketball, soccer; individual racquet sports such as tennis, squash; to individual physical exercises such as swimming, jogging, gymnasium work out; and physical recreation, e.g cycling or ice-skating during their leisure time. This survey is designed to show the initiatives of Hong Kong citizens in physical exercises, their habits of regular exercise and their awareness in keeping themselves fit and healthy.

b) Findings from the Survey

(1) The survey results indicate that 60% of respondents did not take in regular sport activities. The main reasons for their irregular sporting habits were due to (i) time constraint, (ii) lack of interests in sports, and (iii) encountering difficulty in accessing the sporting venue / facilities.

The findings show that:

- (i) the younger generation tended to be less active in exercising;
- (i) the Hong Kong citizens who participated regularly in physical exercises are more cheerful in character;
- (iii) there is a positive relationship between regular exercising with physical and mental health. In other words, individual engaging in regular participation in LTPA, tends to be associated with better physical and mental health.

**(IV) New Changes and Approaches of FOS as Inspired by the Survey**

---

<sup>5</sup> Any bodily movement produced by the contraction of skeletal muscle that increases energy expenditure above a basal level, in which such physical activities will enhance health.

<sup>6</sup> LTPA do not include physical activities that are incurred as part of one's obligatory duties or occupation such as domestic chores and labour work.

Based upon the above findings, conclusion has been drawn on the non-active reason of physical exercise participation. Focusing on the constraints, the Federation has introduced some new initiatives, to arouse public interests in sports through the FOS as follows:-

a) Featured Sports Events in 18 Districts (2008-2011)

Politically, the territory of Hong Kong is divided into 18 Districts. In response to the Government's District policy of organizing featured sports in each of the 18 Districts, the Federation has encouraged the respective NSAs to organize a sport event in the assigned District to cast the net wider for sports promotion in the community (Photo 2). Most people in Hong Kong have a busy working schedule; they tend to shine away from participating sports. Starting from 2008, the Federation worked closely with the District Sports Associations, in organizing sports events according to the assigned featured sport in each District, with the available sport venue, to arouse and enhance the sport interest of people. People could access and participate in the sport events easily, just around the corner of their living habitat.

b) Regional Mass Participatory Sports Events (2010-2011)

To expand the public awareness of Hong Kong citizens' interests towards sports, the Federation has rotated every 3 districts a year to have their representatives involved by sitting in the Organizing Committee as members of the mass participatory events, in providing more opportunities for sport participation in the community level. On top of the featured sport event in the 18 Districts in Hong Kong, the Federation took the leading role in organizing regional mass participatory sport events in three of the Districts during weekends. DanceSport, Football, Physical Fitness, Taichi and Rugby were selected in these two years, in which a mass group of people in different age ranges could take part in the sports / physical exercises (Photo 3).

c) Organization of a Brand New Grand Opening Programme

Riding on the wave of the 2008 Olympic Games, the Federation had a new attempt by organizing the Opening Ceremony at Times Square, a large shopping mall downtown to promote sports outside its usual sports venues, bringing sports closer to the public, allowing the focus in the streets, to try on different sports, e.g: Cycling, Rowing, Windsurfing and Golf under the guidance of meritorious athletes and coaches on the cycling or rowing machines (Photo 4a-b). The success of the new opening format was a breakthrough on the event organization, encouraging more people to try on new attempts in sports that they have no experience, but now have tasted one in their first success as a novice in trying. In 2012, it was another milestone for the FOS whereby the Federation decided to move into the largest indoor sport venue in Hong Kong – the Hong Kong Coliseum with television coverage by Television Broadcasts Limited for the production of a 2-hour Opening Programme. The programmes were highlighted as follow:

(i) The above programme was condensed to a 30-minute post event TV programme, broadcasting the message “Sport for All” to all TV viewers. The TV Programme was broadcasted in the following Saturday night at TVB Jade, attracting some 450,000 viewers to watch the programme.

(ii) Renowned Chinese Badminton Medalists – BAO Chun Lai and YANG Wei were invited to Hong Kong for demonstration matches with celebrity and local students to promote badminton (Photo 5a);

(iii) Other grand opening programmes included various sports demonstrations of Soccer, Rhythmic Gymnastics, Wushu, Taichi mass participatory performances, Lion Dance and Luminous Dragon Dance (Photo 5b);

(iv) Singing performances by Ms. Jade KWAN, Hotcha and the Voices;

(v) Complement to the above programme in the Arena of Hong Kong Coliseum, the Federation also organized a sport carnival at the Piazza. Apart from the magic shows by Mr. Avon LEE, a renowned magician, Indian dance

performance, ropes skipping performance, as well as free sport trials organized by some NSAs such as Golf and Rowing, to arouse the interests of Hong Kong citizens, were introduced.

d) Wide Publicity Drive

Aside from having the traditional printed media such as posters, booklets and events banners, and with the increasing funding support from the commercial sectors, the Federation has engaged:-

(i) Placement of advertisement in other printed media, such as local newspapers;

(ii) TV commercials;

(iii) Event promotional video at “Roadshow” in Hong Kong buses;

(iv) Recently, due to the popularity of online and mobile platform among the youth, in 2012, the Federation had adopted some new media, by promoting the FOS through SMS, online advertising banners on website and Windows Messenger buddy list, in which young generation will have easy access to information of physical activities.

In addition, the Federation had also undergone a new promotion approach by organizing a photo contest in 55<sup>th</sup> FOS, taking into account that almost everyone has the availability of a mobile phone with the function of camera, the promotional activity would allow the youth to have increasing interest in attending the FOS events, by taking snap shots of the activities with their camera and submit photos for the contest.

**(V) Concluding Remarks**

Historically, the FOS has experienced, through five and a half decades, growing from a small programme of 11 NSAs to a full territory-wide programme, lasting for 4 months each year. The whole process of changes does not come

by chance. It has been a combination of the following factors that have contributed to the success of FOS:-

(i) the support of Government, in terms of funding and venues, from 1998 onwards, has been the tremendous push for the FOS momentum forward;

(ii) the collective efforts from NSAs, Districts, Council / Board and commercial sectors form a solid platform to grow;

(iii) the academic institution's survey and research in 2007 offer a new direction of the programme from 2008 onwards;

(iv) From 2005 – 2012, Hong Kong atmosphere was booming with sports, e.g. Hong Kong being the co-host city of the Equestrian Event of 2008 Beijing Olympic Games, and being the host city of East Asian Games at 2009. Before and after this period, there were multi-sports Games in the neighbor cities. In 2005 & 2007, 4th East Asian Games and 2nd Asian Indoor Games were organized in Macau, while in 2010, we have Asian Games in Guangzhou, and Universiade 2011 in Shenzhen were two international multi-sports games held in China. The series of sports events around Pearl River delta, plus TV coverage of these events, had made the region beaming with sport awareness, where sport became the talk of the town, awakening the people to participate in sports.

