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RELATIONSHIP BETWEEN PARTICIPATION MOTIVE AND GOAL ORIENTATION AMONG THE ADOLESCENT ATHLETES IN INDIVIDUAL SPORTS AND TEAM SPORTS

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ABSTRACT

The present study is intended to find out the relationship of participation motive with goal orientation attached by the adolescent athletes among individual and team sports. The subjects chosen for this study were 700 adolescent boys (individual and team sport) from the Schools of National Capital Region in the age group of 13-18 years with a mean and SD of 15.06 ± 1.18 respectively. They were further classified into different sub categories. In total 700 Adolescent boys athlete, 169 were from individual sport with contact, 179 were from individual sport without contact, 180 were from team sport with contact and 172 from team sport without contact. Altogether 348 were individual sport athletes and 352 athletes were from team sport. The test items selected for psychological parameter to be assessed for this study were: 1. Participation Motivation Inventory (PMQ) by Gill, D.L., Gross, J.B., and Huddleston, S. (1983), 2. Task and Ego Orientation in Sport Questionnaire (TEOSQ) by Duda, J.L, chi, L., Newton, M.L., Walling M.D. & Catley, D (1995). Correlation coefficient was used for the present study. When Participation Motive correlated with Task Orientation the results showed significant differences in the factors of achievement status, team orientation, fitness orientation, energy release, situational factors, skill development, high weights and fun, these factors are highly negatively correlated with the participation motive thus hypothesis stated was accepted. When Participation Motive correlated by Ego Orientation the results showed significant differences in the factors of fitness orientation, energy release and high weights, thus hypothesis stated was accepted but it is negatively correlated. In the Factors i.e. high weights, achievement status, team orientation, situational factors and skill development and fun hypothesis stated was not accepted.

INTRODUCTION

Like many other psychological constructs, motivation has been defined in a variety of ways, but in general it refers to the intensity and direction of behavior. The direction of behavior indicates whether an individual approaches or avoids a particular situation, and the intensity of behavior relates to the degree of effort put forth to accomplish the behavior. Thus, motivation can affect the selection, intensity, and persistence of an individual's behavior, which in sport can obviously have a strong impact on the quality of an athlete's performance (Silva, 1984). Pychyl (2008) suggested that goal orientation an individual difference or personality variable is defined as having two flavors: 1) Mastery Goal Orientation (MGO), otherwise known as a Learning Orientation, and 2) Performance Orientation (PGO), sometimes called Ego Orientation. The two orientations contrast in fundamental ways. Mastery-oriented individuals seek to develop their competence and improve their abilities. In contrast, Performance-oriented individuals seek to demonstrate their competence and/or avoid revealing their incompetence. Furthermore, some psychologists also add an approach vs. avoidance dimension to the Performance Orientation, such that Performance-Approach people seek to demonstrate competence, and, not surprisingly, Performance-Avoidance people seek to avoid revealing incompetence.

Participation motivation is the collective term given to the explanations of children for being involved with or withdrawing from sports. Studies in participating motivation typically use a self-report approach, inviting young people to address the reasons why they became interested in, continued in or left sports. The focus is on the personal dispositions of the subjects rather than factors that may affect motivation and commitment. Goal orientation is our direction in life. Orientation takes place to help us see the course we will take to reach our goals. Orientation also provides us point of references to consider while writing plans to achieve goals. Thus, exploiting your compass reading to write goals can help you move along smoothly. Goal orientation helps us to see our next move or steps to take to achieve the goals. If you realize your goals, you will find it easy to achieve. Realize however takes skills, abilities and qualities. If you realize your goals then you will comprehend each effort, detail, and reality of achieving the goal. The present findings towards finding relationship between the participation motivation and goal orientation of the athletes belonging to individual and team sport Categories are quite thought provoking and noteworthy. May be some more work with different perspective will help to learn more with regards to the same.

METHODOLOGY

The subjects Chosen for this study were 700 adolescent boys (individual and team sport) from the Schools of National Capital Region in the age group of 13-18 years with a mean and SD of 15.06 ± 1.18 respectively. They were further classified into different sub categories such that individual sport with contact, individual sport without contact, team sport with contact and team sport without contact. They were from the sport discipline of Track and Field, Racket Sports, Football, Judo, Taekwondo, Yoga, Kho-Kho, Kabaddi, Swimming, Basketball, Volleyball and

Cricket, having the prior playing experience and have had the experience of participating in tournaments e.g. district, state, and national level competition. The test item selected for psychological parameter to be assessed for this study was 1. Participation Motivation Inventory (PMQ) by Gill, D.L., Gross, J.B., and Huddleston, S. (1983) 2. Task and Ego Orientation in Sport Questionnaire (TEOSQ) by Duda, J.L., chi, L., newton, M.I., Walling M.D. & Catley, D (1995).

