

PERCEIVED MOTIVATIONAL CLIMATE IN SPORT IN JIMMA UNIVERSITY SPORT SCIENCE STUDENTS

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ABSTRACT

The purpose of this study was to assess perceived motivational climate in sport of the Jimma University sport science students. Cross-sectional study design was used. One hundred three sport science students of Jimma University were selected as the subjects. The perceived motivational climate in sport questionnaire (PMCSQ) was used for data collection. The collected data was analyzed using descriptive statistics, such as mean, standard deviation, and frequency was used to analyze the current existing perceived motivational status of the students in mastery and performance orientation. ANOVA was also used to test the currently perceived motivational climate status differences among first, second and third year sport science students. The level of significant was set at 0.05 levels. The result shows, most students agree on all of mastery orientation motivational climates, student agrees on performance orientation motivational climates while there is no significant difference between first, second and third year students in mastery and performance oriented motivational climates. To support the development of a mastery-oriented climate, the teacher promotes self-referenced goals, student leadership roles that include decision-making, private recognition of improvement and effort, mixed ability and cooperative groups, scores based on improvement and effort, and maximum time for task completion.

Keywords: *Motivation, mastery oriented, performance oriented and perceived motivational.*

1. INTRODUCTION

The motivational climate is a serious issue that affects the motivation of individuals' success and failure stressed in a social environment, such as a classroom or an athletic team (Ames, 1992). It is reasonable to assume that one of

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the main factors that could influence the motivation of students is their environment and how they perceive it.

Vazou, Ntoumanis, and Duda (2005) describe the term motivational climate as the students' perception of the motivational signs and expectation that the teacher places upon the class. The motivational climates focus upon how success is defined, how students are evaluated, what is recognized and valued, and how mistakes are viewed. There are two classifications identified under the motivational climate: mastery-oriented motivational climate and performance-oriented motivational climate. Ntoumanis and Biddle (1999) suggest motivational climates can be established by group leaders, such as a physical education (PE) teacher, and can influence the effort, persistence, cognitions, emotions and behavior of individual's physical activity (PA) behavior. Ntoumanis (2001) reported that positive social factors by the teacher, such as promoting cooperative learning, emphasis on individual improvement, and changes in task, can allow for positive motivational results in physical education.

Motivation entails the psychological forces that determine the direction of a person's behavior in an organization, a person's level of effort, and a person's level of persistence (Jones, & Gareth, 2006). Conversely, when motivation declines, teacher/coach tends to display such negative traits as apathy, hostility and aggression, the traits also tend to undermine efficiency, productivity and sustainability. Truly, motivation is the satisfaction of human needs (Senyah, 2003). Maslow hierarchy of needs theory and other needs theories provide managers with conceptual means of understanding motivation by giving guide to the needs and desires of individuals within an organization (Maslow, 1958). The needs theories suggest that to motivate a person to contribute valuable inputs to a Job and perform at a high level, a sports director determine what needs the person is trying to satisfy at work and ensure that the person receives outcome that helps to satisfy those needs when the person performs at a high level and help the sports unit/directorate to achieve its goals (Jones, 2006). Motivational factors that include teachers/ coaches performance include a high pay package; prospect for promotion; challenging environment; recognition; bonuses; facilities and equipment working environment.

Sallis (2000) suggest motivation is considered an influential variable for physical activity participation. Two social-cognitive theories used to examine PA and motivation is the Self-Determination Theory (SDT) and the Achievement Goal Theory (AGT). The SDT suggests autonomy, perceived competence, and social relatedness is needed for the positive development of motivation (Deci, & Ryan, 1985). The AGT suggests student perceived motivational climate can influence PA levels, student enjoyment and intrinsic motivation. AGT is used when evaluating student motivation because it takes into account the orientation of the student toward the task and the climate which is also known as the learning environment.

The AGT examines how individuals cognitively process and develop their views about achievement under various social contexts and influences (Roberts, 1992; Bandura, 1997). According to this approach, two achievement goals prevail in achievement goal settings such as physical education. These two goals perspectives were first labeled learning and performance by Dweck and Leggett (1983), then task involved and ego involved by Nicholls (1989), and mastery and ability focused by Ames and Archer (1988). Further, more studies have not been conducted so far in the case of University sport science students in Ethiopia. Thus, based on the above-mentioned reasons the researchers were tried to answer the questions such as what is the current mastery oriented perceived motivational climate status of sport science students? And, does there any relationship between first, second and third year student's motivational climate?

