

Sport Behavioral Activation In Professional And Non-Professional Exercising

Tahere Molkara, Safdar Mokhtarzadeh, Reza Goldoozian

Mashhad, Iran

Abstract: In this paper, sport behavioural activation analysing has been described in two case of sport activities. The role of professional activation and athletes subjective activation has been described in this paper as a key of paper conclusion. Based on theoretical knowledge and empirical results obtained, integrated model of dispositional and situational determinants of motivation climate in sport will be proposed.

Key words: motivational climate, leadership, goal orientation, Sport behavioural

INTRODUCTION

Motivational climate in sport context is a function of goals an athlete needs or wants to achieve, of evaluation of his/her effort exerted in accomplishing these goals, and of requests on particular interaction with other participants in sport setting, mainly his/her team-mates. Motivational climate determines a situational goal structure (Seifriz *et al.*, 1992) and is understood as collective goal orientation of athletes in a particular sport context. It is a contextual variable (Duda, 1993, 2001) which depends of objective environmental signs (coach's leadership behaviour, parents' expectations) being the expectation message for athletes about their sport behaviour needed for successful performance. Athlete's subjective appraisal of the situation and the meaning of achievement experience has even greater impact on development of motivational climate. A perception of atmosphere (or perceived motivational climate) is composed of several dimensions such as the ways in which individuals are evaluated, the type of group interactions that are emphasized and the nature of the reward (Duda, 2001). According to these, motivational climate can be explained from two different perspectives - the objective and the subjective one. The objective perspective gives an insight into actual factors that determine the achievement context, are equal for all participants and can be recognised due to different environmental signs typical for a particular type of motivational climate (mastery or performance). The subjective perspective is a perception of a particular motivational climate that includes different ways of perceiving and explaining the same environmental signs, it can be related to different individual instructions, evaluations and feedback on one's sport behaviour.

Communication between a coach and athletes is a two-way process. Therefore, it can be assumed that each athlete may influence coach's behaviour and, indirectly, motivational climate within his/her team. Also, each athlete is in interaction with his/her teammates who are his peer group. This impacts their common goals, values and builds a framework of social cognition in general. It was demonstrated that individual experience of each athlete can confirm active contribution of his/her dispositional characteristics on shaping the climate, in interaction with situational factors (Barić, 2004). The aim of this paper is to examine the relations between goal orientations, being the dispositional factor, and coaches' leadership behaviour, being the situational factor, on the one hand, and perceived motivational climate in two sport activities as case studies.

Methods, Results and Discussions:

Participants and procedure. The sample consisted of 386 young Croatian athletes (aged 14-17yrs) and 34 male coaches, 17 from each sport. The participants' selection criteria was training experience in the same club, whereas the clubs' selection criteria was a period of being coached by the same coach (for both minimum was 6 months). Clubs permitted the research, and all athletes participated voluntarily in it. Confidentiality of data was guaranteed. The data were collected prior or after a training session in a group setting.

Measures. Three instruments were used to assess athletes' goal orientation - TEOSQ (Duda *et al.*, 1995, 2 subscales: task and ego), perceived motivational climate - PMSCQ (Seifriz *et al.*, 1992, 2 subscales: mastery and performance motivational climate) and coaches' leadership behavior - LSS (British version adapted for children, Lee *et al.*, 1993, 4 subscales: instruction and explanation, democratic style, social support, positive feedback). Croatian version of all instruments demonstrated adequate reliability with alpha coefficients ranging from 0.75-0.86.

Simple correlation (Table 1) indicated that the motivational climate was significantly related to almost all facets of goal orientation and leadership behavior.

Table 1: Correlations between motivational climate, goal orientation and leadership behavior

	m. climate	mastery	instructions	positive feedback	social support	democratic style	task	ego
football (N=206)	performance	-.222**	-.238**	-.034	-.177*	-.145	-.174*	.517**
	mastery		.695**	.292**	.506**	.257**	.485**	-.152*
handball (N=182)	performance	-.047	-.169*	.014	-.112	-.074	.051	.521**
	mastery		.621**	.346**	.515**	.181**	.373**	-.043

* p<0.05, ** p<0.01

Results of hierarchical regression analysis (Table 2) revealed nearly the same pattern structure in both sports: the situational factors (coach's leadership behaviour, instructiveness in particular) were more important for prediction of the mastery-oriented motivational climate than the dispositional factors (goal orientation), whereas quite the opposite was valid for prediction of the performance-oriented motivational climate.

