

GOAL ORIENTATION AND MOTIVATIONAL CLIMATE IN BADMINTON ATHLETES

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Abstract

The purpose of this study is to determine the goal orientation and motivational climate of badminton athletes and research the relationship between these concepts. The research was carried out in Badminton Turkey Clubs Championship where 12 clubs and 87 athletes participated in 2009. 56 badminton athletes that participated in Badminton Turkey Clubs Championship in 2009 whose mean age 18.78 ± 3.46 constitute our research sample. The Task and Ego Orientation in Sport Questionnaire (TEOSQ) and The Perceived Motivational Climate Questionnaire (PMCSQ) were used to gather the data. The data were analyzed by using the techniques such as descriptive statistics and bivariate correlation. Results showed that badminton athletes ego orientation scores $X = 3,67$, task orientation scores $X = 4,04$, mastery climate scores $X = 4,05$, performance climate scores $X = 3,08$ and there is positive and significant relationship between ego orientation and task orientation ($r = 0.455$, $p < 0.01$), ego orientation and performance climate ($r = 0.320$, $p < 0.05$), ego orientation and mastery climate ($r = 0.365$, $p < 0.01$), task orientation and mastery climate ($r = 0.482$, $p < 0.01$). There is no significant relationship between task orientation and performance climate ($r = 0.143$, $p > 0.05$). As conclusion it may be said that badminton athletes are task oriented, perceive the motivational climate as mastery climate and there are relationships between goal orientation and motivational climate.

Keywords: Badminton, goal orientation, motivational climate.

Introduction

Most of the sports activities are evaluated by means of various criteria of success and sports life is described by such features that exemplify success such as taking pleasure, development of skills, reaching to fruition and winning. For that reason it is inevitable for man to orient towards various ends or goals. Accordingly there are also goals for a sportsman which he/she has a high opinion of and he/she adopts various behaviour patterns in order to attain these goals (Nicholls, 1989).

The Achievement Goal Theory is one of the main approaches among the social cognitive theories that offers an explanation for the motivation for success in sports and physical exercise environments. (Weinberg, Gould 1995). The Achievement Goal Theory approach emphasizes the importance of examining the fundamental goals of success in determining the behaviour of the individual. According to the Achievement Goal Theory approach there are two fundamental styles of goal achievement and success (Nicholls, 1992).

These two goal orientations called "task" and "ego" oriented goal orientations are related to the self-judgement of individuals in terms of their level of abilities. An individual who has task-oriented

goals focuses on such factors as development of skills, learning new skills, demonstrating one's mastery in performing his/her task and working hard while ego oriented individual focuses on demonstrating his/her superior abilities and wants to defeat his/her rivals with a less degree of effort (Duda, 1993).

Among these goal orientations, those sportsmen who have task oriented goals consider the competitions as a chance factor to develop their sportive skills, if their task orientation is high. The better the competitor, the more the performance of the sportsman shows (Duda, 2005). Stephens and Bredemeier (1995) have stated that the sportsmen who have a high task orientation sees themselves as skillful and are happy to participate in a branch of sports. Sportsmen who adopt task-oriented goals attribute priority to the development of skills, learning, gaining mastery in the performance of tasks, team harmony and cooperation. Some researchers have stated that task related goal orientation has a positive relationship with the sense of satisfaction, enjoyment and being internally interested in sports (Duda and colleagues, 1992, Vazou, Ntoumanis and Duda, 2005).

There are ego oriented goals in the second dimension of goal orientation. Such aspirations like being the best, being superior to others and pursuing the results are basic features of these goals. It may be said that such internal factors as sense of superiority and inferiority complex direct the behaviour of individuals in this context. For that reason individuals consider it as a disaster to be less successful than the superior and consequently attribute a basic priority to personal success. Not the process itself but the result of the process is important for individuals who attribute priority to the goals directed towards ego (Toros, Yetim 2000).

