

นิพนธ์ต้นฉบับ (Original article)

จิตวิทยาการออกกำลังกายและกีฬา (Sports Psychology)

ความสัมพันธ์ระหว่างความเหนื่อยหน่ายกับพฤติกรรมหลีกเลี่ยงการฝึกซ้อมของนักกีฬา

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บทคัดย่อ

การวิจัยแบบผสมผสานนี้มีวัตถุประสงค์เพื่อตรวจสอบความสัมพันธ์ระหว่างความเหนื่อยหน่ายกับพฤติกรรมหลีกเลี่ยงการฝึกซ้อมของนักกีฬา โดยใช้กรอบแนวคิดโมเดลการหมดไฟ นักกีฬาสปอร์ตไฮโร จำนวน 634 คน (เพศชาย 312 คน และเพศหญิง 322 คน) จากทุกส่วนภูมิภาคของประเทศไทย ตอบแบบสอบถามความเหนื่อยหน่าย กับอีกคำถามเชิงคุณภาพ 1 ข้อ ที่ให้นักกีฬาระบุอย่างชัดเจนถึงความรู้สึกเหนื่อยหน่าย ทดสอบสมมติฐานความสัมพันธ์ของมิติความเหนื่อยหน่ายระหว่างกลุ่มนักกีฬาด้วยการวิเคราะห์ยืนยันองค์ประกอบและทดสอบค่าที่ จากนั้นสัมภาษณ์นักกีฬา จำนวน 12 คน ซึ่งได้จากแบบสอบถามข้อคำถามพิเศษ ด้วยการสัมภาษณ์เชิงโครงสร้างแบบปลายเปิดเพื่อศึกษากลวิธีพฤติกรรมของนักกีฬาที่ใช้เมื่อมีความเหนื่อยหน่าย ผลการวิจัย พบว่า ความเหนื่อยหน่ายที่เกิดขึ้นในนักกีฬาสัมพันธ์กับมิติสำคัญ 4 ประการ ตามสมมติฐานที่นำเสนอในครั้งนี้ (ความรู้สึกเหนื่อยล้าทั้งร่างกายและจิตใจ ความรู้สึกถึงคุณค่ากีฬา ลดลง ความรู้สึกเกี่ยวกับการประสบความสำเร็จ ความรู้สึกเบื่อบ่อยไร้ความหมาย) โดยมีนักกีฬา จำนวน 115 คน จาก 17 ชนิดกีฬา ที่ระบุตนเองเหนื่อยหน่าย คิดเป็นร้อยละ 18 ของนักกีฬาในการวิจัยครั้งนี้ นักกีฬาส่วนใหญ่มีความรู้สึกเหนื่อยหน่ายบ้างแต่ไม่บ่อย ขณะที่มีส่วนน้อยเกิดความรู้สึกอ่อนล้าทั้งร่างกายและจิตใจ บ่อย ๆ ถึงระดับบ่อยมาก กลยุทธ์พฤติกรรมที่นักกีฬาใช้หลีกเลี่ยงการฝึกซ้อมกีฬา จัดได้ 4 กลยุทธ์ ประกอบด้วย นักวิเคราะห์ บอกตรง-อ้อม นักธุรกิจ และเสแสร้ง ผลการศึกษาเสนอว่า มิติสำคัญทั้งสี่ประการของบรรยาภาความเหนื่อยหน่ายโดยเฉพาะอย่างยิ่งมิติความเหนื่อยล้าทางร่างกายและจิตใจสัมพันธ์กับพฤติกรรมหลีกเลี่ยงการฝึกซ้อมของนักกีฬา ผลการศึกษาสรุปว่า มิติทั้งสี่ของความเหนื่อยหน่ายที่นักกีฬาประสบโดยเฉพาะความเหนื่อยล้าทั้งร่างกายและจิตใจ สัมพันธ์กับหลีกเลี่ยงการฝึกซ้อมของนักกีฬา

(Journal of Sports Science and Technology 2016; 16(1) : 139-149)