2. METHODS AND MATERIALS

2.1 Study Design and Area

Cross-sectional study design was use to assess perceived motivational climate in sport of the sports science students of Jimma University, Ethiopia.

2.2 Sampling Technique and Sample Size

The researchers were used Krejcie and Morgan, (1970), sampling technique. According to Krejcie, and Morgan, (1970), sampling technique 103 (1st year=35, 2nd year=33, and 3rd year=35) out of 141 sport science students of Jimma University were selected as a subject by using lottery method. Among the students 50 were males and remaining 53 were females.

2.3 Instrument

The perceived motivational climate in sport questionnaire (PMCSQ) is designed on a 5-point Likert-type scale. The PMSCQ was used to measure students' perceptions of their environment; the instrument was used in physical education setting by Moreno, González-Cutre, Sicilia, and Spray (2010), and by Ntoumanis (2002).

2.4 Methods and Procedures of Data Collection

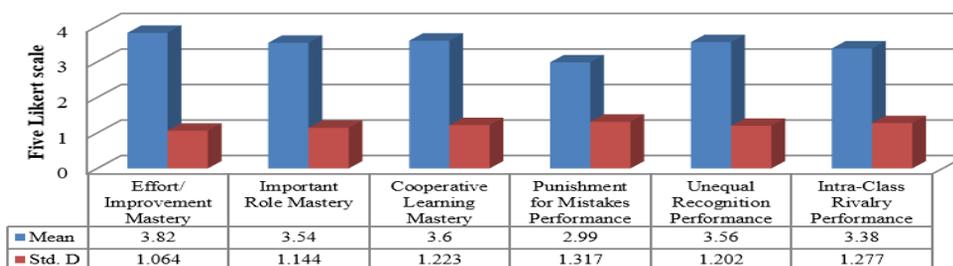
The PMCSQ was distributed to the selected students after acquiring their consent by the researcher, and all was duly filled and returned.

2.5 Method of Data Analysis

The collected data was analyzed using descriptive statistics, such as mean, standard deviation, and frequency was used to analyze the current existing perceived motivational status of the students in mastery and performance orientation. ANOVA was also used to test the currently perceived motivational climate status differences among first, second and third year sport science students. The level of significant was set at 0.05 levels.