According to Jagacinski and Nicholls (1984) two independent dimensions of goal orientation exist in every sportsman and the degree to which every dimension shows itself is the goal orientation of the sportsman. In these two independent dimensions such combinations may exist as task/high-ego/high, task/high-ego/low, task/low-ego/high and task/low-ego/low. The degree to which the sportsman has goal orientations in the form of ego orientation and task orientation requires the evaluation and judgement of a form of life (Toros 2002). A teacher, parent or coach motivates the sportsman towards goal orientation by letting him/her feel definite hints and rewards. Such questions as "How was your performance?" and "Did you win?" asked by family members to a child upon his return to home after the game are hints for the value attributed by the sportsman to definite purpose (Toros, Koruc, 2005).

While goal orientation for success is related to irregular features, perceived motivational climate which is the second dimension of goal orientation for success is a situational phenomenon. Perceived motivational climate is based on the perceptions of individuals related to what the teacher, family, coach or any other prominent person supports or expects. Similar to goal orientations, environments may be classified as task related or ego related. In order to avoid confusion, these environments shall

be named mastery-related and performance-related climates respectively (Mcmanus, 2004). Whether the character and structural features of team experiences made during motivation of sportsmen are active is a feature that must be examined from the point of view of motivational climate. Shortly, the environments in which learning, skill development and evaluation of activities by the individuals take place must be taken up (Toros, 2001).

According to Roberts and Treasure (1995), another factor that contributes to the goals of sports and the performance related to is the perceived motivational climate in which the sportsman finds himself/ herself. A sports environment does not only mean different coaching and coaching behaviour. At the same time, coaches, managers, families and spectators form such a climate by means of explicit and implicit reinforcements (Toros, 2005).

Motivational climate contains various features like level of competition, styles of directives, and the influence of prominent persons on the team culture. Motivational climate means how the coaching environment is perceived. There are two different motivational climates in a sports environment. The first one is the mastery climate that supports learning and making physical exercises involving development of skills. The second one is the performance climate that facilitates focusing on the abilities and achievements of the competitor and reinforces such features as being a star and defeating the competitor (Roberts, Ommundsen 1996).

It is a feature which is to be examined from the point of view of the perceived motivational climate whether the character and structural characteristics of the team experiences are effective in structuring the motivation of the sportsman. The environments in which the sportsmen learn, develop skills and evaluate their activities must be taken up. Related research studies show that although the individual and situational factors have been examined separately, strong ties have been observed between the two areas and both of these factors had a significant influence on motivation (Toros, 2005).

Solmon (1996) has stated that the perceived motivational climate is a factor in explaining the goal orientation of the sportsman. According to the two factors theory about the form in which the sportsman defines and perceives success, a sportsman achieves success either by comparing his/her abilities with those of other sportsmen or by comparing his/her actual performance with his past performance. A comparison is made in each of these cases. In the first case the sportsman uses the sportsmen who are his/her equivalent as a criterion of comparison while in the second case his/her own past performance values are used as a criterion of comparison.

Goal orientation of the sportsman may effect his/her perception of the motivational climate. According to the results of a study carried out with 148 students from the physical training and sports department of the University of Norway, the sportsmen who are task oriented in the first instance

perceive the motivational climate as mastery goal oriented and likewise the students who are ego-oriented in the first instance perceive the motivational climate as performance task-oriented (Roberts, Ommundsen, 1996). Besides, significant relations have been found between task orientation/ ego orientation and performance climate in a study made on the elite and non-elite basketball players (Toros 2001, Toros 2002).

Parallel features are apparent between the variables of goal orientation and perceived motivational climate. As an individual feature, task oriented goal orientation shall be best realized in the task oriented motivational climate. Again as an individual feature, goal orientation related to the ego is in harmony with performance oriented motivational climate (Toros, Koruc 2004).

There are not so many researchs about badminton which is a branch of sports that has become quite popular in our country in the recent years. In this context, the purpose of our research is to contribute to badminton sport and the science of sport by determining the goal orientation and motivational climate of the badminton players and revealing the relation between these structures.

Method

Participants: The research was carried out in Badminton Turkey Clubs Championship where 12 clubs and 87 athletes participated in 2009. 56 badminton athletes that participated in Badminton Turkey Clubs Championship in 2009 whose mean age 18.78 ± 3.46 constitute our research sample.

