

Dropout Reasons in Iranian Youth Roller Skaters¹

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Abstract

The main drop-out reasons from the sport of roller skating amongst Iranian youth skaters has been examined. A questionnaire with 53 items (adopted from Enoksen, 2011) representing seven subscales namely: training factors and facilities, executive factors and team, education and work obligations, motivational aspects, social-cultural environment, choice of other sport activities and interests and economic factors was especially developed for this research. Responses were measured on a Likert scale ranging from “strongly disagree” to “strongly agree” in relation to each statement. In all 112 skaters predominantly male (mean age 17.1, SD = 1.63) with a mean = 5.43 years of experience (SD = 2.92) that had discontinued in the past two years completed the questionnaire. Results of one sample t-tests showed that all factors expect “social-cultural environment” are significant indicators for drop out from skating with “economical factors” scoring the highest ranking. Correlational analysis showed that younger participants agree more strongly that “executive factors and team” and “education and work obligations” were the best predictors of drop out. Those with fewer years of experience considered “training factors and facilities”, “motivational aspects and social and cultural environment” as more likely reasons for quitting. Implications of the findings are discussed.

Key Words: Sport, Multiple Intelligence, Children

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1. Introduction

Exercise and physical activity have been shown to improve health by reducing the risk for various chronic diseases such as cardiovascular disease, diabetes and other illnesses linked with obesity (World Health Organization, 2014). Physically active individuals are less likely to be affected by cardiovascular, cardio-pulmonary diseases, cancer, and endocrine gland disorders (Folsom et al, 1997). Moreover participating in regular sporting activities affects mental health as well as physical health (Biddle & Mutrie, 2001). Davis et al (2011) observed considerable improvements in children's cognitive abilities after just 13 weeks of programmed exercise. These findings were consistent with findings obtained in adults, whereby specific improvement in executive function and brain activation was attributable to exercise. In a meta-analysis, Arent, Landers and Etnier (2000) concluded that physical exercise significantly increased positive mood and decreased negative mood. These studies suggest that physical activity brings about important psychological advantages as well as improved physical health (Walsh, 2011). Unfortunately, partly due to advances in science and technology, nowadays people's physical activity is considerably reduced and replaced by activities such as computer games and internet searching (see e.g. Biddle et al 2004). Thus the main problem is how to encourage a predominantly sedentary population toward physical activity and sport (Weinberg & Gould, 2003). Researchers have made attempts to identify factors that may encourage engagement in physical activities and to provide strategies to implement such engagement. For example, in a recent study Pereira, Siqueira and Wan Stadnik (2014) reported that factors such as family encouragement, friendships, life style, interest in a particular sport, adrenaline sensation, location and fun are amongst the key factors for the uptake of the sport of skateboarding. A related problem is how to encourage adherence to sport and physical activity following engagement (Weinberg & Gould, 2003). It has been estimated that over one third of all participants between ten and seventeen years of age withdraw from their sports every year (Gould & Horn, 1984) and this high percentage represents several million youngsters in Europe and North America. Hence, it appears that, for many people, the motivation to engage in sport is evident but the desire to continue is less so. This is indeed a serious issue for individuals and governments alike and should be addressed accordingly. An appropriate first step in examining why people do not adhere to physical activity, even when the weight of evidence suggests it would be beneficial to do, is to identify reasons for dropout.

During the two past decades, many studies across various countries have been conducted on the reasons for sport dropout. Some studies have been based on earlier theories and models, such as the Health Belief Model (Rosenstock, 1966) and the Theory of Planned Behaviour (Ajzen, 1991) yet not all research in this area has been carried out within such frameworks. For instance Quested, Ntoumanis and Viladrich (2013) examined dropout of youth soccer across five European countries employing a basic psychological needs theory, and Guzman and Kingston (2012) looked at sport dropout and motivation as a function of age and gender based on self determination theory. Yet, as mentioned previously, much research has been conducted to investigate dropout in sport outside of any particular frameworks or models. For example; Enoksen (2011) Norwegian track and field athletes; Lemez, Goncalves, Coelho, Silva and Malina (2013) ice hockey; Johns et al (1990) gymnastics; Figueiredo, Goncalves, Coelho, Silva and Malina (2009), and Molinero, Salguero, Alvarez, and Marquez (2006) soccer. Fraser-Thomas et al (2008) studied youth sport dropout and prolonged engagement from a developmental perspective focusing on physical and psychosocial factors. Twenty-five