คำสำคัญ: เบื่อหน่าย, ความเหนื่อยหน่าย, หลีกเลียง, สปอร์ตไฮโร, กลยุทธ์พฤติกรรมเลี่ยงฝึกซ้อม

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นิพนธ์ต้นฉบับ (Original article)

จิตวิทยาการออกกำลังกายและกีฬา (Sports Psychology)

RELATIONSHIPS BETWEEN BOREDOM AND AVOIDANCE BEHAVIORS FROM TRAINING OF THE ATHLETES

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ABSTRACT

This mix research was to examined the relationships between boredom and avoidance behavior from sports training. Total 634 athletes from 17 sport types in the *Sports Hero Project* (312 males, 322 females), age ranged from 12 – 25 years. They were asked to complete the revised burnout measures with 5 level of boredom. One extra question for degree of boredom was asked to identify the boredom athletes.

The relationships among variables of its measure were computed through a series of confirmatory factor analysis. The independent t-test was utilized for the differences between the boredom athletes and total athletes on four dimensions (physical and psychological exhaustion, sport devaluation, reduced sense of accomplishment, boring and lack of meaning). Then, the 12 identified boredom athletes were structural interviewing, open-ended questioning to explore their action strategies of avoidance from sports training.

Results revealed that, there were four dimensions of collected exhaustion related to 4 dimensions of avoidance behaviors. One hundred fifteen athletes (18% of total samples), indicated that they were boredom group. Most athletes were sometimes feel boring but not often, whereas, few often and very often feeling in physical and psychological exhaustion. Statistically, the mean scores of the group of boredom athletes, was significantly different ($p < 0.05$) from the whole group. Refers to the athletes reported, 4 certain strategic actions were identified, analyst, active – passive informing, business man and faking), to avoid sport training. In conclusion, all four alienated behaviors were used, especially, collective physical and psychological exhaustion dimension related to athlete alienation from sport training.

(Journal of Sports Science and Technology 2016; 16(1) : 139-149)

Keywords: Boredom, Exhausted, Avoidance, Sports hero, Avoidance action strategy

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INTRODUCTION

A number of studies reported children participated in sport to demonstrate their physical competence^{1,2} The sport competition is essential excitement and fun, for athletes. Especially, when competition is set appropriately as their level, It will be the key motivator³ as well as an evaluation basis of training program⁴ Through sport competition, youth athletes are able to learn, to experience, and to internalize the skills, attitudes, values, and behaviors which related to growth and maturity. However, socialization is a major value of participating in sport.⁵ In this decade, the sport achievement goal was emphasized to winning, and improving social status over playing. Youths participate in sport to pursued professionalized orientation more than fun, challenge and sport value. Particularly, they want to be listed of the Provincial Athletes Development Project, or Sports Hero project (Sport Authority of Thailand: 2558)⁶. They are seriously training 4-6 hours per day, 5-6 days a week to meet the Sports Hero project's criterion each year. So, the athletes lack of social life with friends outside the team, not enough personal time and less fun. Boredom is a sense of emptiness and limitation.⁷ occurred when repeating same things for long times, association with dropout rates (Ergogenic aids, n.d.).⁸ As sport psychology researchers strong contended that burnout occurs in youth athletes who are extensively involved in sport.⁹ Burnout, however, often occurs as a final step in a progression of an individual, perceived to be threatening. The most important priorities in sport burnout is to know the causes or the antecedents of burning out in athletes (Singhnoy & Vonjaturapat, 2009).¹⁰

According to burnout model, three factors of burnout were proposed; physical and psychological exhaustion, sport devaluation, reduced sense of accomplishment.^{9, 15} To test the research hypothesis, an in-depth interviewing was conducted. Boredom is defined as the persistent negative feelings associated with inappropriate in sport setting, and *alienation* is the behavioral aversive consequence of the negative feelings as exhaustion.

Purpose

The major purpose of this study aimed to investigate the relationships between boredom athletes and behavioral alienation from sport training.