The number of participants taking part in the FOS in the past five years is increasing steadily. It has warranted our adapting of a new strategy that we proceed on after the survey at Part (IV) above. While the final figure of the 55<sup>th</sup> FOS is to be determined, the introduction of the condensed TV programme for the Opening Ceremony this year, has further delivered the message "Sport for All" to many families in Hong Kong.

To sum up, with the experience consolidated in the past five and a half decades, FOS has developed its own model, a comprehensive structure, adopted and modified over time, in nurturing a strong message of "Sport for All" in Hong Kong. Thus, FOS has helped to promote the importance of regular

exercises and promoting health consciousness. Above all, taking the opportunities of exercising, participants are also encouraged to learn the five Olympic values: joy of efforts; fair play; respect of others; balance between body, will and mind; and pursuit of excellence.

Hong Kong has often given one a solid image as the Asia's World City with prosperity in the business sector. It has a strong tradition and culture where people place work in a higher priority than pleasure. Due to the increasing awareness on health concern, Hong Kong citizens have gradually changed their lifestyle to strike a balance between work and regular exercises, but that still has to wait for another research project to support. Anyway, the promotion of "Sport for All" is a life-long mission. The Federation will continue its leading role to explore new initiatives, new opportunities for the sustainable development of sport in Hong Kong.

### **References**

Professor Edmund KWOK Siu-tong (2011), *Ever Onward – 60 Years of Sporting Excellence*, The Sports Federation & Olympic Committee of Hong Kong, China

PANG Chung (2011), *The Review of 60th Years History of Hong Kong Track and Field*, HKAAA Diamond Jubilee Special Publication

## Annex



Photo 1 The Official Programme of the 1st Festival of Sport.



Photo 2 54<sup>th</sup> Festival of Sport featured sport event in Tsuen Wan – DanceSport.



Photo 3 54<sup>th</sup> Festival of Sport mass participatory event – Taichi Promotion Day.



Photo 4a 51<sup>st</sup> Festival of Sport Opening Programme, sport trial organized at the Piazza of Times Square, a popular shopping mall in Hong Kong.



Photo 4b 51<sup>st</sup> Festival of Sport Opening Programme, sport demonstration – Artistic Cycling at the Foyer of Times Square.



Photo 5a 55<sup>th</sup> Festival of Sport Opening Ceremony, badminton friendly match by renowned Badminton athletes BAO Chun Lao, YANG Wai, local celebrities and students.



Photo 5b 55<sup>th</sup> Festival of Sport Opening Ceremony,  
sports demonstration by young soccer players.

# **Sport for All from Marketing Perspectives**

**Yasuo Yamaguchi<sup>1</sup>**  
Kobe University, Japan

## **Abstract**

Issues on Sport for All have been discussed in the contexts of “Utopia or Reality”, “Values, Roles and Promotion”, “Trends”, “Rivals or Partners?”, “Development and Peace”, “Social Integration”, “Social Capitals” and “Collaborations” during the past three decades. There has been strong need to set and manage strategies from marketing perspectives. The purpose of this paper is to discuss Sport for All from marketing perspectives, specifically from marketing mix. Marketing mix consists of four Ps: *product, price, place and promotion*. Products in Sport for All are presented, while target groups in Sport for All from target marketing perspective are identified. A variety of campaigns in Sport for All in the world are introduced with their special emphasis and advantages. Finally motivation techniques from extrinsic and intrinsic motivation theories are discussed to promote events, programs, and services in Sport for All.

**Key words:** Sport for All, marketing, marketing mix, target marketing, campaigns

---

<sup>1</sup> Yasuo Yamaguchi (Ph.D.) is the Professor, Graduate School of Human Development and Environment, Kobe University, 3-11 Kobe, 857-7501 Japan.  
E-mail: yasuo@main.h.kobe-u.ac.jp

## **Introduction**

Issues on Sport for All have been discussed in the contexts of “Utopia or Reality”(Fordesi, 1988; Palm, 1991), “Values, Roles and Promotion”(Seppaneses, 1990), “Trends”(DaCosta, 2002), “Rivals or Partners ?”(IOC Sport for All Congress, 2002), “Development and Peace”(UN, 2005), “Social Integration”(TAFISA Forum, 2006), “Social Capitals”(TAFISA congress, 2007) and “Collaborations”(TAFISA congress, 2011) during the past three decades. There has been strong need to set and manage strategies from marketing perspectives due to the changes in need by participants’ profiles. The purpose of this paper is to discuss Sport for All from marketing perspectives, specifically from marketing mix.

## **Marketing and Sport for All**

### **1. Marketing Mix in Sport for All**

What is marketing? While there are a variety of definitions on marketing, the worldwide consensus can be to “create the market and increase the customer satisfaction”. In Sport for All, customers can be identified as participants, club members, and stake holders.

The marketing mix is a business tool used in marketing products. The marketing mix is often important when determining a product or brand's unique selling point and is often synonymous with the four Ps: *price*, *product*, *promotion*, and *place*; in recent times.

What are products in Sport for All ? Those products in Sport for All can be identifies as follows: events including Challenge Day, World Walking Day, 3AC (Active Cities, Active Communities, Active Citizens), congress, national, local and regional events, campaigns, a variety of club events, programs including TAFISA CLC (Certified Leadership Course: International and national), ASFAA

Leadership Training Course, a variety of classes in clubs, and Services including ASFAA/TAFISA website, ASFAA Journal(Journal of Asiana Sport for All), Magazine, Newsletter, consulting.

Table 1 indicates the target groups in Sport for All. The target groups in Sport for All can be identified as children, adolescents, women, adults, middle-aged, the elderly, the disabled, minority group, volunteers, inactive person, obesity people and so on. It should be emphasized that target group vary by countries, economies, religions, and cultures.

**Table 1 Target Groups in Sport for All**

---

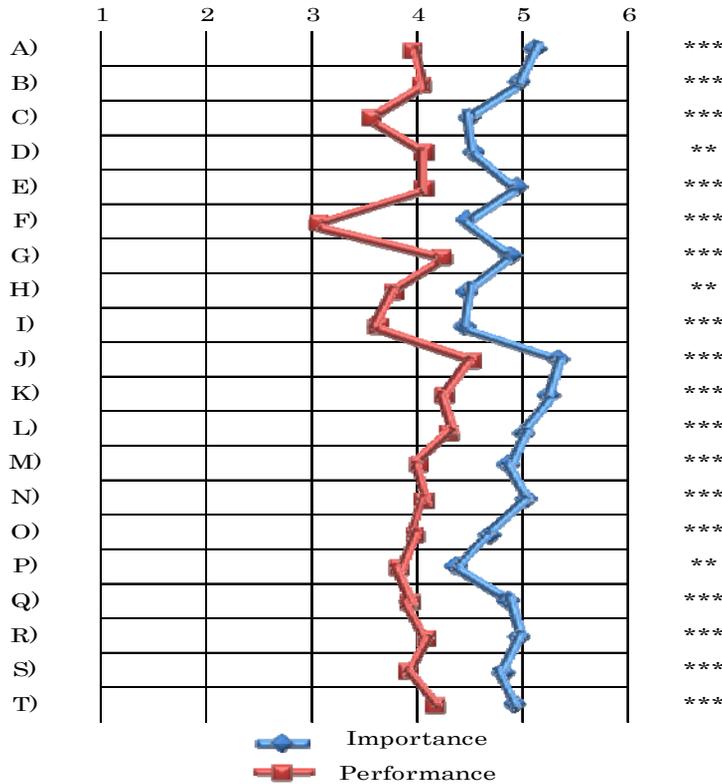
Children & Adolescents
Women
Adults, middle-aged
The elderly
The disabled
Minority group
Volunteers
Inactive person
Obesity people