dropout and 25 active adolescent swimmers, matched on key demographic variables, participated in retrospective interviews. Results indicated that dropouts were involved in fewer extra-curricular activities, less unstructured swimming play, and received less one-on-one coaching throughout development. Dropouts reached several developmental milestones earlier than engaged athletes, e.g; started training camps earlier, started dry land training earlier and reached higher performance status in their club earlier. Moreover, dropouts were more likely to have parents who were high-level athletes in their youth, were more likely to be the youngest in their training group, and were less likely to have a best friend at swimming. The work of Guzman and Kingston (2012) examined competitive sport dropout, and variance as a function of age and gender, the variables investigated were psychological need satisfaction, self-determined motivation, perceived conflict between sport and study, intention to practice sport, and dropout. The Guzman and Kingston (2012) study was performed over a period of 19 months. Variables considered as predictors of sport dropout were measured initially, and after 19 months persistence or dropout was assessed. The sample consisted of 857 athletes aged 11-19, 680 males and 177 females. Their results supported the relationships that have been proposed based on self determination theory, and adds a variable to be incorporated (perceived conflict), and a direct effect of psychological need satisfaction on intention to practice sport. Moreover, the invariance of regression weights between age and gender groups suggests that the relationships proposed in the model are universal. Further work by Gillet, Berjot, Vallerand and Amoura (2012) examined sport dropout based on the hierarchical model of intrinsic and extrinsic motivation, the results provided support for the hierarchical model of intrinsic and extrinsic motivation and indicated that individuals' perceptions of autonomy support from their supervisor in an activity (e.g. coach, teacher) and their global autonomous motivation jointly promote their autonomous (contextual) motivation toward the activity. In turn, contextual autonomous motivation positively predicts interest in the activity, whereas it negatively predicts intentions to drop out of the activity. Molinero et al (2006) studied the main reasons for dropout in young soccer players and aimed to compare withdrawal motives with those rated as important by participants in other team sports. Dropouts (150 males and 159 females, ranging in age from 14 to 18 years) were administered the Questionnaire of Reasons for Attrition by Gould, Feltz, Horn and Weiss (1982). The most important reasons for attrition from the different team sports were having other things to do, dislike of the coach and lack of team spirit. Reasons related to the team work were also given high ratings. Less important reasons concerned old age, rewards and competition. Although the results revealed some differences between sports, the finding remains that both conflict of interests and aspects of the sport environment are major motives for withdrawal from team sports.

Among different studies, Enoksen's is unique as it is longitudinal, spanning 25 years. In 1975, 300 track and field Norwegian athletes were asked to complete an initial questionnaire comprised of 40 questions focusing on 1) personal characteristics, 2) history of athletic involvement and 3) whether or not the chosen participants would like to take a part in the study. The ratings were made on a modified five-point Likert-type scale ranging from very much (extremely important influence) to very little (minimal or no influence) individual questions offered a choice of open and closed responses. The follow-up questionnaires, employed for the 1983 and 1989 studies, were designed with only open answer alternatives focusing on talented athletes' early competitive years in track and field, the purpose of which was to identify barriers to the pursuit of an elite athletic career. For example, these questionnaires focused on information regarding athletes drop out and continued track and

field activity and asked respondents to rank their reasons and (or) motivations. In 1989 and 2000, Enoksen held semi-structured interviews with selected athletes in order to investigate barriers and motives regarding their athletic career. Finally, he reported factors affecting sport dropout in the following way: 1- Training and performance factors, 2- Education and work obligations, 3- motivational aspects, 4- social environment, and 5- Choice of other sport activities and interests.