Instruments: The Task and Ego Orientation in Sport Questionnaire, developed by Duda (1989) and adapted to turkish sportsmen by Toros (2001) has been used for measuring the goal orientation of sportsmen, while The Perceived Motivational Climate Questionnaire developed by Walling, Duda, Chi (1993) and adapted to turkish sportsmen by Toros (2001) has been used for measuring the perception of motivational climate by the sportsmen. Scale of task and ego orientation in sports is formed of 13 items, seven of which is task oriented and 6 are ego oriented. Those who reply the questions included in the scale scores their participation in each item according to a five step assessment scheme. The structural validity study related to the scale has been carried out with the help of explanatory factor analysis (Duda, 1989) and two factors, namely task and ego orientation, have been found. In the study on the scale (Duda and Whitehead, 1998), internal consistency of the scale has been determined to be 0.79 and 0.81 for task orientation and ego orientation respectively. Duda (1992) has found out that the three weekly "test – retest reliability of the scale" was 0.68 for task orientation and 0.75 for ego orientation. In the adaptation study conducted by Toros (2001) it has been found out that the two factors, namely task and ego orientation account for % 58 of the general variance, that the internal consistency is 0.87 and 0.85 for ego orientation and ego orientation respectively and that the three weekly "test – retest reliability" has been 0.65 and 0.72 for task orinetation and ego orientation

respectively. The scale for the perceived motivational climate in sports is formed of 21 items, 12 of which are related to performance climate and 9 are related to mastery climate. Each of the interviewees who replied the questions included in the scale were asked to assess each item according to a five step assessment scheme. In the original study on the scale, structural validity study has been carried out with the help of both explanatory and affirmative factorial analysis (Walling, Duda and Chi, 1993). In this study it has been determined that there are two factors, namely mastery and performance climate. Walling and colleagues (1993) have found the internal consistency coefficients of the scale as 0.73/0.84(performance climate) and 0.80/0.81(mastery climate). In the adaptation study carried out by Toros (2001) it has been found out that the factors of mastery and performance climate account for 51 % of the general variance of the scale, that the inner consistency of the scale has been 0.84 and 0.90 for mastery climate and performance climate respectively and the three weekly “test-retest reliability has been 0.66 and 0.74 for mastery climate and performance climate respectively.

Procedure: Data was gathered from the badminton athletes during the championship.

Data Analyse: The data were evaluated in SPSS 17.0 program and descriptive statistical methods and correlation analysis have been made use of for the analysis of the data obtained.

Results

In this part the findings about the descriptive statistics of badminton athletes, the relationships between goal orientation and motivational climate are given below and shown in tables.

Table 1. Descriptives of Goal Orientation and Motivational Climate of Badminton Athletes.

	N	Min.	Max.	X	Sd
Ego orientation	56	2,33	5,00	3,6726	,77912
Task orientation	56	3,00	5,00	4,0459	,60186
Mastery climate	56	2,00	4,42	4,0556	,62361
Performance climate	56	2,78	5,00	3,0833	,63032

As seen on Table-1 the mean of ego orientation scores 3,67 the mean of task orientation scores 4.04 the mean of performance climate scores 3,08 the mean of mastery climate scores 4,05.

Table 2. The Relationships Between Goal Orientation and Motivational Climate.

		Ego orientation	Task orientation	Mastery climate	Performance climate
Ego orientation	r	1	,455**	,365**	,320*
	P		,000	,006	,016
	N	56	56	56	56
Task orientation	r	,455**	1	,482**	,143
	P	,000		,000	,293
	N	56	56	56	56
Mastery climate	r	,365**	,482**	1	-,184
	P	,006	,000		,174
	N	56	56	56	56
Performance climate	r	,320*	,143	-,184	1
	P	,016	,293	,174	
	N	56	56	56	56

The relationships between goal orientation, motivational climate in badminton athletes was tested by bivariate correlation. As seen on Table-2 there is positive and significant relationship between ego orientation and task orientation ($r=0.455$, $p<0.01$), ego orientation and performance climate ($r=0.320$, $p<0.05$), ego orientation and mastery climate ($r=0.365$, $p<0.01$), task orientation and mastery climate ($r=0.482$, $p<0.01$). There is no significant relationship between task orientation and performance climate ($r=0.143$, $p>0.05$).