---

**2. Sport Policies in TAFISA Countries and Regions**

The TAFISA Global Survey was conducted to 78 Sport for All organizations in 57 countries and regions and was published as the title of “TAFISA Active World 2011: Global Almanac on Sport for All” (Yamaguchi & Watanabe, 2011). Figure 1 shows that “perceived importance and performance of sport policy in your country” by the respondents who answer to the question. Mean scores of importance and performance were indicated, while t-tests for the differences between Importance mean and Performance mean were conducted to examine

statistical significance.



Notes I : \*= $p < .05$ , \*\*= $p < .01$ , \*\*\*= $p < .001$

Notes II : All scales were measured on a 6-point response format with anchors of “ 1=Disagree, 2=Neither Agree nor Disagree, 3=Slightly Agree, 4=Agree, 5=Strongly Agree, 6=Very Strong Agree”

A) to develop national policies and strategies for sport and physical activity:
B) to obtain appropriate funds to implement national policies and strategies for sport and physical activity:
C) to allocate funds to regional bodies in line with its policies and strategies:
D) to allocate funds to National Sports Organizations (such as, Nat'l Basketball Association, Nat'l Volleyball Federation, Nat'l Association of Tennis, etc...) in line with its policies and strategies:
E) to promote the importance of participation in sport and physical activity by all people for their health and well-being:
F) to undertake research and development related to sport sciences and sport medicine:
G) to develop training programs for sport leaders and coaches:
H) to develop programs for the recognition and development of persons who excel, or who have the potential to exceed, in sport:

I) to develop programs for the recognition and development of persons who have achieved, or who have the potential to achieve, standards of excellence as sport coaches, umpires, referees or officials essential to the conduct of sport:
J) to encourage participation in sport and physical activity by children:
K) to encourage participation in sport and physical activity by adults:
L) to encourage participation in sport and physical activity by women:
M) to encourage participation in sport and physical activity by elderly:
N) to encourage participation in sport and physical activity by people with disabilities:
O) to recognize the role of sport and physical activity in the rehabilitation of people with disabilities:
P) to facilitate the resolution of disputes between persons or organizations involved in sport and physical activity:
Q) to work with schools, regional, central, and local government, and sport organizations to ensure the maintenance and development of the physical and organizational infrastructure for sport and physical activity:
R) to work with health, education, and other agencies to promote greater participation in sport and physical activity through policy development, development, advocacy, and support, in line with the objectives of the health promotion strategy:
S) to provide advice and support for organizations working in sport and physical activity at national, regional, and local levels:
T) to facilitate co-ordination between national, regional, and local sport organizations:

**Figure 1 Perceived importance and performance of sport policy in your country**

With respect to Importance indicators, top 5 indicators are “To encourage participation in sport and physical activity by children”, “To encourage participation in sport and physical activity by adults”, “To develop national policies and strategies for sport and physical activity”, “To encourage participation in sport and physical activity by women”, and “To encourage participation in sport and physical activity by people with disabilities”. These findings indicate the importance of such target groups as children, adults, women, and disabled and development of national sport policies and strategies.

In terms of Importance of Performance indicators, top 5 indicators are “To encourage participation in sport and physical activity by children”. “To encourage participation in sport and physical activity by women”, “To encourage participation in sport and physical activity by adults”, “To develop

training programs for sport leaders and coaches”, and “To facilitate coordination between national, regional and local sport organizations”. These findings show the high performance of such target groups as children, women, and adults, development of leadership training, and coordination between national, regional, and local sport organizations.

It should be noted, however, that all Performance indicators show lower scores than importance ones. In short, Sport for All policies in the world are still in the developmental process, although there must be differences in the stages of development by country or region.

### **3. A Variety of Campaigns in Sport for All in the World**

Campaign is important to promote Sport for All since it appeals to target groups with a variety of events and programs. Campaigns are effective tools to promote Sport for All with using print media and e-media (Palm, 2001).

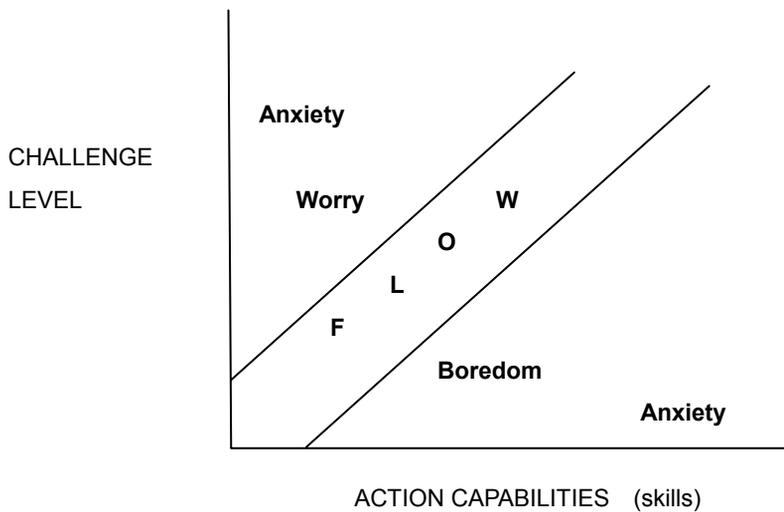
With regard to campaigns in Western world, “Active Living” in Canada, “Healthy People” in USA, “Play for Life”, “Active After-school Communities”, “Active Australian” in Australia, “Netherland on the Move” in Netherland, “Finland in the Move”, “Fit for Life” “Physical Active Way of Living ”in Finland, and “Push Play”, “Green Prescription” in New Zealand have been adopted as effective ones. In Asia, “Sport for Life” in Singapore, “National Sport Promotion Plan” in Korea, “Rakan Muda” in Malaysia, “Traditional Dances” in Indonesia, “All People Healthy Body Plan” in China, “Sport Population Double Plan” in Taiwan, and “Sport Basic Plan 2012” in Japan have been adopted.