MATERIALS AND METHODS

Prior to the data collection, consent form was conducted. The permission from either a coach or parents was required to complete a questionnaire and interviewed. Participants were informed that they could quit the project anytime they wanted.

Stages of Study

To approached objectivity, this research applied the design of Carlson' study (1995)¹¹ as a guideline that involved 3 stages including; coach interviews, a survey, and athlete interviews. All stages were investigated serially.

Stage1:Coach interviews. The first stage consisted of structured, open-ended interviews with eight coaches who has so far 10 years coaching experience. The interview script focused on how coaches recognized, coped with, and felt about athletes they perceived as alienated from their training. This information were used greatly to 2 objectivity. One was used to form the measure. The other was used to form of the structured athlete interview at the last stage.

Stage2: Survey. The second stage, all samples completed the survey which developed during this stage to examine athlete's boredom and the relationship among measured variables. Beside, a special scoring system was devised to provide a single item with two choices for their degree of boredom. Then, the athletes were separated into two groups (boredom group for first choice, and the other choice is total group). To investigate the relationship between athlete alienation from sport training and all dimensions of the burnout model. T-test was used to compare the differences between the aggregated mean of boredom group and total group. The results were used to support or reject the relationship between the boredom athletes and four dimensions of burnout.

Stage3: Athlete interviews. The third stage utilized the results from the survey of second stage to identify as boredom athletes. They were individually interviewed employing a structured, open-ended format. Data from the interviews were transcribed and coded. Use of the constant comparative method (Lincoln & Guba, 1985⁹; Boeije, 2002¹²) to accept or reject and categorize identified. This information was used to learn their behavioral alienation strategy from sport training.

Participants

Stage 1, the 8 sports hero coaches from six sports (Athletics, Cycling, Table Tennis, Tekwando, Tennis, Rhythmic Gymnastics) were structured interviews, open-ended format.

Stage 2, total 634 samples (312 males, 322 females) out of all 830 (a 76% rate) were selected by simple random sampling procedure. All were sports hero from 17 type of sports (Athletics, Badminton, Boxing, Beach volleyball, Cycling, Golf, Artistic Gymnastic, Rhythmic Gymnastics, Judo, Sepak-takraw, Snooker, Swimming, Tekwando, Tennis, Table tennis, Weightlifting, Wrestling).

Stage3, the 12 sports hero resulted from the survey stage were individually interviewed. They were athletes of eight sports (Athletics, Artistic Gymnastics, Badminton, Cycling, Snooker, Sepak-Takraw, Table Tennis, Wrestling).

Measurement

Using athlete burnout model (Chatkamol & Naruepon, 2009) and the information gathered from the stage1 as a framework to construct the dimensions of burnout for this study. The measure contained 19 items of 4 burnout dimensions (see appendix) including; physical and psychological exhaustion (item 1, 5, 7, 9, 11); sport devaluation (item 3, 4, 6, 10); reduced sense of accomplishment (item 2, 8, 12, 13, 15); boring and lack of meaning (item 14, 16, 17, 18, 19). A 5 Likert scale was used to determine a range of 1 (do not at all),

2 (sometime but not often), 3 (often), 4 (very often), to 5 (all the time). The 131 surveys of the sports school students was used to examine the relationships among variables through a series of confirmatory factor analysis [$\chi^2 = 223.61, 147$ ($p < 0.000$), RMSEA = 0.063, NFI = 0.92, TLI = 0.96, CFI = 0.97, GFI = 0.85] for its construct validity, with alpha coefficient⁷ 0.84 for its acceptable reliability ($\alpha \geq 0.70$;).¹³

RESULTS

Survey Results

The results showed that there are 18% (115 *Sports hero*; 40 males, 75 females) of total samples, indicated they agreed with the first statement "my feeling now, I want to stop either training and competition for a time". These athletes would be referred to the boredom group. There were statistic significantly different between boredom group and total group in all dimensions of the measure at 0.05 statistic level (Table 1).