Table 2: Hierarchical regression analysis results

step	variables	BETA	R ²	BETA	R ²	BETA	R ²	BETA	R ²
		PERFORMANCE MOTIVATIONAL CLIMATE				MASTERY MOTIVATIONAL CLIMATE			
		handball		football		handball		football	
1	task	-.134*	.286	.025	.272	.476**	.248	.376**	.142
	ego	.507**		.520**		-.116		-.061	
2	task	-.095	.306	.077	.301	.228**	.551	.166**	.451
	ego	.473**		.502**		-.011		.008	
	instruction	-.100		-.241**		.522**		.502**	
	positive feedback	.093		.100		-.056		-.027	
	social support	-.053		.018		.203**		.213**	
democratic style	-.058	.061	-.037	-.124*					
3	instruction	-.281**	.094	-.257*	.048	.628**	.509	.544**	.427
	positive feedback	.204*		.171*		-.062		-.027	
	social support	-.051		-.011		.209**		.248*	
	democratic style	-.073		-.009		-.056		-.160**	

According to the results, the ego goal orientation had the highest prediction power for the performance motivational climate, whereas coach's instruction and tendency to give social support to his/her athletes were negative predictors. Coach's feedback was also important for this motivational climate pattern, which was congruent with the theoretical presumptions (Duda & Balaguer, 1999), i.e. athletes who were dominantly ego oriented (as in this case) had a normative criteria for evaluation and needed to compare themselves to others all the time. On the other hand, if we want to build mastery motivational climate, we need an instructive and supportive coach and task oriented athletes. These results confirmed the coach's impact, although various, on modelling of both motivational climate patterns. The coach's impact seems even more important when the athletes' dispositional goal orientation is less favourable (as in all cases when ego oriented athlete fail to confirm his/her competence) because coach's leadership behaviour can have great repercussion on athlete's determination and attitudes toward sport. Based on these results, previous theoretical knowledge and author's sport and coaching experience, the idea about motivational climate structure was elaborated and proposed for the first time in the following model (Barić, 2004). The lower level represents dispositional and the higher level situational determinants of the motivational climate.

The model below is a combination of elements taken from the goal perspective theory (Nicholls, 1992; Duda, 2001), the leadership behavior models (Smith and Smoll, 1989; Chelladurai & Reimer, 1998) and from a different aspect of integrated model of antecedents and consequences of leadership (Duda & Balaguer, 1999). Motivational climate reflects conditional relations of dispositional and situational determinants that are shaped through interaction of coaches and athletes. Each athlete can partially modify his/her initial dispositional characteristics in relation to environment the latter being shaped through coach's leadership behavior, and this indirectly modifies characteristics of the whole team. Coach's leadership behavior shapes both the objective and subjective motivational climate. An athlete experiences his/her coach and perceives team climate individually through his/her preferences for coach's behavior as it happens in reality and depends on a wider sport context. Certain aspects of objective motivational climate can be also recognized in interaction between protagonists, because each participant modifies his/her behavior responsively. Congruence between athletes' preferences for and perceptions of coach's behavior, as well as between coach's demands and athletes' characteristics and goal orientation may impact athletes' motivation.