### **4. Motivation Techniques in Sport for All**

Motivation is an important concept in psychology. It provides insights into why we may behave the way we do. Motivation is also useful tool to make people active in sport and physical activity. Motivation can be divided into two basic types: intrinsic motivation and extrinsic motivation.

Intrinsic motivation reflects the desire to do something because it is enjoyable. Csikszentmihalyi (1975) proposed the concept of “Flow” based on experiments and questionnaire surveys to athletes, musicians, dancers, climbers and so on. “Flow” is defined as peculiar dynamic state which people experience when they are fully immersed in an activity. “Flow” refers to the wholistic sensation present when we act with total involvement.

Figure 2 shows the “Flow Model”. The state of “Flow” is felt when opportunities for action (challenge) are in balance with actor’s skills (action capabilities).



**Figure 2 Flow Model**

It should be noted that chips from Flow theory provide insights in teaching/coaching sport and physical activity. (Yamaguchi, 1996) .

- 1) Flow can be obtained, if the suitable program to the player is provided,
- 2) If anxiety is very strong, he/she might be likely to dislike sport and physical activity,
- 3) If there are two instructors, programs can be divided to two levels (e.g., beginner class, Intermediate class),

- 4) If one is bored, offer a higher level program, and
- 5) If one gets deep flow, it will become "self-actualization".

Extrinsic motivation reflects the desire to do something because of external rewards such as awards, money, and praise. They may only wish to engage in certain activities because they wish to receive some external reward. Generally speaking, beginners in sport are likely to motivate by extrinsic motivation, while intermediate/advanced players are likely to motivate by intrinsic motivation (Yamaguchi, 1996).

### **Implications in Promoting Sport for All from Marketing**

The purpose of this paper is to discuss Sport for All from marketing perspectives, specifically from marketing mix. Implications in promoting Sport for All from marketing can be obtained as follows:

- 1) We should apply marketing mix and establish strategic plans,
- 2) You could identify 4Ps in your club, association and institution,
- 3) You could identify the target groups who should be received priority to promote events and programs,
- 4) You could develop campaigns with attractive programs, events, slogans at national, regional and local levels,
- 5) You could apply both intrinsic motivation and extrinsic motivation to attract and retain participants in your programs and events.

### **References**

- Csikszentmihalyi, M. (1975) *Beyond Boredom and Anxiety*. S.F.: Jossey-Bass.
- DaCosta L.P. & Miragaya A. (2002) *Worldwide Experiences and Trends in Sport for All*. Oxford: Meyer & Meyer Sport Ltd.
- De Knop, Poul et al., (1996) *Worldwide Trends in Youth Sport*. Champaign: Human Kinetics.

- Seppanen, Paavo (1991): Values in Sport for All. Oja, P. & Telama, R. (eds.), *Sport for All*, pp21-32, Elsevier Science Publishes.
- Palm, Jurgen (2001) *Sport for All: Approaches from Utopia to Reality*. ICCSPE Sport Science Studies 5, Karl Hofman GmbH.
- Palm, Jurgen (2002) The New Technologies and Their Challenges to Sport for All Communities. *Journal of Asiana Sport for All* 3(1): 1-8.
- TAFISA (2007) The Integrative Force of Sport for All: Building New Understandings. 1<sup>st</sup> TAFISA World Forum, *TAFISA Magazine* 1/2007.
- TAFISA (2011) TAFISA 1991-2011: 20 Years For An Active World, Frankfurt: TAFISA.
- UN, Office of the Special Adviser to the United Nations Secretary-General on Sport for Development and Peace (2005) 2005 International Year for Sport and Physical Education.
- Yamaguchi, Yasuo (1996) *Sociology of Health and Sport*. Tokyo: Kenpakusha Ltd.
- Yamaguchi, Yasuo, Watanabe Kazutoshi (2011) TAFISA Active World 2011: Global Almanac on Sport for All. Tokyo: Sasakawa Sports Foundation.
- Yamaguchi, Yasuo (2007) "Integration and Sport for All: The Japanese Perspective" *TAFISA Magazine* 1:41-44.
- Yamaguchi, Yasuo (2011) A Cross-national Study of Sport Promotion Policies in Japan, Korea and China. *Journal of Asiana Sport for All* 11(1):1-14

# **The Development and Validation of a Badminton Skills Test (BST) for Boys and Girls Aged 10 to 16 Years Old**

**Lee Kok Sonk<sup>1</sup>**

Ministry of Education, Singapore

## **Abstract**

This study was designed to develop a badminton skills test battery for Singaporean boys and girls aged 10 to 16 years old. Based on a comprehensive review of the literature and focus group discussions with badminton experts, five badminton skills (drop-shot, clear, net, serve and lift) were included in the test battery. This study went through 4 phases: (a) Phase 1 (item development); (b) Phase 2 (pilot tests); Phase 3 (internal consistency reliability and validity study); and Phase 4 (standardisation, develop norms, develop a visual basic programme for scoring). Badminton coaches (N = 5) served on the expert panel and participated in the item development. Participants for the pilot test were 49 students (24 boys and 25 girls). The pilot tests results provided evidence to show the test measures were able to discriminate between different age groups and between elite and non-elite players. The test-retest reliability of all items ranged from 0.85 to 0.92. Validity

---

<sup>1</sup> Dr Lee Kok Sonk (Phd), Head and Senior Specialist Talent Development, Education Programmes Division, Co-Curricular Activities Branch, Ministry of Education, Singapore

Tel: 6460 9859. Email: lee\_kok\_sonk@moe.gov.sg

was assessed using experts' views (content validity), group difference method (construct validity) and expert's skills ratings (criterion validity). The validity coefficients of the test items indicated that the test items were of acceptable validity. Local norms were developed for boys and girls aged between 10 and 16 years. An administrative manual and a visual basic programme for scoring were developed. This study provides badminton coaches, physical education teachers and administrators an objective way of assessing students' badminton skills. This assessment provides informative results, which are crucial for badminton development.

**Key words:** talent identification, talent selection, badminton, skills test

## Introduction

Badminton is one of the most popular spectator sports and one of the most widely played sports in the world (International Badminton Federation, 2008). A national survey conducted in 2002 among Singaporean adolescents found that badminton was ranked among the top ten sports in Singapore with majority of the schools offering it as a Co-Curricular Activity (CCA) (Lee, 2006).

In spite of the popularity of badminton, a literature review conducted found only a few tests that are currently available to determine the skill levels of young people. The literature review identified seven weaknesses:

- a. The majority of the earlier badminton skills tests had no sports scientific reasoning to explain its development. Most of these tests used the trial and error approach which lacked the scientific rigor in test development;
- b. The reliability and validity of the skills tests were seldom reported, or were questionable;
- c. The earlier tests lack evaluation of multiple badminton skills, true

playing conditions and rules;

d. Most of the tests were designed for high school college students. As such primary and secondary teachers have to modify the existing badminton tests to meet the needs of these students;

e. Most of the tests were developed over 25 years ago, and they may not reflect up-to-date theories, technologies and practices.

f. The test batteries usually consisted of only one or two items and therefore lacked representativeness of the skills dimensions; and

g. If norms were developed, the population used was Caucasians. There were no local norms established.

