



SDI Review Form 1.6

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| Journal Name: | Journal of Education, Society and Behavioural Science |
| Manuscript Number: | Ms_JESBS_46615 |
| Title of the Manuscript: | Sources of Enjoyment and Goal Orientation Among Youth Swimmers |
| Type of the Article | Original Research Article |

General guideline for Peer Review process:

This journal's peer review policy states that **NO** manuscript should be rejected only on the basis of '**lack of Novelty**', provided the manuscript is scientifically robust and technically sound. To know the complete guideline for Peer Review process, reviewers are requested to visit this link:

(<http://www.sciencedomain.org/page.php?id=sdi-general-editorial-policy#Peer-Review-Guideline>)



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PART 1: Review Comments

| | Reviewer’s comment | Author’s comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here) |
|------------------------------|--|---|
| Compulsory REVISION comments | <p>Improve English/Academic writing/Structure:</p> <p>Abstract:The objectives of this study were to examine whether there are achievement goal orientation profile differences regarding enjoyment of swimming and to assess which sources of enjoyment differentiate swimmers of different achievement goal orientation profiles.</p> <p>measures</p> <p>enjoyment of swimming</p> <p>High task/high ego group is placed on the positive side of the function “achievement with intrinsic motivation” and they showed greatest enjoyment of swimming in other-referenced competency and recognition, effort expenditure, self-referenced competency, positive parental involvement and competitive excitement.</p> <p>Introduction: and as a key motivator</p> <p>operationalized</p> <p>than global positive affect, but more general than a specific emotion</p> <p>Goals that they adopt represents</p> <p>Therefore, goal orientation represents various adaptation strategies, which include cognitive, affective and motivational self-regulation, and the individual, based on his previous experience, selects a particular strategy that he considers to be an appropriate response to the challenges posed by the situation or task [25].</p> <p>adopt to varying degrees – namely</p> <p>athletes high</p> <p>Methods</p> <p>The measurement was announced to the athletes and their parents, and they completed a consent form.</p> <p>were examined by use of</p> <p>Results: When we look</p> <p>Discussion: and emphasize social comparison with others. Cluster analysis was used to identify subgroups of swimmers based on goal orientations. Four different cluster groups were established using the ±0.5 z-score criterion.</p> <p>old male and female students, mainly recreational athletes</p> <p>It is interesting that the least number of participants in our research were assigned to that profile, specifically</p> <p>This divergence of results is most likely due to the age difference of the participants and their status in the sport.</p> <p>Those swimmers with a high task/high ego profile experienced the greatest enjoyment of swimming in situations in which they confirm their own swimming competence and gain recognition from others for this success in their sport, for their hard work during training and competitions, and self-referenced competency regarding mastering and improving their own skills.</p> <p>This is because the emphasis on social comparison over other aspects of participation in youth sport programs likely results in lower levels of enjoyment, which may have significant consequences for the level of motivation of young participants.</p> <p>Positive parental involvement</p> <p>Excitement and challenge emerged as an important source of enjoyment in sports environments among older children in McCarthy and Jones [49]. McCarthy et al. [15] also found that older children reported significantly greater competitive excitement as compared with younger children, which could be attributed to their cognitive-developmental difference, i.e., older children’s more mature understanding of the competitive process.</p> <p>These findings of the current study are consistent with those of Kim [36] and Yoo and Kim [35] who found high</p> <p>less to trying to demonstrate</p> | |

Comment [T1]: Divide into two sentences.

Comment [T2]: questionnaires

Comment [T3]: swimming enjoyment

Comment [T4]: two sentences

Comment [T5]: engl

Comment [T6]: defined?

Comment [T7]: engl

Comment [T8]: engl

Comment [T9]: divide into two sentences

Comment [T10]: engl

Comment [T11]: MISSING

Comment [T12]: You already repeated it

Comment [T13]: engl

Comment [T14]: not academic writing

Comment [T15]: second sentence

Comment [T16]: avoid of statistic analyses in discussion

Comment [T17]: not academic

Comment [T18]: not academic

Comment [T19]: what you mean?explain..if you mean university vs competitive athletes ? please explain it

Comment [T20]: divide sentence

Comment [T21]: divide or explain better

Comment [T22]: use connective words

Comment [T23]: divide

Comment [T24]: engl

Comment [T25]: that high

Comment [T26]: engl



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| | <p>factors characteristic of swimmers, but which were not referenced in this research.</p> <p>Delete Introduction: in sport sport commitment</p> <p>Questions Enjoyment of swimming. adapted to the Croatian language</p> | |
| Minor REVISION comments | | |
| Optional/General comments | | |

- Comment [T27]: engl
- Comment [T28]: ref
- Comment [T29]: del
- Comment [T30]: del
- Comment [T31]: How you decided to usse these two questions from the questionnaire?
- Comment [T32]: More details?

PART 2:

| | | |
|--|---|---|
| | Reviewer's comment | Author's comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here) |
| Are there ethical issues in this manuscript? | (If yes. Kindly please write down the ethical issues here in details) | |

Reviewer Details:

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|----------------------------------|--|
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