Table 1 Comparing boredom athlete group and total group on four dimensions

| Burnout Dimension | Boredom group | | Total group | | <i>t-value</i> |
|-------------------------------------|---------------|-----------|-------------|-----------|----------------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | |
| Physical & psychological exhaustion | 2.56 | 0.72 | 2.01 | 0.53 | 9.16* |
| Sport devaluation | 2.35 | 0.62 | 1.87 | 0.57 | 7.91* |
| Reduced sense of accomplishment | 2.20 | 0.57 | 1.73 | 0.51 | 8.69* |
| Boring and lack of meaning | 2.11 | 0.71 | 1.53 | 0.46 | 10.72* |

Note. * $p < 0.05$

DISCUSSION

The results of the current study will be discussed in five main sections as follows;

Physical and Psychological Exhaustion

The fifth survey statements (item 1, 5, 7, 9, 11) were tested whether physical and psychological exhaustion was important reason to boredom athletes alienated from sports training. As the statistically resulted that the mean score of boredom group was significantly different from the total samples, this finding was accord to a subscale of athlete burnout model as proposed in previous researches.^{9, 10} In addition, it was supported by the athlete' interviews data (every interviews) when classified into category as athlete indicating *Physical and Psychological Exhaustion* contained the most of unit in any of analytic. Two demonstrated retold by two athletes,

Green: whenever, I feel tired of any somatic or mental, I don't hesitate to looking for the way to away from training.

Yellow: I don't know why, nearly the training time, I often feel that my body out of energy and I feel that I am too exhausted to train, and always want to take a rest for long.

Throughout the long process of developing elite athletes; youth experience thousands of time of training in order to complete a skill¹⁴ stated that "If training programs are not closely monitored at varied, many athletes will have difficulty coping with the physical and psychological stress. Therefore, to avoid boredom and burnout, the training program should be contained diverse exercises and developing a range of skills at every stage of process.

Sport Devaluation

As a analysis of four survey statements (item 3, 4, 6, 10) dealing with sport devaluation manifested significantly different between the aggregated mean of boredom group and total samples. This results also supported by athlete burnout model as researchers proposed in recent studies^{9, 10} and the data from interviews. When the interviews were explored the grouping that boredom athletes indicating *sport devaluation* contained the number of unit in analysis categories.

For example; Red described that; I do not know why much of these days I don't think sport is everything for me like yesterday once more. Green told that: I want to do thing like another adolescence do than play sport because now I study in university there are many interesting things to do.

It may be that when athlete could achieve their goal such as entrance exam to study in the university through sport warrantee and athlete always need friend and time as adolescence age by nature.

Reduced Sense of Accomplishment

The athlete responses to five measure items dealing with feelings of sense of accomplishment (item 2, 8, 12, 15) revealed significant difference between the aggregated score of boredom group and the total group. This showed that 'reduce sense of accomplishment' is one of athlete burnout dimension as presented in previous researches.^{9, 10} On close scrutiny of individual survey, there is only one athlete of the exhausted group reported a strong reduced sense of accomplish. However, it should be noted that another athletes experience sometime but not often, this mean that their perceived of success were not exist. Moreover, a similar findings emerged when transcript the interviews of exhausted athletes who were one the continuing sports hero group was analyzed.

Grey explained how he felt in his success sport situation: "I was listed as sports hero for three years, I think it will be the same for the next year. It's too hard for me to train hardly, whereas I can't see any success."

Therefore, to know their achieved goal setting in order to set the appropriate with their ability, the perception of success of all athletes have to survey by using some questionnaire that was validated to Thai youth (e.g., TPOSQ).³

Boring and Lack of Meaning

The boring and lack of meaning dimension with five items (item 14, 16, 17, 18, 19) were gathered from athlete in-depth interviewing of first stage. Analysis of the survey responses dealing with boring and lack of meaning dimension resulted that there was significantly different between the aggregated mean of boredom athletes and that of whole group. Due to the result, 'boring and lack of meaning' was one of burnout dimensions same the above three dimensions. As Gledhill et al. (2007)¹⁵ contended that one of the biggest for stopping a training program the athlete becomes bored. This result was strongly supported with the largest number of units when all the interview data were investigated, indicating boring and feeling lack of personal meaning as categories to athlete's alienation from sport training. Example these statements;

I don't care, anytime I feel bored I will look for alienated from training program.