One of the major responsibilities which confront badminton teachers and coaches is player evaluation and team selection. A basic requirement of the evaluation and selection process is the existence of standardized badminton skills tests. Therefore the purpose of this study was to develop a badminton skills test (BST), to evaluate the badminton skills of Singaporean school students between the ages of 10 and 16. The norms standards according to age groups were also developed.

### **Method**

A four-phase approach was taken in the development of the Badminton BST:

- a. Phase 1: Item development;
- b. Phase 2: Pilot testing;
- c. Phase 3: Determination of the psychometric properties of the test; and
- d. Phase 4: Collection and development of local norms.

The test development procedures adopted were according to the protocols outlined by Strand and Wilson (1993). The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) (Hensley, 1989)

standards were also adopted for the development of the BST.

### Phase 1 – Item Development

The badminton skills were identified based on the review of related literature. Four badminton coaches who had been teaching and coaching badminton for at least 15 years at various settings (such as national team, national intermediate squads, national youth team, combined school and school teams) served as expert panel members for the content validity phase. Through a focus group discussion, the panel members were asked to determine the necessary skill components that were relevant and representative in the sport of badminton. According to the experts the skills identified were serving, lobbing, netting, drop shot and lifting. The expert views supported most of the research in the literature review (Refer to Table 1).

**Table 1: Comparison between Literature Findings and Experts Opinions on BST Items**

BST items	Lit Review	Experts' opinions	Reasons for discrepancy	Final BST items
Serve	√	√		√
Clear	√	√		√
Lift		√	Based on expert opinion, lifting is an important defensive skill for badminton.	√
Net		√	Based on expert opinion, netting is an important offensive skill for badminton.	√
Drop Shot	√	√		√
Smash	√		Hard to objectively score the item <sup>2</sup> . Advanced skill, which can be developed later. The BST will have too many items if included.	
Volley (against the wall)	√		Does not represent true playing conditions in badminton.	

<sup>2</sup> It is hard to design a target area for smash. Unlike drop shot (drop as close to the net) and clearing (clear to the rear of the court), smashing the shuttle can hit any part of the court.

The following criteria were used in the development of BST:

- (a) The test must resemble the conditions of the game;
- (b) It must be simple in application; and
- (c) It can be administered without the use of complex equipment, in a relatively short period of time. The test items, testing procedures were then developed and approved by the expert panels.

### **Phase 2 – Pilot Tests**

A pilot test was conducted on 49 students (24 boys & 25 girls) from a secondary school. The purpose of pilot test was to determine the feasibility of the test as well as make further modifications to improve the test. Feasibility of the test was determined by:

- a. clarity of instruction to students;
- b. ease of administration and set up (i.e., does not exceed 1.5 hours);
- c. clarity of scoring procedures; and
- d. range of scores (to rule out floor and ceiling effects).

The pilot test showed that the BST could be administered within the specified time of 1.5 hours. Overall, students could understand the test instructions and testers were able to apply the scoring procedures with ease. Only minor modifications were made to improve test instructions. Floor or ceiling effects were not observed for any of the items.

### **Phase 3 – Determining the Objectivity, Reliability and Validity of the Test**

Table 2 presents the psychometric properties of the BST items. The analyses were based on data from 49 students (24 boys & 25 girls). All items from the BST met the standards for psychometric properties of test development (Baumgartner & Jackson, 2003; Safrit & Wood, 1995).

#### **Table 2: Summary of the Objectivity, Reliability and Validity of the BST Items**

<b>Psychometric Properties</b>	<b>Method used</b>	<b>Evidence</b>	<b>Standards to Meet</b>	<b>Met Standards</b>
Objectivity	Inter-rater reliability	0.99	0.8	√
Content Validity	Experts' views	Test reflects skills in badminton	Accordance to standard	√
Construct Validity	Group difference method	Significant differences among ability groups ( $p < 0.05$ )	Accordance to standard	√
Criterion Validity	Experts' skills ratings	0.75	0.70	√
Reliability	Test-retest	0.88	0.8	√
Administrative feasibility (Administrative time, equipment, space, simple)	Qualitative feedback	100% agreed	Accordance to standard	√

#### **Phase 4 – Developing Norms**

The normative sample was selected using a stratified random sampling based on students':

- a. badminton status;
- b. gender (male or female);
- c. age group (under 12 years old, under 14 years old and under 17 years old).

A total of 960 students from 72 schools were identified for the norming. However, 12 schools dropped out of the study due to other competing school demands. Thus the final sample comprised 946 students (575 boys & 371 girls) from 60 schools. Students in the test followed the following basic procedures for skills evaluation: drop-shot, clear, net, serve and lift. The percentile norms and T-scores were developed for the BST. To ease scoring, a computer programme was also developed.

## Conclusion

The badminton skills test was developed to assess the badminton skills of students aged 10 to 16 years. This instrument has been developed through rigorous process and procedure in sports science research as outlined by Strand & Wilson (1993). Psychometric properties on the BST show that it is a valid and reliable instrument (Baumgartner & Jackson 2003; Safrit & Wood, 1995).

## References

- Baumgartner, T.A., & Jackson, A.S. (2003). *Measurement for evaluation in physical education and exercise science* (7<sup>th</sup> ed.). Boston: McGraw-Hill.
- Hensley, L.D. (1989). *Tennis for boys and girls: Skills test manual*. Reston, VA: APHERD.
- International Badminton Association (2008). *The official world badminton website*. <http://www.intbadfed.org>.
- Lee, K.S. (2006). *The physical activity of Singaporean adolescents*. Unpublished doctoral thesis. The University of Queensland.
- Safrit, M.J. & Wood, T.M. (1995). *Introduction to measurement in physical education and exercise science* (3<sup>rd</sup> ed.). St Louis, MO: Mosby.
- Strand, B.N. & Wilson, R. (1993). *Assessing Sport Skills*. Champaign, IL: Human Kinetics.

# **Olympic and Sport for All : Embodiment of Health, Fraternity and Peace**

**Anita Ghosh<sup>1</sup>**

All India Association of Sports for All, India

## **Introduction**

“Sports for all is a new paradigm in old structure for the promotion of fitness, wellness, health and exercise for mass in the neo rich culture society” (Ghosh: 2009).

Sport for All brings a cross section of human being together for establishing peace at global platform. It has reason because sport is the action which creates happiness, it is considered as a Human Right in the social context all around the world. It has long history of the impact of sports on culture includes alternate means of resolving conflicts whether it is in the Olympic ideal, the course of regular action of team practice or the character building education of physical activity, games & sports and competition which we all have loved and followed.