Whilst there have been many reported studies on reasons for sport drop out amongst the Western population there has been very little on Iranian youths and particularly Iranian youth roller skaters. Skating is now a popular sport in Iran and the city of Isfahan is considered as a main centre for this particular sport (Pars press 2013). There is evidence to show that skating is popular with both girls and boys although the participation rates are much higher for boys. Youngsters take up skating at an early age (around 5/6 years) but by the late teens there is a large dropout rate for both boys and girls (Heydari, 2014). Therefore the focus of the present study is to investigate the possible reasons for dropout amongst youth skaters in Iran adopting Enoksen's sport dropout factors. In the absence of any previous relevant domestic research in this area, Enoksen's questionnaire was adapted and utilised on this unique population focusing on Iranian cultural-social-economic considerations.

2. Materials and Methods

A quantitative survey approach was adopted in the present study with the key variables being age, length of time engaged in active skating (from initial stage to the time of quitting) and responses to the especially developed Likert scale questionnaire (as explained below).

Participants

Participants consisted of all youth skaters in Isfahan who had dropped out from skating in the past two recent years. Snowball opportunistic sampling was used, that is, participants' address and (or) phone numbers were collected from individuals having direct/indirect contact with the skaters (including coaches, party officials, previous teammates). Among 167 people introduced, 142 were inclined to participate in this study. They were between 14 and 19 years of age. Their skating background was between 2 and 11 years. Among them, 30 were randomly selected for pilot study measuring validity and reliability of the initial items of the questionnaire. When its validity and reliability were confirmed, responses in the format of the completed questionnaire from 112 ex-skaters (mean age 17.1, SD = 1.63) who did not take part in the piloting stage were subjected to statistical analysis.

Materials

In view of a lack of published research on youth skaters in Iran, the current researchers adopted a modified, back to back, translated version of the questionnaire based on the study by Enoksen based on a five point Likert scale ranging from strongly disagree (scored 1) to strongly agree (scored 5). The initial sample questionnaire included 95 statements and 7 subscales: 1- Training factors and facilities, 2- Executive factor and executive team, 3- Education and work obligation, 4- Motivational aspects, 5- Social-cultural environment, 6- Choice of other sport activities and interests, and 7- economic factors. Content validity was measured by Content Validity Ratio (CVR) to determine this ratio seven experts were asked

to comment on each statement based on a three-part spectrum: “statement is approved”, “it is suitable by revision”, and “statement is not suitable”. The following equation was used for determining CVR $CVR = (ne - N/2)/(N-1)$. *ne* in this equation stands for the number of experts who chose “statement is approved” and *N* stands for total number of experts. If the calculated amount is larger than the amount cited in the table, the content validity of the statement is approved (Lawshe, 1975). At this stage, 15 questions not obtained required content validity coefficient were omitted. As a result the number of questions was reduced to 80. Some questions were also revised based on experts’ comments. In the second stage, construction validity was examined. Then, 27 questions with factor load <0.3 were omitted. Hence the number of questions was reduced to 53 (see Appendix 1 for a complete list of items used in the present study).

Cronbach’s alpha was used for determining the reliability of the questionnaire ($\alpha=0.79$). Reliability of the questionnaire subscales (including Training factors and facilities, Executive factor and executive team, Education and work obligation, Motivational aspects, Social-cultural environment, Choice of other sport activities and interests, and economic factors) were gained as 0.77, 0.79, 0.85, 0.81, 0.82, 0.85 and 0.87.

Procedure

Permission for conducting the research was granted by the university and the skating clubs. In front of each of the 53 items on the questionnaire was a Likert scale ranging from strongly agree, agree, neither agree nor disagree, disagree and strongly disagree. There was also space for participants to indicate their gender, age and years of experience in skating. The questionnaire was emailed to 167 ex-skaters from which 112 completed responses were received. All participants were assured of confidentiality of the data collected and were told to respond to each item by ticking the most relevant response to each statement in relation to their own experience of skating. The number of female participants (less than 10) was too few to be subjected to a separate statistical analysis.