Training everyday make me feel boring, so I sometimes escape from gym.

My coach pay less attention on my train, feel waste time to train.

I want to train hard, but I receive little from coach, although I did not participate in training program my coach did not notice.

Behavioral Alienated Action Strategies

The twelve exhausted athletes claimed certain strategies they employed as responses to the aversive experiences in sport training. These responses were the same behavioral strategies telling by coaches in the stage of interview which so call as slang namely "Oou" (do but not do all) or "Nian" (not done but likely doing). However, to clear for these strategy actions, the current researcher concluded and titled into four action strategies including; (1) analyst, (2) active – passive telling, (3) businessman, and (4) faking.

Analyst. Being an analyst was the first behavioral alienated action for athlete who does not participate in training program. One teacher explained that athlete as researcher or analyst skill; 'They will do like they 're working, come to gym early, looking to another players train, ask and talk too much about game with coach but train'. This action is confirmed by the one athlete as explained that, Green: I feel bored, I will sit or walk around others and pay attention very much to whatever they do, then ask or make like try to remember, I sometimes ask for time to discuss with my coach till the training time nearly over I make like training little.

Active – Passive Telling. The active – passive telling was described by every coach and some athletes. There are two ways for athlete to tell coach or their parents to away from training on that day, first is tell what they want directly, and second is explanation too many reasons to have coach

should announce stop training today or even ask friend or someone tell coach about whatever they want. Athletes who used this strategy smile and explain that 'I tell my coach what I want by given a reason, he always said ok and say little thing too.. whereas an athlete tell that my coach always ask me a lot for the reason why I want to stop training today, therefore, I ask my parents or sometimes my partner in team to tell coach at any reason is I should rest.

Coaches reported that: Athletes sometimes tell me by themselves as our agreed rule.
'I know sometimes before they ask any permission, so I tell them take a rest.

Businessman. The action strategy of response identified by exhausted athletes was business one. This was used by athletes very often like faking but clarifying too much busy all time training time, so it was classified into one behavioral action strategy.

When used businessman strategy an athlete;

Pink described that: 'I hold a mobile phone with talking seriously, then walk to my coach and ask permission to talk with one who phone me. Sometimes I ask my friend phone me sometimes I act just like there are the important topics to talk and to do. Using strategy as Sky; I am looking at my mobile phone like I waiting someone phone me and walk around near the phone, when coach ask me, I tell him there is important thing to do as a group of work at University.

Faking. The athletes who used the strategy of faking by making coach believed they participated in training gym without any noticeable decline in external displays of enthusiasm. When faking, athletes showed taking some initiative to avoid unpleasant training, such as faking illness or injuries or even pretending to participate. In the interviews, however athletes indicated clearly that if they were free to do without penalty from coach and their parents, they prefer to away from sport training. An example of this includes a retold of Red: I normally get gold and silver, they probably think that I still love to play sport but they don't know I now feel exhausted both body and mental and I want to rest...rest.. But I can't do as I want, so to keep their belief and keep my status, I make over like I continue training all the time in gym.

Anyway, on the above actions, its mostly like to¹¹ reported six titled actions of students alienation from physical education class that were (a) hiding disillusion, (b) being a spectator, (c) becoming wallflowers, (d) faking, and (e) self-banishment. This showed that anyone who boring or dislike to do anything always acted same or likely behavior to alienate from that.

CONCLUSION

The alienation behaviors from sport training associated with boredom. Therefore, coping intervention for the mood should be studied, before it turns to be burning out and quitting from a sport. Some athletes

experience burnout from all four dimensions prior to avoid from sport training. Coaches need to know about sport psychological skill training (PST) to applying to the sport training program.