As is generally said, the prime concept of Sport For All originated with Pierre De Coubertin the founder of the modern Olympic movement. This was reiterated in the declaration made before the public gathering in 1990. Basically Sport for All is one of the predominant principles and aims of

---

<sup>1</sup> Anita Ghosh, Ph.D. Associate Professor & Member -Board of Directors of Asiana Sport For All Association  
E-mail: anitaghosh24@gmail.com

Olympism. It is the social and human responsibility of the Olympic movement and this was the thought which inspired Pierre De Coubertin to bring youth on the platform of action for creating healthy and peaceful environment all around the world.

Coubertin says “In the past sports was occasionally a pastime for the rich and idle youth. I have been working for 30 years to change, to let it become a regularly done amusement of the petty bourgeoisie. It is important that this amusement field its way into the worker’s class”. (letters Olympiques -Gazette de Lausanne-13.08.1919)

This statement emphasized by Jacques Rogge, President of the International Olympic Committee, delivered in his message to the National Olympic Committee in 2007. “More than ever, sport has to be a social movement which can offer all generations, but specially young people, the chance to lead not just a healthier, more balanced life but a better life with more meaning to it”.

Sport always played major role to mediate and project development and peace right from old age but nowadays world peace is in the big Question Mark (?) before the world leaders. Also it is known that peace is possible to achieve through dialogues and transitional ethics of sports development and social work.

### **Impact of Olympic Movement**

Lembessis, (1984) said in his speech at Ancient Olympia while addressing in the 24<sup>th</sup> session of the International Olympic Academy that the “Olympism which is nothing other than the friendship, the brotherhood and the peace which should prevail in our world, for it is to these very ends that it was born later revived.”

Pierre De Coubertin had far sight to tie up the future and past of Sports Era

to universalize and to understand the contemporary civilization, which was then in its early stages but now it is judged as right stage finding its considerable growth since then also coubertin's single idealistic concept , universalizing and educational, of physical activity is capable of saving mankind, by analyzing the present he could mark the way for the future.

Mzali (1984) writes that "In the circular of 15<sup>th</sup> January 1894, sent to all French and foreign societies, Pierre de Coubertin did not hesitate to write that the important thing above all is to retain the noble and chivalric character of athletics, by which it has been distinguished in the past, so that it may efficiently play the admirable role which has been attributed to it by the Greek Masters in the education of modern peoples".

Therefore the Olympic Games were made universal basis, consisting ethical goal, with bravery gestures, fair play and human brotherhood and generosity. These characteristics attest to the facts for remaining one of the greatest assets and ever growing success to get the world socialized.

Olympism is not as other education or ideologies but a penetrating and clear reflection, also the practice of universal principles pertaining the enhancement of outlook and personality development of human as a whole. The Olympice idea can offer, through sports in its highly competitive form, genuine principles serving a dynamic pedagogy.

I can determine the opinion through various text and theoretical evidences that psychological, social and behavioral life of the individual is directly influenced by the Olympic Idea through Olympic Education because it is found that the Olympic sportsman become accustomed to being positive and alert in all situations, balance and ready to compete with efficiency and gaining ethical improvement both individually and corporately.

It is universally accepted, when high spirit sport for example to compete in Olympic is practiced, the individual is psychologically prepared to keep his emotional and aggressive body action and reaction in the control. The Olympic

player always identified by repeated effort of realizing his / her dynamic unity of all psychic, bodily and intellectual trends and actions. The most important target is to get aggressive to dominate opponent's performance progressively with positive attitude to acquire the favourable result. Psychologically one becomes a personality only if one succeeds in turning violent inner trend into a well-planned project of life, and goes on to achieve well defined, firm goals. In this faculty, competitive sports, whether individual or team sports can be a greater source of inspiration.

Then excelling in competitive sports and coming first in Olympic Idea – which gives priority to wholeness, universality and Interdependency and this does not mean furthering and supporting individualism. Through education we come to know that how one can unite the best and first in highly competitive sports to establish corporate social growth and cooperation in all realms of life. Nissiotis (1984) quoted that sports according to the Olympic Idea teach in practice and through a hard and continuous struggle, how through the most intense (“powerful”) competition one can realistically and “painfully” serve the formation of social character. It is by the opposite and contrasting elements of individual distinction that one is inspired by the Olympic Idea to become a factor of communal, social life.”

Sport surely effect the behavioral attitude of the competitor in the community life when any individual compete in the Olympic spirit, (the highest effort of sports person).

The Olympic Spirit alert the competitors towards intense concentration, a specific target to be achieved and causes of developing concentration towards the maximum possible result and success. The Olympism also teaches to avail the opportunities and respond dynamically.

### **Sport for All**

Briefly it can be defined as modern philosopher Jim Parry considered sport

as laboratory for value experiment (2003). It is a democratized movement related to the practice of sports which has gathered momentum and affirmed itself nationally and internationally in early 60's. It is analyzed and considered as:

- As desired by minority groups in general, unrestricted, immediate accessible for practice and physical recreation activities.

- The search for political commitments and gaining popularity related administrative decisions and budgetary actions.

As we all know that sports always considered as a right belonging to all individuals without any kind of distinction. It is a movement which can be practiced by people of all ages, both sexes and differing physical, mental, social and economic conditions, whatever the local and regional culture. It is an integral unit of the Olympic movement- Pierre Coubertin –mentioned “In the past sports was occasionally a past time for the rich and the youth. I have been working for 30 years to change to let it become a regularly done amusement of the petty bourgeoisie. It is important that this amusement finds its way into the workers class “(Letters Olympic gazette de Lausanne 13.08.1919)

Sports for all one of the predominant principles and aims Olympics (Robert Marxian, Germany). It is procured as I mentioned “Century before the female participation in sports was as a passive section or merely cheering hands for male teams. The current trend the right of walking ‘at the shoulder level’. For women in respect of award and professionalism has placed women sport at a higher level. And the European church also followed the Greek’s line and till the Protestants era women were relegated to behind the curtain no place in. The protestants were interested in education, for both sexes, but were not considered equal” (Ghosh: 2007, vol.8.2.9.24).

“It is sport which could assist mankind in living together by experiencing solidarity, peaceful relationship and friendship.”(Ghosh: 2007)

Sports for all has characterized with few well known terms such as:

### **Trim**

The action played at the international platform by the expression which can be understood, adopted and appreciated in several countries over the decades to keep one fit through regular physical activity, mainly by the observations as:

- a motivational scheme designed to increase mass participation in sports, recreational and other activities.

- an extensive use of modern techniques which is extensively transforming thinking and behavior of individual of all ages and sexes and to increase and sustain the action.