3. Findings

A complete list of items with the results of ratings for each individual item used in the questionnaire together with frequencies and percentages and mean ratings is given in Appendix 1. Table 1 is the mean ratings for each of the seven factors together with their corresponding standard deviations and results of one sample t-tests.

Table 1. Mean ratings for each of the seven factors, together with their corresponding standard deviations and results of one sample t-tests

Factors	Mean	SD	t	df	p	MD
Training factors and facilities	3.15	0.62	2.55	111	.012	.1507
Executive factor and executive team	3.40	0.92	4.62	111	.000	.4040
Education and work obligation	4.08	0.94	12.18	111	.000	1.0833
Motivational aspects	3.42	0.74	5.9	105	.000	.4292
Social- cultural environment	2.44	1.07	-5.44	109	.000	-.5590
Choice of other sport activities and interests	3	0.79	.034	109	.973	.00260
Economic	4.25	0.43	29.9	107	.000	1.2500

As can be seen in table 1 only one factor (namely Choice of other sport activities and interests), shows no significant difference from the medium score of 3 (neither agree nor disagree) one factor namely (Social-cultural environment) is significantly lower than 3 indicating more disagreement and the latter factor is responsible for quitting. All other factors namely; Economic, Motivational aspects, Education and work obligation, Executive factor and Executive team and Training factors and facilities were significantly above 3 indicating that participants strongly agreed with such factors for dropping out.

Using a Friedman test on the seven factors showed a significant result with $\chi^2(6, N = 104) = 242.8, p < .00001$. With economics as seen in table 2 ranked as the highest and social environment as the lowest

Table 2. Rankings for each of the seven factors

Factors	Rank
Economic	5.96
Choice of other sport activities and interests	3.08
Social- cultural environment	2.24
Motivational aspects	3.88
Education and work obligation	5.55
Executive factor and executive team	4.09
Training factors and facilities	3.20

Correlational statistics between Age and Years of experience in the sport is reported in table 3. As can be seen in table 3 younger respondents were more strongly agreeing that executive factor and executive team and education and work obligation were reasons for quitting. Furthermore, those with fewer years of experience considered training factors and facilities, motivational aspects and social and cultural environment as more salient reasons for dropping out.

Table 3. Pearson's correlational coefficients for Age and Years of experience in relation to the seven factors

Factors	Age	Years of experience
Training factors and facilities	-0.12	-0.27*
Executive factor and executive team	-0.34*	-0.12
Education and work obligation	-0.33*	-0.14
Motivational aspects	-0.18	-0.34*
Social- cultural environment	-0.02	-0.27*
Choice of other sport activities and interests	-0.07	-0.16
Economic	0.18	-0.07

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

4. Discussion

The main aim of the present study was to examine the reasons for drop out from the sport of skating amongst Iranian youths. The especially adopted and modified version of Enoksen's (1975) questionnaire measuring seven possible factors for quitting a sport showed that apart from the social-cultural environment all other factors play a significant role in reasons for quitting. In particular, economic reasons ranked at the highest level. Indeed recent surveys amongst Western populations also support the notion that costs involved in engaging in sport, together with poor facilities, are key factors for drop out amongst a young population in the UK (Rowe, 2012). Furthermore, correlational statistics between the seven factors in relation to age and years of experience also showed that younger respondents were in stronger agreement that the executive factor and executive team and education and work obligation were reasons for dropping out. Furthermore, those with fewer years of experience considered training factors and facilities, motivational aspects and the social and cultural environment as stronger reasons for dropping out. This aspect of the findings is particularly interesting and in line with research on a Western population (e.g. Molinero et al 2009) and it implies that younger Iranian participants were more concerned when responding to such items as "The coach did not treat players well during exercises" (as measured by Executive factor and executive team) and "The club equipment was inadequate" (as measured by Training factors

and facilities). Considering other aspects of the present study results showed that the effect of educational factors on dropout from skating is more than median level. Augustini and Trabal (1995) and Molinero et al (2009) have implied that school curriculum is among the reasons for sport dropout. In their opinion, curricula with a strong emphasis on hard competitive exercises are more likely to lead to sport dropout. Similarly, Gould, Medbery and Tuffey (2001) noted that repetitive uninteresting exercises lead to disengagement and sport dropout. In this study, the mean score of skating dropouts in statements 11, 12 and 13 was higher than the presumed mean (3). Hence, it seems that repetitiveness, weariness and excessive pressure of exercise can also affect skating dropout.

