



**E.F.B.E.
1954**

FREE FULL TEXT

This is a summary plus of a paper published in Hellenic Journal of Physical Education and Sport Science. You can cite this article as follows:

George Georgainas, Garyfallia Daroglou (2008) The relationship between achievement goal and perceptions of motivational climate in Greek handball athletes, *Hellenic J Phys Educ & Sport Sci*, 28 (4): 43-54

THE RELATIONSHIP BETWEEN ACHIEVEMENT GOAL AND PERCEPTIONS OF MOTIVATIONAL CLIMATE IN GREEK HANDBALL ATHLETES

George Georgenas*, Garyfallia Daroglou

Laboratory of Psychology, Department of Physical Education and Sport Science,
Aristotle University of Thessaloniki, Greece



E.F.B.E.
1954

Abstract

The purpose of the present study was to examine the relationship between goal orientation and motivational climate and to define which combination of achievement goals perceived the motivational climate as more mastery or performance oriented. Three hundred and seven Greek handball players filled the Greek version of Perceived Motivational Climate in Sport-2 and the Task and Ego Orientation in Sport Questionnaire. Correlation and multiple analysis of variance analysis showed that the critical factor regarding mastery climate, was the degree of task orientation. For example, athletes that were rated low in task orientation and high in ego orientation perceived the motivational climate of their team as the most performance oriented. It appears that there is relationship between motivational climate and goal orientation. Handball coaches should aim to create a suitable team environment for goal orientation and achievement.

Key words: Achievement Goals, Motivational Climate, Handball.

*An extended Summary Plus English version is freely available at www.hellenicjsport.com

Introduction

The study of the goal orientation has significant importance in sports and the natural activity, in a way that different strategies of motivation are able to influence the knowledge, the emotions and the behavior of athletes (Ames, 1992). During the last decade, goal perspective theory has played an important role in the study of achievement motivation in sport. According to this theory there are two primary goal perspectives, task and ego involvement. Several findings showed that social situations, created by significant others can impact the probability of whether an athlete will be task or ego involved (Nicholls, 1989, Pintrich, 2000). The purpose of the present study was to examine the relationship between goal orientation and motivational climate and which combined group of achievement goals perceived the motivational climate as more mastery or performance oriented.

Methods

In this research the sample included 307 Greek handball athletes, 168 men and 139 women (Mage= 16, 35 ± 4,23) and all the participants are members of teams from Northern Greece. The Greek version of Perceived Motivational Climate in Sport-2 (PMCSQ-2) (Georgenas & Daroglou, 2007) and the Greek version of Task and Ego Orientation in Sport Questionnaire (TEOSQ) (Barkoukis, Zahariadis, Anastasiadis, Tsorbatzoudis & Grouios, 2003) were used for the needs of the study. For the Greek version of PMCSQ-2 responders completed 33 items with reference to the stem "On my handball team...". Example of the items of perceived task- involving climate includes: "each player contributes in some important way" and "the coach encourages player contributes to help each other learn". Example of the items on the ego-involving climate subscale includes: "the coach praises players only when they outplay team-mates" and "players are punished when they make a mistake". For TEOSQ responders completed 13 items (7 task, 6 ego) with reference to the stem: "I feel most successful in handball when...". Example of task orientation items includes: "I work very hard" and "I do my very best", while example of ego orientation items includes: "Others mess up and I don't", and "I'm the best". For both questionnaires response options fall on a 5-point Likert scale of (1) "strongly disagree", (2) "disagree", (3) "neutral", (4) "agree", (5) "strongly agree".

Cronbach's alpha coefficients were satisfactory for all scales of the two questionnaires (table 1). The correlation analysis showed positive relation between the perception of task involving climate and task orientation and negative with ego orientation (table 2). For the purpose of the study were created four groups of achievement goal orientation: high task/ high ego (n=73) high task/ low ego (n= 69) low task/ low ego (n=66), low task/ high ego (n=65). A one-way MANOVA was conducted with the groups of goal orientations to be the independent variables and the other two dimensions of perceived motivational climate to be the dependent variables (table 3).

Table 1: Means, standard deviations and Cronbach a

	M	SD	Cronbach a
Task	4.17	.55	.81
Ego	2.70	.83	.82
Task climate	4.18	.44	.85
Ego climate	2.59	.58	.85

Table 2: Correlation coefficients between goal orientations and perceived motivational climate.