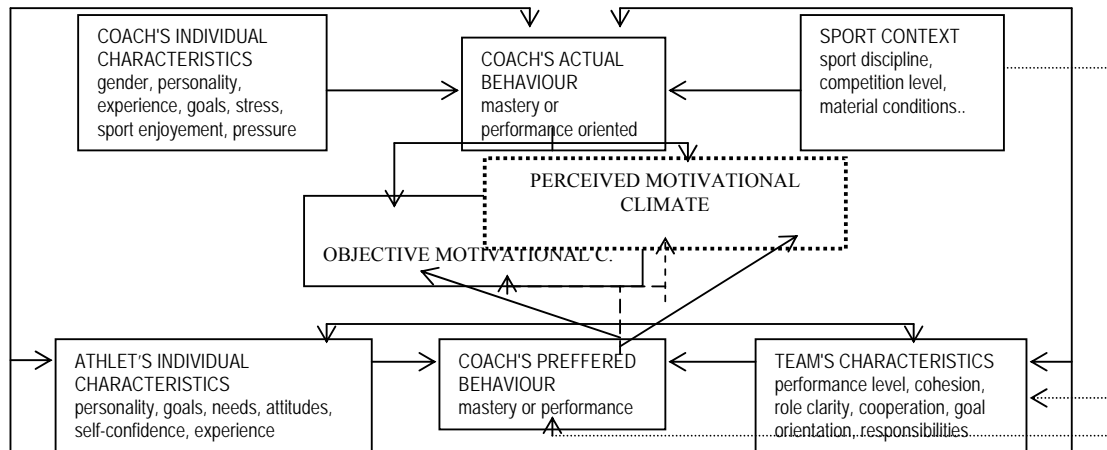


Fig. 1: Integrated model of situational and dispositional determinants of motivational framework on behavioural activities

Conclusions:

Awareness of the impact coach’s leadership behavior may have on athletes’ motivation is very important. Athletes’ behavioral, cognitive and affective responses may influence coach’s behavior and change present motivational climate on both the individual level and within a sport team. If we succeed in overcoming common coaches’ belief that you can’t do much about athletes’ motivational structure because the best athletes are ‘survivors in the process of natural selection’, and that they either have high motivation or not, we would open space for fostering communication process and education.

REFERENCES

Barić, R., 2004. Motivational climate in sport-master thesis. Ljubljana: Faculty of Arts, pp: 202.

Chelladurai, P. & H.A. Reimer, 1998. Measurement of leadership in sport. In: Duda, J.L. (Ed.), *Advances in Sport and Exercise Psychology Measurement*, pp. 227-253. Fitness Information Technology.

Duda, J.L., L. Chi, M. Newton, M.D. Walling & D. Catley, 1995. Task and ego orientation and intrinsic motivation in sport. *International Journal of Sport Psychology*, 26: 40-63.

Duda, J.L. & I. Balaguer, 1999. Toward an integration of models of leadership with a contemporary theory of motivation. In: *Sport psychology: linking theory and practice* (Eds: Lidor, R., Bar-Eli, M.), USA: Fitness Information Technology.

Duda, J.L., 1993. Goals: a social-cognitive approach to the study of achievement motivation. In: Singer, R.N., Murphey, M., & Tennant, L.K.: *Handbook of Research in Sport Psychology*, pp. 421-435. New York: Macmillian Publ. Company.

Duda, J.L., 2001. Achievement goal research in sport: pushing boundaries and clarifying some misunderstandings. In: Roberts, G.C.: *Advances in Motivation in Sport and Exercise*, pp. 129-183. Champaign, IL: Human Kinetics Publishers.

Lee, M.J., V. Williams, S.A. Cox, & P. Terry, 1993. The leadership scale for sport: a modification for use with British children. In: *International Pre-Olympic Congress on Sport Medicine and Sport Science Proceedings*, 24-27 February, Lillehammer, Norway, pp: 16.

Nicholls, J.G., 1992. The general and the specific in the development and expression of achievement motivation. In: Roberts, G.C.: *Motivation in Sport and Exercise*, pp. 31-57. Champaign, IL: Human Kinetics Publishers.

Seifriz, J.J., J.L. Duda, & L. Chi, 1992. The relationship of perceived motivational climate to intrinsic motivation and beliefs about success in basketball. *Journal of Sport and Exercise Psychology*, 14: 375-391.

Smoll, F.L. & R.E. Smith, 1989. Leadership behaviours in sport: a theoretical model and research paradigm. *Journal of Applied Social Psychology*, 19: 1522-1551.