The mean score of skating dropouts in statements 3, 4, 5 and 6 (i.e. gym temperature was not suitable, there was a lack of facilities for this sport, gym equipment was inadequate, gym lacked the standards and safety requirements of skating) was higher than the given mean of the statements. Accordingly, these factors are the ones upon which a majority of drop outs agreed. These results correlate with the results reported by Galber (1981) and Bussmann (1995) regarding the fact that poor educational facilities can affect decision making on whether to continue with or drop out of a sport.

The mean score of skating dropouts in statements 8, 9 and 10 (i.e. skating exercises became hard, some skating assignments were horrible, and I did not like doing some activities) was lower than the given mean of the statements. Hence, it seems that the type of assignment was not a reason for skating dropout. Yet, exercise planning is important as can be seen from the respondents' score in statements such "exercise repetitiveness" and "exercise weariness" which is higher than the reported mean.

A further result indicated that the effect of executive factors and staff on skating dropout (Mean = 3.40) is higher than median level. The score of dropouts in statements 14, 15, 16, 17, 19, 20 and 21 (i.e. selection for cross country competitions was not fair, the team technical staff were not experienced, the gym officials' behaviour made me reluctant to do this sport, the coach discriminated between players, the coach expected too much, the coach did not treat players well during exercise, and I was not arranged for racing in my favourite meter age) was higher than the given mean. Among statements related to executive factors and staff, the highest mean was related to "selection for cross country competitions was not fair. Alternative statements concerning executive factors and staff implied the importance of the coach's role. In previous studies the coach's role in continuing engagement or dropout is shown to be an important factor. Approximately 75% of female athletes and 57% of male athletes in Bussmann's (1995) research estimated the coach's role in athletic achievements as "so much". Hence, it may be argued that coaches not only contribute to an athlete's success by encouraging them but may also influence them to dropout by improper behaviour (Fraster-Thomas, Cote & Deakin, 2008). In a study on adolescent swimmers, it was demonstrated that participants who perceive the support of their coach were willing to continue, yet those with authoritative coaches wanted to dropout (Pelletier, Fortire, Vallerand & Briere, 2001). As a result of such research it may be argued that the coach plays a vital role in motivating athletes to continue engagement, therefore an important part of the coaches' role is to try their best to positively motivate athletes at all times (Barnett, Smoll & Smith, 1992).

Generally, it can be implied that coaches with poor social support and/or an authoritative style discourage athletes so much that they dropout of sport (Gould et al, 1996; Pelletier et al, 2001). Adversely, having a positive relationship with athletes and receiving social support can be a positive factor for increasing athletes' motivation (Sarrazin et al, 2002).

The mean effect of educational, occupational and other obligations and constraints on skating (Mean = 4.08) was higher than median level. Mean dropout score in statements 22, 23 and 24 (i.e. I had other duties to do, I was injured in this sport, and I could not skate because I had to study) was higher than the given mean. Hence, these factors are the ones on which a majority of skating drop outs agreed.

Instructional and educational requirements and occupational obligations, on the one hand, and continuing sport profession, on the other, result in conflict between an individual's priorities. In many studies, time constraints and coordination between sporting activities and educational activities have been considered to be a major factor for sport dropout (Krein & Mayer, 1985; Enoksen, 2002). When an individual is required to spend too much time engaging in sport they will have less time for school activities. This may lead to sport dropout and may lead to feelings of tension and frustration. In the study by Enoksen (2011), when interviewed, female athletes showed that lack of time coordination between school assignments and sport activities led them to sport dropout. Perhaps, by professional planning and considering long term perspective of plans, it may be possible to further moderate sport. The effect of key people's support (i.e. parents, teachers and coaches) should not be ignored as their emotional support encourages the individual. Appropriate instructional planning and use of educational facilities could play a key role in optimizing athletes' sport plans.