	Task Orientation	Ego Orientation	Task climate
Task Orientation			
Ego Orientation	-.023		
Task climate	.531**	-.247**	
Ego climate	-.157**	.485**	-.454**

** p < .01

Table 3: Means (X), standard deviations (SD) and F values for each comparison

	High task/ high ego		High task/ low ego		Low task/ high ego		Low task/ low ego		F	P
	X	S.D.	X	S.D.	X	S.D.	X	SD		
Task	4.35	.40	4.41	.35	3.85	.47	4.05	.31	37.15	.000
Ego	2.71	.61	2.28	.58	2.83	.56	2.51	.42	11.45	.000

Most of the athletes perceived a high mastery climate and a low performance climate in their team. The analysis showed that the critical factor regarding mastery climate, was the degree of task orientation since those with high scores in this factor (irrespective of the degree of their ego orientation) perceived the climate as more mastery-oriented than those with low scores in task orientation. On the contrary, the athletes that were rated low in task orientation and high in ego orientation perceived the motivational climate of their team as the most performance oriented.

Overall the findings of the present study provided evidence in regard to the relation of motivational climate and goal orientation. Specific attention should be drawn to the evaluation of the effects from parents and the remainder social environment.

References *

- Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology*, 84, 261-271.
- Ames, C., & Archer, J. (1988). Achievement goals in the classroom: Students' learning strategies and motivation. *Journal of Educational Psychology*, 80, 260 – 267.
- Christodoulidis, T. Papaioannou, A. , & Diggelidis, N. (2001). Motivational climate and attitudes forwards exercise in Greek senior high school. A year- long intervention. *European Journal of Sport Sciences*, 1, 4.
- Duda, J. L. & Nicholls, J. G. (1992). Dimensions of achievement motivation in schoolwork and sport. *Journal of Educational Psychology*, 84, 290-299.
- Duda, J. L. (1992). Motivation in sport settings: A goal perspective approach. In G. C. Roberts (Ed.), *Motivation in sport and exercise*, (pp. 57–91). Champaign, IL: Human Kinetics.
- Duda, J. L. (2001). Achievement goal research in sport: Pushing the boundaries and clarifying some misunderstandings. In G. C. Roberts (Ed.), *Advances in Motivation in sport and exercise*, (pp. 129-182). Champaign, IL: Human Kinetics.
- Duda, J. L., & Hall, H. K. (2000). Achievement goal theory in sport: Recent extensions and future directions. In R. N. Singer, H.A. Hausenblas, & C. M. Janelle (Eds.), *Handbook of sport psychology* (2nd ed., pp. 417-443). New York: Wiley.
- Duda, J. L., & Whitehead, J. (1998). Measurement of goal perspectives in the physical domain. In J. L. Duda (Ed.), *Advances in sport and exercise psychology measurement*, (pp. 21-48). Morgantown, WV: Fitness Information Technology.
- Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist*, 41(10), 1040-1048.
- Dweck, C. S. (1999). *Self-theories: Their Role in Motivation, Personality, and Development*. Philadelphia, PA: Taylor & Francis, 1999.
- Ebbeck, V., & Becker, S. L. (1994). Psychological predictors of goal orientations in youth soccer. *Research Quarterly for Exercise and Sport*, 65, 355- 362.
- Fox, K., Goudas M., Biddle, S., Duda, J., & Armstrong, N. (1994). Children's task and ego goal profiles in sport. *British Journal of Educational Psychology*, 64, 253-261.
- Harwood, C., Cumming, J., & Fletcher, D. (2004). Motivational profiles and psychological skills use within elite youth sport. *Journal of Applied Sport Psychology*, 16, 318 – 332.
- Newton, M., & Duda, J. L. (1993). Elite adolescent athletes' achievement goals and beliefs concerning success in tennis. *Journal of Sport and Exercise Psychology*, 15, 437-4448.
- Newton, M., & Duda, J. L., & Yin, Z. (2000). Examination of the psychometric properties of the perceived Motivational Climate in Sport Questionnaire-2 in a sample of female athletes. *Journal of Sport Sciences*, 18, 275-290.
- Nicholls, J. G. (1984a). Achievement motivation: Conceptions of ability, subjective experience, task choice and performance. *Psychological Review*, 21, 328-346. Cambridge, MASS: Harvard University Press.
- Nicholls, J. G. (1984b). Conceptions of ability and achievement motivation. In: *Research on Motivation in Education*, R. Ames & C. Ames (Eds.), pp. 39-73. London.: 1984, pp. 39-73.
- Nicholls, J. G. (1989). *The competitive ethos and democratic education*. Cambridge, MA: Harvard University Press.
- Nicholls, J. G. (1989). *The cCompetitive eEthos and dDemocratic eEducation*. Cambridge, MA: Harvard University Press, 1989.
- Ntoumanis, N., & Biddle, S.J.H. (1998). The relationship between achievement goal proWle groups and perceptions of motivational climates in sport. *Scandinavian Journal of Medicine and Science in Sports*, 8, 120- 124.
- Ommundsen, Y., Roberts, G. C., & Kavussanu, M. (1998). Perceived motivational climate and cognitive and affective correlations among Norwegian athletes. *Journal of Sports Sciences*, 16, 153–164.
- Papaioannou, A. (1995). Differential perceptual and motivational patterns when different goals are adopted. *Journal of Sport and Exercise Psychology*, 17, 18-34.