### **Fitness**

Another worldwide known movement which piles up the expression:

- Progressive exercise programme to achieve fitness level of youth and adults of all ages and sexes.

- The promotion of specific sports and exercise health scheme which determines wellness.

- New strategies of health through education and information for public awareness and to know risk factors inherent to contemporary lifestyle, cause of dangerous diseases etc.

### **Wellness**

- Briefly, it refers to the development of abilities to seek actively to change life situations to function further with competence and responsibility.

This international term brought in practice in 80's, especially with middle and upper management of USA, services offered in the mentioned areas:

- Education health hazard appraisal and measurement of physical fitness.

- Measurement of psycho social indicators such as stress, anxiety, adaptation to work tasks and social demands in general.

- Counseling and support to the modifications of healthy habits of life style.

A new equilibrium? Mentioned by Fernand Landary(1984):

The Olympic games and competitive sport as an international system: “It can be said that the first part of the 20<sup>th</sup> century has witnessed the planarization of competitive sport as a system, it may well be that the last quarter will be marked for its part by the generalization the practice of sports and physical activity in general as a means of attaining development, self expression, health and wellness.

So, the “Sports for all does not restrict to the firm constituted games and sports. It is an important milestone which was certainly choice upright from ancient era to epic age. Then imperial to modern period with the philosophy and responsibility for helping all citizens irrespective of age, sex, occupation or means to understand the meaning of physical activity throughout in their lives”. (Ghosh; 2010)

To this end then it is an international commitment to encourage greater amount of participation to develop a wide range of sports for all initiatives all around the world.

## **Economy**

Any of the social events involve citizens and it is essential to human development, contributes to economic development and eradicates poverty as well. It characterizes mainly to:

- The scheme designed for the monetary gain and sports status and to get financially strong through manufacturing sporting goods. Media’s royalty, get money through sports events; sports are also a potential catalyst for economic development.

- International economy growth in Cricket i.e. IPL-exclusive earning in bulk

through sports having entire and global involvement of cine stars and professional sports stars for various charitable matches etc.

- Sports can be an engine for local economic development and job creation. Sports programmers provide employment opportunities as well as stimulate demand for goods and services.

- Source of public and private expenditure, infrastructure and consumption etc.

#### Social and special education

- Sports teach the students and it is a behaviour modification tool for money.

- Special education sports programme have numerous benefits for the students and it makes students excited and became a major topic of discussion among the children.

- It is an excellent tool to raise athletes, allowing special students to participate and proves numerous benefits.

- It generates ideas and connect the kids when sports teach them social skills such as team work, sharing, encouragement that are helpful on day to day life especially.

- It is necessary for students to reach out and spread those feelings of community to all students especially those in the special education programme.

- Sports has a broader meaning, it is diversified social phenomenon encompassing physical activities in variations transformed from high level of competition to schools, clubs, community and individual's formulation.

- Sports make allied subjects teaching comfortable and easier. It makes education interesting.

#### **Health**

- Prejudice behaviour breaks health and Peace as well. "Racism a scar on our consciences we can never render full justice to the millions of victims of

prejudice and intolerance, and to their descendants who still endure the legacy of discrimination”.(Navi Pillay, 2011).

- Uncomfortable behaviour makes individual disturb, heavy and kills peace, Proceeds towards ill health.

- Sports kill all racism, ill health and unite worldwide which creating healthy and joyful environment for good health and wellness.

- Sports is considered to contribute to achieving Mental Health objectives including depression and stress related disorders; A scientist and expert of World Bank wrote Mental health : stop exclusion –Dare to Care: the pervasive effects of social exclusion from stigma and discrimination and the out dated nature of many mental institutions prevents people in need from seeking treatment, less exclusions, less discrimination will help those affiliated and their families to lead better and more productive lives and encourage those in need to seek treatment”.( Hindustan Times – News Paper, India, April;2001).

- Some 400 million people in the world suffer from mental, neurological, psychological disorders.

- WHO defines “A state of complete physical mental and social well being and merely the abuse or infirmity”? This goes well to physical health including mental and general well being.

- Many Universities/ colleges offer physical education and Health as one certification.

Rathore (2011) said that “A sedentary life is becoming the norm. Truncal obesity known risk factor for Coronary Artery Diseases it is related to less physical activity. Thirty minutes of daily exercise at least thrice a week will help to keep the heart healthy.

Sports for All aims to maximize access to participation in appropriate forms of physical activity includes participation of all groups of society, regardless of ages, gender ability or race.

Importantly: play, physical recreation and sports are all freely chosen activities undertaken for pleasure and growth.

### **A Peace**

A peace is a universal desire and individual's need.

"No one wants war. No one likes to see human blood flushing out of another human being. Wars are shame on humanity and curse on the next generations weapons shall have to be buried under the seas. So, that humanity survives."(Bhim Singh, 2009).

One of the most powerful events that rapidly draw people's attention is international sports matches. We can say that sports & games that bring out reconciliation, friendship and harmony through intense competitions which works for art truly. Sportsmanship shown by abiding rules that produces the beauty of this art and it is the spirit which sets excellent example for all as;

It is an incomparable moment when the world is brought together and harmonized with young people from all over the world, despite all the difficulties in one dynamic and emotional setting. International sports matches are based on true sportsmanship are often noted their power to bring people together.

I (Ghosh;2007) expressed that it is possible for human beings to learn valuable lesson on respecting each other, living in harmony, breaking barriers, among races, civilizations, cultures, and nations through great international sports matches?

The World Peace is becoming a big question in this 21<sup>st</sup> century of materialistic and commercial world before the leaders from various platforms. But there is no problem which cannot be solved. The kind of operation and phenomena is not new, and sports played very significant role to mediate and project development and Peace right from old age. It is known that Peace is possible to achieve through Dialogue and transitional ethics of sports development and peace work because value and meaning of problem resides

in human efforts to resolve conflicts.

As in the Olympic Games the “Soviet Union and the United States stayed far apart during the next three decades of superpower conflict and the nuclear and missile arms race. However, the Soviet stance on human rights and its invasion of Afghanistan in 1979 created new tensions between the two countries. These tensions continued to exist until the dramatic democratic changes of 1989-91 led to the collapse during this past year of the Communist system and opened the way for an unprecedented new friendship between the United States and Russia, as well as the other new nations of the former Soviet Union”. <http://www.ibiblio.org/expo/soviet.exhibit/intro2.html>

In present scenario Cricket and Hockey are the sports working as a Peacemaking tool between India and Pakistan.

France De Wachter sees Sports as a possible vehicle for moral progress specifically, regarding education in conflict resolution and peace. (Wachter; 2003).

The term Peace characterizes through important behavior and actions.

### **Transforming Ethical Attitude**

- Coubertin expressed in poetic words “Wars break out because nations misunderstand each other.

We shall not have peace until the prejudices which now separate the different races shall have been outlived.