In addition to educational constraints, injuries also play a critical role in sport dropout. Based on evidence from previous research sport injuries are among the main reasons for reducing an athlete's efficiency, Patel and Nelson (2000). Moreover, lack of medical and professional support in relation to sport injuries often leads to dropout, although a study by Vorobjev (1994) showed that injury alone does not necessarily lead to sport dropout, what is rather more critical, are the mental consequences of the injury. Amongst the most frequent types of injury are muscle and/or tendon strains and fractures, although research has shown that increased knowledge and safety can decrease injuries. For example Vorobjev (1994) has implied that lack of warm-up, monotonous exercises, improper shoes, lack of attention to an individual's metabolism and hormone malfunction are among the most frequently reported cause of injuries. Generally, in the reported literature, sport injury has been noted as a critical factor for sport dropout (Slater & Tiggermann, 2010; Butcher, Linder & Johns, 2002). It could be argued that where sport injury has been ignored in previous studies related to dropout, this may be due to the lack of a respective statement opportunity and/or questionnaires not probing deeply into this topic (Siesmaa, Blitvich & Finch, 2011).

The current research also found that the influence of motivational factors skating dropout was higher than median level (Mean = 3.42). Mean dropout score in statements 26, 27, 28, 29 and 31 (i.e. I did not like awards, I was not adequately rewarded, I did not advance my skills, I was not recognized well, I was not so much successful and I did not win enough) was higher than the given mean. Hence, these factors stand out as being those agreed upon by the majority of individuals who drop out of skating.

Previous studies regarding professional sportsmen and women and motivation have shown that successful athletes continue with their chosen sport only if they are convinced of their progression and accomplishments (Ames, 1992). In support of these findings, athletes reporting negative performance and lack of efficiency will be poorly motivated and are more likely to dropout (Galber, 1981; Butcher et al, 2002). Based on results from Enoksen's (2011) 25-year study athletes experiencing recession after a while are discouraged and end their sport profession.

Lack of motivation is among the critical reasons for sport dropout in 1983. It was also the first main reason noted in 1989. In a study by Gould, Feltz, Horn and Weiss (1982), one of the main reasons for sport dropout was disqualification. Based on competence motivation theory by Harter (1978), individuals are inherently motivated for being competent in all areas. To satisfy competence motivation in a field like sport, a person makes an attempt to learn respective skills. His perception of success leads to positive or negative emotions. These emotions will increase or decrease his motivation. Harter believed that people with high perceptions of competence and some degree of control ability in sport environment will make further attempts compared to those with lower perceptions. They are more persistent in existing assignments and experience more positive feelings. Hence, it seems that one of the strategies to increase competence perception is that the coach emphasizes the sport process rather than its result. He should replace result-based instructional and exercise atmosphere with a skill-based and attempt-based one. Research showed that focusing on process rather than result will lead to the long term continuance of exercises (Field & Steinhart, 1992).

In the current study participants were scored highly on the statement “I did not like awards”. Yet, it was the least significant reason for sport dropout in a study by Molinero et al (2009), therefore, perhaps cultural differences in the type of awards and beliefs have led to this difference.

The effect of the social environment on skating dropout was less than median (Mean=2.44). The mean dropout scores in statements 34, 35, 36, 37 and 38 (i.e. my parents or friends no longer wanted me to compete, I was not comfortable with closefitting skating suits, my parents complained about the mixed presence of both male and female athletes in open skating piste, due to cultural reasons my family was not happy with my presence in skating, my parents do not like the social atmosphere of the piste, and unsound grounds in team distracted me from the skating scene) was lower than the given mean. Yet, the mean score for dropouts in two statements “I did not like the negative relationship between skate coaches” and “the negative relationship between players annoyed me” was higher than the given mean.