Pensgaard, A. M., & Roberts, G. C. (2002). Elite athlete's experiences of the motivational climate: the coach matters. *Scandinavian Journal of Medicine and Science in Sports*, 12 (1), 54-59

Pintrich, P. R. (2000). An achievement goal theory perspective on issues in motivation terminology, theory, and research. *Contemporary Educational Psychology*, 25, :92-104, 2000.

Roberts, G. C. (1992). Motivation in sport and exercise: Conceptual constraints and convergence. In G. Roberts (Ed.), *Motivation in sport and exercise*, (pp. 3-29). Champaign, IL: Human Kinetics.

Roberts, G. C. (2001). Understanding the dynamics of motivation in physical activity; the influence of achievement goals on motivational process. In G. C. Roberts (Ed.), *Advances in motivation in sport and exercise*, (pp. 1-50). Champaign, IL: Human Kinetics.

Roberts, G. C., & Treasure, D. C. (1995a). Achievement goals, motivational climate and achievement strategies and behaviors in sport. *International Journal of Sport Psychology*, 26, 64-80.

Roberts, G. C., & Treasure, D. C. (1995b). Motivational determinants of achievement of children in sport. *Revista de Psicologia del Deporte*, 7-8, 123-134.

Roberts, G. C., Treasure, D. C., & Kavussanu, M. (1996). Orthogonality of achievement goals and its relationship to beliefs about success and satisfaction in sport. *The Sport Psychologist*, 10, 398 - 408.

Siefritz, J. J., Duda, J. L. & Chi L., (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.

Weiss, M. R., & Ferrer-Caja, E. (2002). Motivational orientations and sport behavior. In T. S. Horn (Ed.), *Advances in sport psychology*, (2nd edn., pp. 101 - 183). Champaign, IL: Human Kinetics.

White, S. A. (1996). Goal orientation and perceptions of the motivational climate initiated by parents. *Pediatric Exercise Science*, 8, 122-129.

White, S. A. (1998). Adolescent goal profiles, perceptions of the parent-initiated motivational climate, and competitive trait anxiety. *The Sport Psychologist*, 12, 16 - 28.

White, S. A., & Duda, J. L. (1994). The relationship of gender, level of sport involvement, and participation motivation to task and ego orientation. *International Journal of Sport Psychology*, 25, 4-18.

Μπαρκούκης, β., Ζαχαριάδης, Π., Αναστασιάδης, Α., Τσορμπατζούδης, Χ., & Γρούιος, Γ. (2004). Μελέτη της εγκυρότητας και αξιοπιστίας του ερωτηματολογίου προσανατολισμών επίτευξης στον αθλητισμό στην ελληνική γλώσσα. Επιστημονική Επετηρίδα Ψυχολογικής εταιρίας Βορείου Ελλάδος, 2, 143-156.

Submitted: 15-9-2007

Accepted: 1-4-2008

Correspondence to: George Georgainas, Department of Physical Education and Sport Science, Aristotle University of Thessaloniki, Greece; Tel: 2310-992225, E-mail: georgainas@gmail.com

- References have been cited in the Greek (printed) version of the manuscript