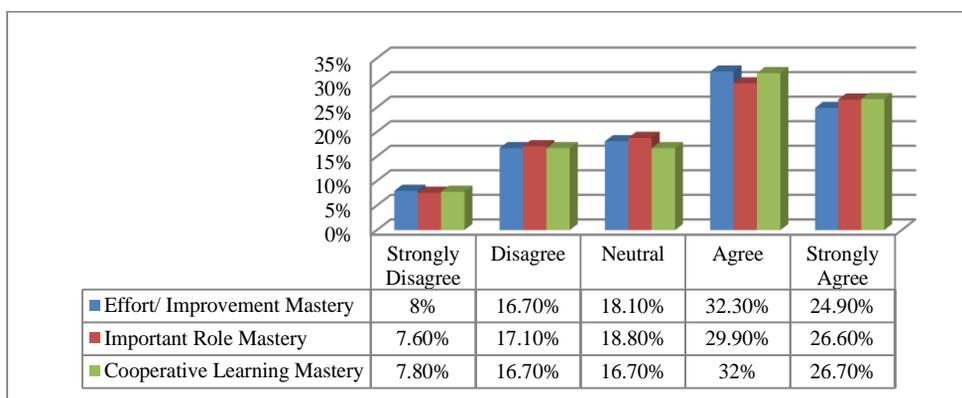
3. RESULTS

Figure 1: Descriptive statistics of variable's subscales



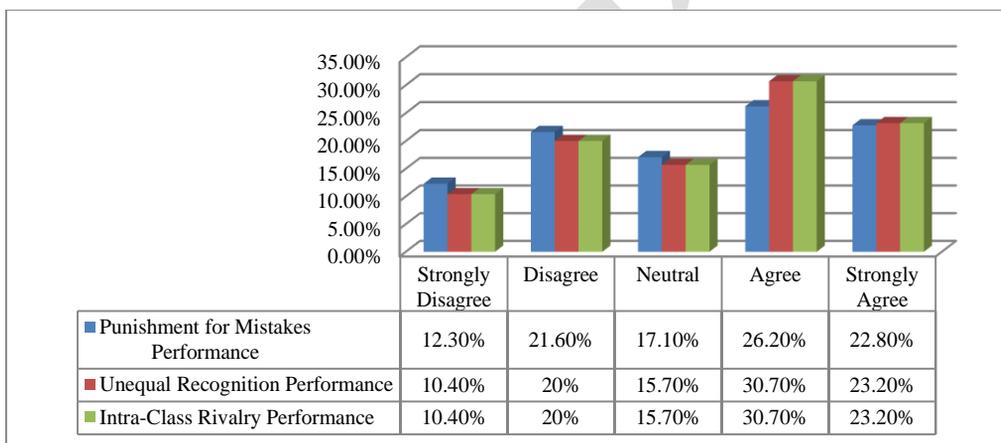
From the above figures, it can be seen that perceived motivational climate followed effort/improvement mastery mean 3.82 (SD \pm 1.064), important role mastery mean 3.54 (SD \pm 1.144), cooperative learning mastery of 3.6 (SD \pm 1.223), punishment for mistakes performance mean 2.99 (SD \pm 1.317), unequal recognition performance mean 3.56 (SD \pm 1.202) and intra-class rivalry performance mean 3.38 (SD \pm 1.277).

Figure 2: Results of mastery orientation motivation questionnaire



The output of results of effort/improvements questionnaires filled by students' shows that 8%strongly disagree, 16.70% disagree, 18.10% neutral, 32.30% agree and 24.90% strongly agree, so more students agree on of effort/improvements. On the results of important role mastery the students said that 7.60% strongly disagree, 17.10% disagree, 18.80%neutral, 29.90% agree and 26.60% strongly agree, and so more students agree on mastery. Also on the results of cooperative learning mastery the students said that 7.80% strongly disagree, 16.70% disagree, 16.70% neutral, 32% agree and 26.70%strongly agree, and so more students also agree on cooperative learning mastery. Generally, most students agree on all of mastery orientation motivational climate like effort/improvement, important role, and cooperative learning mastery, and the teacher's attitude to try student's mastery orientations motivational climate was encouraged.

Figure 1: Results of performance orientation motivation questionnaire



The output of results of performance orientation questionnaires filled by students and as indicated from the table above on punishment for mistake performance 12.30% strongly disagree, 21.60% disagree, 17.10% neutral, 26.20% agree & 22.80% strongly agree, and most percentage of students agree on punishment for mistake performance. But on unequal recognition performance 10.40% strongly disagree, 20% disagree, 15.70% neutral, 30.70% agree and 23.70% strongly agree, in case of unequal recognition the most students also agree and lastly in case of intra class rivalry performance 10.40% strongly disagree, 20% disagree, 15.70% neutral, 30.70% agree and 23.20% strongly agree and students agree on intra class rivalry performance. Generally students agrees on performance orientation motivational climate and the teachers praising students can out play students contribution performance motivational climate.

Table 1: The analysis of variance in perceived motivational climate of sport science students

| | | Sum of Squares | df | Mean Square | F | Sig. |
|------------------------------|----------------|----------------|-----|-------------|------|-------|
| Effort/Improvement Mastery | Between Groups | 0.81 | 2 | 0.40 | 0.35 | 0.703 |
| | Within Groups | 114.68 | 100 | 1.14 | | |
| Important Role Mastery | Between Groups | 0.51 | 2 | 0.25 | 0.19 | 0.825 |
| | Within Groups | 133.03 | 100 | 1.33 | | |
| Cooperative Learning Mastery | Between Groups | 8.43 | 2 | 4.21 | 2.92 | 0.058 |
| | Within Groups | 144.24 | 100 | 1.44 | | |

In the above table, the analysis of variance (ANOVA) shows that there were no significant differences mean score of effort/improvement mastery in, $F= 0.35, p < 0.70$, in case of important role mastery also there was no significant differences mean score i.e. $F=0.19, p<0.82$ & lastly according to ANOVA there was no significant differences mean scores on cooperatives learning mastery i.e. $F= 2.92, p<0.05$. The result indicates that, all of three mastery orientation motivational climate there was no significant mean difference score because the level of significant was set at 0.05 levels.