ACKNOWLEDGEMENT

Recognition: to Dr.Chatkamon Singhnoy for his unlimited advice on the measure analysis. To Sport Authority of Thailand for this research funding. To Coaches and athletes from the Provincial Athletes Development Project: Sports Hero, for their participation to this study. Finally, to Dr.Panadda Jeenpracha for English edition of this manuscript.

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ภาคผนวก (Appendix)

แบบสอบถามความเหนื่อยหน่ายของนักกีฬา

แบบสอบถามเป็นแบบประมาณค่า 5 ระดับ นักกีฬาสามารถเลือกตอบได้ ตั้งแต่ (1) ไม่เคยเลย (2) มีบ้างแต่ไม่บ่อย (3) บางครั้ง (4) เกิดขึ้นบ่อยๆ (5) เกือบตลอดเวลา จำนวน 19 ข้อ และข้อที่ 20 คำถามสุดท้าย ให้นักกีฬาเลือกตอบเพียงข้อเดียว

1. ฉันเห็นเหนื่อยเหลือเกิน จนทำให้ไม่มีเรี่ยวแรงพอที่จะทำกิจกรรมอื่น ๆ
2. ฉันรู้สึกไม่ค่อยประสบความสำเร็จในการเล่นกีฬามากนัก
3. เมื่อเทียบกับเมื่อก่อน... ฉันสนใจการฝึกซ้อมกีฬาน้อยลง
4. ฉันเล่นได้ไม่ดีเท่ากับความสามารถที่ฉันมี
5. ฉันรู้สึกเหนื่อยมากกับการฝึกซ้อมกีฬา
6. ฉันไม่มุ่งมั่นในการฝึกกีฬาเหมือนเมื่อก่อนที่เคยทำ
7. ฉันรู้สึกหมดเรี่ยวแรงจริง ๆ
8. ฉันรู้สึกว่าความสนใจเกี่ยวกับความสำเร็จในกีฬาน้อยกว่าเมื่อก่อน
9. ฉันรู้สึกอ่อนล้าทั้งร่างกายและจิตใจ
10. ดูเหมือนว่า...ไม่ว่าจะอย่างไร ฉันก็ยังเล่นกีฬาได้ไม่ดีเท่าที่ควร
11. ฉันรู้สึกว่าช่วงนี้อุปกรณ์ที่ใช้เล่นเป็นประจำ...มันหนักและหนักขึ้นเรื่อยๆ เหมือนจะถือไม่ไหว
12. ฉันรู้สึกว่าเป้าหมายอยู่ไกลเกินกว่าจะบรรลุผลสำเร็จ
13. เมื่อผลการแข่งขันออกมาว่า...ฉันไม่ประสบความสำเร็จ...มันทำให้ฉันท้อจนไม่อยากเล่นต่อไป
14. ฉันรู้สึกเหนื่อยหน่ายกับการฝึกซ้อมกีฬาเหลือเกิน
15. ฉันรู้สึกยากลำบากที่จะฝึกซ้อมต่อไป...ทั้งที่มองไม่เห็น...ว่าจะประสบความสำเร็จ
16. ฉันรู้สึกว่าตัวเองไม่ได้เป็นส่วนหนึ่งของทีม
17. ช่วงนี้ฉันรู้สึกคับข้องใจ...ที่ไม่ได้รับความช่วยเหลือหรือแนะนำจากโค้ช
18. ฉันรู้สึกเบื่อกับการที่ต้อง...ฝึกซ้อมและแข่งขัน...จำเจ ตลอดปี
19. ช่วงนี้ฉันมักคิดบ่อยๆว่า...มีกิจกรรมอย่างอื่นที่น่าสนใจและน่าทำมากกว่าเล่นกีฬา
20. ความรู้สึกช่วงนี้...อยากหยุดฝึกซ้อม...อยากหยุดแข่งขันสักพัก

() ใช่เลย...ประมาณนั้นเลย

() ไม่ใช่...ไม่มีความคิดนี้เลย