Therefore the social environment was not a factor for skating dropout in the current study, yet, it was found to be the case in previous work. An important contributory factor for this lack of congruence could be related to the research tool. In many previous studies, lack of social support demonstrated by the coach, the parents and teammates is considered as a social environmental factor. Yet, in the questionnaire utilised in the current study statements related to such factors were considered to reflect executive factors and staff. It is noteworthy to mention here that the mean score of skating dropouts in two statements, i.e. “relationship between teammates” and “relationship between coaches” was higher than the given mean. The effect of participation in other sports and recreational activities on skating dropout (Mean = 3) was at the medium level. Maximum respondents’ mean score (3.72) was related to statement 41 “I did not have any other choice to enjoy myself” whereas minimum mean score (2.49) was related to statement 44 “it was not exciting enough”. Involvement in other activities is considered to be among the primary reasons for skating dropout (Sisjord, 1993). Returning to the work of Enoksen (2011), only 3.3% of professional athletes in 1983 and 1.8% in 1989 dropped out of track and field in favour of alternative sports and/or recreational activities. The effect of economic factors on skating dropout (Mean=4.25) was higher than median level. Maximum mean score 4.81 was related to statement 48 “for championship in skating involves a lot of cost”. Minimum mean score 3.01 was related to statement 51 “skating courses membership costs a lot”.

Further findings of the current study showed that factors affecting skating dropout were ranked as follows: economic factors were the most important, followed by educational and occupational obligations and constraints, executive factors and staff, motivational aspects, educational factor, selecting recreational activities, and finally the least important factor of the social environment. For example, it may cost several million Tomans (approximately 1000\$) to purchase a standard pair of skates, moreover, one also requires a safety crash helmet and the appropriate clothing which again are beyond the financial capabilities of many working families in Isfahan. In addition to the cost of kit, participants are expected to pay from their own funds to be part of the national skating team, and must also pay for attending international competitions. Should participants be unable to secure funding for these costs other skaters who have the finance will be sent instead. This ultimately leads to the drop out of prospective champions in this sport. This situation, whereby the Skating Federation have not had the finances to support athletes in international competition, has been ongoing for several years. Lack of sponsors and/or financial partnerships in this field and especially Iranian skating intensifies this issue. It appears that those individuals holding significant roles in this sport need to apply effective strategies to attract funding into skating. According to this research the second most important factor for skating dropout was educational and occupational limitations and obligations. As mentioned previously, in the context of the current research, obligations relate distinctly to injuries. Arguably, one of the most important factors related to skating injury is the condition of the piste. Basic piste facilities include soft asphalt coated by suitable insulations and colours, mild slopes in arcs, and the presence of pads and talc protectors around piste. Yet, there are two pistes in Isfahan for fast skating which are among the most promising fields: first, biking piste located in Abshar-e Dowom Park, a public place where it is very likely that a pedestrian will pass across the piste. It lacks skating standards. The second is a covert track and field saloon in Khorasgan, Isfahan. Since 200m of the piste is not tartan, it is used as fast skating piste. Hence, it seems that one of the strategies to continue attending sport activities is to provide the least instructional facilities for preventing sport injuries. Another statement related to obligations and limitations included school assignments. Mean respondents' score was higher than median. Hence, it seems that lack of proper instructional planning, lack of appropriate scheduling, and also lack of coordination between sport federations and organizations with the educational system affect sport dropout.

To summarise, it may be implied that, perhaps increasing and improving sport facilities, enhancing coaches' knowledge regarding exercises planning, using educational consultation for suitable instructional planning, using instructional facilities (like software related to teaching courses), and attracting financial sponsors could all contribute to the uptake and continued engagement of skating in Isfahan and further afield. In view of economic factors shown as a priority for continued engagement (therefore contributing to dropout) in this sport, further research should be directed around this factor. Moreover, a cross-cultural/international comparison could be a valuable exercise, particularly how such issues are addressed elsewhere.

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