Discussion And Conclusion

In the research it was found that the mean of ego orientation scores of badminton athletes 3,67 the mean of task orientation scores 4,04 the mean of performance climate scores 3,08 the mean of mastery climate scores 4,05. Basing on the findings given above, it may be said that the badminton athletes are task oriented and perceive the motivational climate as mastery climate. In their research on high-school volleyball players, Toros and Koruc (2005) have found out that the sportsmen have a goal orientation characterized by task orientation and perceived motivational climate as a mastery climate. Again, Ariburun and Asci (2005) have found out in their research on American football players that they are inclined to be task oriented and perceived motivational climate as a mastery climate. Toros (2002) have reached similar results in his research studies on elite and non-elite male basketball players.

In the research there is positive and significant relationship between ego orientation and task orientation, ego orientation and performance climate, ego orientation and mastery climate, task orientation and mastery climate. There is no significant relationship between task orientation and performance climate. As the ego orientation scores of badminton players increase, the task orientation, mastery climate and performance climate scores also increase; as the task orientation score increase mastery climate scores increase as well. Badminton sportsmen, who aim at achieving success by

basing on their superior talents and with minimum effort have been observed to have concentrated themselves on developing their skills and showing mastery in the performance of their tasks and are able to show that orientation both in the performance and mastery climate. Besides, it may be said that their orientation towards developing their skills and showing mastery in the performance of their tasks shall arise in the mastery climate that covers the development of their skills. Roberts and Ommundsen (1996) have found out that the volleyball players perceive the motivational environment of sports rather on the basis of mastery climate. Duda (1998) have obtained strong correlations between the variables of the perceived motivational climate and the goal orientations of the sportsmen. Roberts and Ommundsen (1996) have pointed out that the students of physical training with high task orientation have perceived the motivational climate as mastery oriented while ego-oriented students have perceived the motivational climate as performance oriented.

In a research study in which the relation between the goal orientation of the high school and university male basketball players and their coaches were investigated, Chaumeton and Duda (1988) have found that the coaches have shown differences depending on the level of the competition and situational factors. The sportsmen have said that the task orientation is important at every level. In the said research study, it has been found out that winning is more important both for the players and the coaches at the highest level of competition. Goal orientation which one has at the individual level gets stronger, weaker or is sometimes reversed with the influence of the motivational climate factors (Toros, 2002). However it has been observed that the sportsmen who have task oriented goals shall be successful in an environment with a mastery climate and that both features reinforce one another (Roberts, Ommundsen, 1996; Duda, 1992). In the research studies carried out in this field, it has been observed that the level of the competitor and the perceived motivational climate influence the goal orientation of the sportsmen (Ntoumanis, Biddle, 1998). According to a research study conducted by Ames (1992) the students who perceive their motivational climate as mastery climate are more prone to prefer challenging goals that require showing effort and believe that success and effort are very highly significant factors. The research carried out shows that the mastery climate appears to be an important feature of the class structure and cognitive and effective motivational processes diversifies depending on how the students perceive and interpret the class structure. According to Ames (1992), teachers and coaches give open messages related to the value attributed to the processes of the competing environment when they ask questions. If an adult who is valuable for the sportsman asks such a question as “How were you?” instead of “Did you win?”, the sportsman obtains the possibility to express his/her own values. In their research study on high school volleyball players, Toros and Koruc (2004) have found out positive, meaningful relations between task orientation / ego orientation and mastery climate. In her research on professional and amateur football players, Ungur (2009) have observed that the strongest correlation both in the amateur and professional sportsmen existed between ego orientation & performance climate and task orientation & mastery climate.

As conclusion it may be said that badminton athletes are task oriented, perceive the motivational climate as mastery climate and there are relationships between goal orientation and motivational climate.

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