RESULTS AND DISCUSSION

The data collected by above procedure were statically analysed. For the evaluation of questionnaire Co-efficient of Correlation was employed, and the findings are presented in the following table:-

Table-1

Co-efficient of Correlation between Participation Motive and Task Orientation

Correlations					
	N	Mean	SD	Task Orientation	
				r-value	p-value
Achievement Status	700	8.35	2.06	-.273**	.000
Team Orientation	700	3.63	.88	-.209**	.000
Fitness Orientation	700	4.07	1.28	-.222**	.000
Energy Release	700	8.65	1.79	-.198**	.000
Situational Factors	700	4.20	1.08	-.166**	.000
Skill Development	700	3.40	.73	-.297**	.000
High Weights	700	5.80	1.46	-.264**	.000
Fun	700	4.82	1.47	-.105**	.000

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

***significant $r_{.05} (698) = .074$**

It is evident from table-1 that, coefficient of correlation between Achievement Status and Task Orientation is (-.273), Team Orientation and Task Orientation is (-.209), Fitness Orientation and Task Orientation is (-.222), Energy Release and Task Orientation is(-.198), Situational Factor and Task orientation is (-.166), Skill Development and Task orientation is (-.297), High Weights and Task Orientation is (-.264), and Fun and task orientation is (-.105) 0.05 level of significant as a value are greater than required value of significant. The correlation is found to be highly significant, since p-value is much less than 0.05.

Table-2

Co-efficient of Correlation between Participation Motive and Ego Orientation

Correlations					
	N	Mean	SD	Ego Orientation	
				r-value	p-value
Achievement Status	700	8.35	2.06	-.044	.245
Team Orientation	700	3.63	.88	-.011	.772
Fitness Orientation	700	4.07	1.28	-.219**	.000
Energy Release	700	8.65	1.79	-.248**	.000
Situational Factors	700	4.20	1.08	.059	.118
Skill Development	700	3.40	.73	-.031	.405
High Weights	700	5.80	1.46	-.118**	.002
Fun	700	4.82	1.47	-.054	.151

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

*significant $r_{.05} (698) = .074$

It is evident from table-2 that, coefficient of correlation between Fitness Orientation and Ego Orientation (-.219) Energy Release and Ego Orientation is (-.248) and High Weights and Ego Orientation is (-.118) significant 0.05 level of significant as a value are greater than required value of significant. As shown by the figures of the above table, variable Ego Orientation is negatively correlated with Fitness Orientation, Energy Release and High Weights.

It is also evident that Achievement Status and Ego Orientation is (-.044), Team Orientation and Ego Orientation is (-.011), Situational Factor and Ego Orientation is (.059), Skill Development and Ego Orientation is (-.031), and Fun and Ego Orientation is (-.054) respectively is not significant 0.05 level of significant as a value are lesser than required value of significant.

Discussion

There were significant differences found in all sub scale of participation motivation i.e. achievement status, team orientation, skill development, fitness orientation, energy release, situational factors, high weights and fun when correlated with the task orientation. It may be due to the reason that the achievement develops a direct link with the task orientation and according to that, they develop skill and make a cohesive environment. These factors are negatively correlated. Thus research hypothesis stated was accepted.

There were significant differences found in the three sub scales of participation motivation i.e. fitness orientation, energy release and high weights when correlated with the ego orientation. It may be due to the reason that ego oriented sportsmen always release their energy according to the nature and requirement an ego oriented athlete is always fitness oriented and makes the environment friendly. There were no significant differences found in sub scales of participation motivation, achievement status, team orientation, situational factor, skill development, and fun when correlated with the ego orientation. When Participation Motive was correlated with Ego Orientation, the results showed significant difference in the factors of fitness orientation, energy release and high weights thus hypothesis stated is hereby accepted but it is negatively correlated. . In the Factors i.e. high weights, achievement status, team orientation, situational factors and skill development and fun hypothesis stated were not accepted.

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