To attain this end, what better means than to bring the youth of all countries periodically together for amicable trials of muscular strength and agility.” (Coubertin; 1896).

Sports in its purest form provide opportunity for dialogue and the exchange of ideas. We believe that the qualities of Sports generate incalculable possibilities for the people.

Sports help to breakout the misconceptions as explains Streng-“And at the

same time believing you can contact the decrease through men contact". Here is a case study States – People always say we had peace (Says the Philippine school girl Jameelah). But they want to achieve peace by fighting and using violence. May be that is something about adults that I don't understand. I want to achieve peace by doing what I am best at: Playing",Jameelah is one of the children who took part in the sports for peace workshop on Mindanao with other school children to play football, volleyball, basketball and baseball.( "Mercy Corps" ,2006)

Sports for all allow young people to form friendship resolving family conflicts. It characterizes through the events:

- community services always helps to generate brotherhood and give space for learning as Jan Gyanodaya (NGO, Delhi University) gathering all castes, creeds and sex through regular sports education teaching martial arts and local indigenous games to the children from 3-15 years of age in the campus of Delhi University, also overpowering the poverty of street children through sports and peace.

### References

- 1 Bhim Singh,"Peace Mission, vol. 2; 2009.
- 2 Chang Ju Ho, 8th AISFA congress, Chinese Taipei-oja and talama p.95, 2004).
- 3 Coubertin, P.de. The Olympic Games of 1896 In; The Century Illustrated Monthly Magazine , Vo. III, New Series Vol. XXXXI,Nov. 1896-97, P. 53, IOC, Lousanne.
- 4 Coubertin P. de: Letters Olympic gazette de Lausanne 13.08.1919.
- 5 Ghosh, A: Women volunteers in sports for all: A Necessity: Journal of Asiana Sports for All, 2007, vol.8.2.9.24.
- 6 Ghosh, A.: Ibid

- 7 Ghosh, A; Dialogue through Sports for Peace, The 2007 global Forum on civilization and Peace, Korea2007.
- 8 Ghosh: Sports for all develops healthy citizens, unpublished article, presented in the refresher course, University of Delhi, 2009.
- 9 Ghosh, A. "Sports for All Develops Healthy Citizens", unpublished article, 2010.
- 10 <http://www.ibiblio.org/expo/soviet.exhibit/intro2.html>
- 11 Hindustan Times – News Paper, India, April;2001.
- 12 Landary, F.; International Olympic Academy, , 24, 1984
- 13 Marxian Robert: Olympic Education: Example of teaching Olympics Value.
- 14 Mzali,M.;Olympic Games: Yesterday, Today, Tomorrow The International Olympic Academy, 24, 1984
- 15 Navi Pillay , The Hindu, News Paper,India, 17th Sept;2011, High Commission for Human Rights , U.N.
- 16 Nissiotis, N; Olympism and today's Reality, International Olympic Academy, July 4-19, 1984.
- 17 Parry Jim; Journal of social philosophy. Vol.34,No. 3,Fall 2003).
- 18 Rogge, J.; NOC, 2007
- 19 Wachter, F. de, Journal of Social Philosophy, Vol. 34 No. 3. Fall, 2003.
- 20 [www.mercy-corps.org](http://www.mercy-corps.org)

# **Guidelines for Contributors**

## **Language and types of contribution**

The Journal of Asiana Sport for All contains several forms of contributions: Articles (8-15 pages), reports (3-8 pages), congress/event reports (2-3 pages), and keynote lecture (8-15pages) including tables figures, and photographs). All manuscripts must contribute to the development of Sport for All and must be submitted in English.

## **Abstract**

An abstract of 100-200 words and 5 key words maximum must also be supplied, typed on a separate sheet, together with a biographical note of 25 to words.

## **Quotations**

All direct quotations of 35-40 words or more should be displayed as indent text, but still double-spaced.

## **Notes**

Try to avoid using too many notes. Where they are necessary, they must be brief and should appear at the bottom of the page.

## **Submission**

All manuscripts are reviewed by the editorial board of ASFAA. When revisions are requested by the journal's editorial board, authors must resubmit the revised manuscript within 3 weeks. If resubmission takes more than 3 weeks, the manuscript will be treated as a new submission. Manuscripts should be

submitted in Word format (40 lines), and the file should not exceed 4 MB. For figures, tables and photographs, up to 10MB of PDF, Word, and Excel files can be uploaded.

Top and bottom margins: 2cm

Left margins: 3cm

Right margins: 2cm

Page numbers: bottom center

Full name, organization of authors and contact details (postal address, e-mail address)

### **Figures, tables, maps and photographs**

Photographs are classified in the same category as figures. Figures and tables should be numbered separately and consecutively (e.g., Figure 1, Table 1). Capitalize only the first word of the caption.

### **Format for reference list**

List all entries cited in the text, or any other items used to prepare the manuscript, alphabetically by author and year of publication in a separate, headed, reference section.

Please refer the examples given:

McPherson, B.D. (1990) *Ageing as a social process: An introduction to individual and population ageing*. Toronto: Butterworths.

Kidd, B. (1987) Sports and masculinity, in M. Kaufman (ed.) *Beyond patriarchy: essays by men*. Toronto: Oxford.

Laura, R. & White, S., Eds.(1991) *Drug controversy in sport: The socio-ethical and medical issues*. Sydney: Allen & Unwin.

Tsai, M.J. & Jwo, H. (2004) *Self-determination perspectives on exercise*

behavior regulations. Paper presented at the 8th ASFAA Congress, Taipei, Taiwan.

Yamaguchi, Y. (2002) Sport, tourism, sport volunteers and Sport for All. *Journal of Asiana Sport for All* 3(1), 29-36.

**Deadlines for the 12th edition ASFAA Journal:**

August 31st, 2013.

**Correspondence**

ASFAA Secretariat

secretariat@asfaa.org

Address: Av. Dr. Rodrigo Rodrigues, s/n, Forum de Macau, Bloco I, 4 andar,  
Macau

Fax: +853 2870 5891

Website: <http://www.asfaa.org>

**Publisher:**

**Asiana Sport for All Association**

asfaa@sport.gov.cn

Address: No.2 Tiyuguan Road, Chongwen District, Beijing 100763, China

Website: <http://www.asfaa.org>

**Editorial Board**

**Chief Editor**

**Yasuo Yamaguchi, Ph.D.**

Kobe University, Japan  
Board of Director, ASFAA

**Associate Editors**

**Hai Ren, Ph.D.,**

Beijing Sport University, China

**Zeyi Yang, M.D.,**

Beijing Sport University, China

**Sho Nishizawa, Ph.D.,**

Nagasaki University, Japan

**Makoto Chogahara, Ph.D.**

Kobe University, Japan

**Kozo Tomiyama, M.Sc.**

Osaka University of Health & Sport Sciences, Japan