Table 2: The analysis of variance in performance orientation motivational climate of sport science students

| | | Sum of Squares | df | Mean Square | F | Sig. |
|-------------------------------------|----------------|----------------|-----|-------------|------|-------|
| Punishment for Mistakes Performance | Between Groups | 4.94 | 2 | 2.47 | 1.43 | 0.242 |
| | Within Groups | 172.04 | 100 | 1.72 | | |
| Unequal Recognition Performance | Between Groups | 6.01 | 2 | 3.00 | 2.12 | 0.125 |
| | Within Groups | 141.32 | 100 | 1.41 | | |
| Intra-Class Rivalry Performance | Between Groups | 0.90 | 2 | 0.45 | 0.27 | 0.761 |
| | Within Groups | 165.32 | 100 | 1.65 | | |

On the other hand, in Table 2 the analysis of variance (ANOVA) shows that there was no significant mean difference score of Punishment for Mistakes Performance i.e. $F=1.43, p<0.24$, in case of unequal recognitions performance have no significance mean difference score i.e. $F=2.12, p<0.12$ and also in case of intra - class rivalry performance there was no significance mean difference score i.e. $F= 0.27, p<0.76$. This can show that, all of three performance orientation motivational

climate there was no significant mean difference score because the level of significant was set at 0.05 levels.

4. DISCUSSION

The variables subscales of the current study indicate that students were agreed in effort/improvement mastery oriented perceived motivational climate where as neutrally motivated in, important role and cooperative learning mastery oriented perceived motivational climate. In line with the current study, Ntoumanis (2001) reported that positive social factors by the teacher, such as promoting cooperative learning, emphasis on individual improvement, and changes in task, can allow for positive motivational results in PE.

The current study also shows that, students were neutrally motivated in punishment for mistakes, unequal recognition and intra-class rivalry performance oriented perceived motivational climate. In line with this, Papaioannou and Kouli (1999) found that the perception of a performance-involving climate was linked to higher levels of somatic anxiety, or anxiety provoked by tension. Papaioannou (1995) also found a performance climate causing a decrease in intrinsic motivation in students.

The current study shows that in the existing mastery oriented perceived motivational climate most students agree on all of mastery orientation motivational climate like effort/improvement, important role and cooperative learning mastery, and the teacher's attitude to try student's mastery orientations motivational climate was encouraged. The result is supported by the previous study by Ntoumanis and Biddle (1999) stated PE students perceiving a mastery climate also reported higher enjoyment, higher perceived competence and beliefs that effort leads to success. Duda (1996) suggests a high mastery-involving climate positively relates to students' intrinsic motivation in PE. Mitchell (1996) also revealed an increase in student intrinsic motivation when a mastery climate is perceived in PE. In addition to less-skilled students, girls and overweight students preferred more cooperative activities or non-competitive ones outlined in a mastery climate.

The result of this study indicated that in the existing performance orientation perceived motivational climate the majority student agreed. This shows that the teacher was praising the students can out play students contribution performance motivational climate. In contrast with this result, Weiss, Corbin, and Pangrazi (2000) suggest, students in a performance climate have been associated with showing lack of enjoyment and high anxiety. Dweck, and Leggett (1988) also described students in PE as having decreased motivation and even learned helplessness, or giving up quickly because a student feels success or failure is out of their control, when placed in a performance climate. Nicholls (1989) described

a performance climate as demonstrating high ability by winning with minimized effort.

The analysis of variance (ANOVA) shows that, all of three mastery orientation motivational climate have no significant mean different score between first, second and third year sport science students. Weiss, *et al.*, (2000) described in The President's Council on Physical Fitness and Sports that a mastery climate in PE emphasizes cooperative learning and diverse ability groups that lead to positive peer relationships, enhancing peer acceptance, and creating opportunities for close friendship development (Weiss, *et al.*, 2000), so that the current study result has no difference in first, second and third year sport science students.

On the other hand, the analysis of variance shows that, in all of three performance orientation motivational climate there was no significant mean difference score between first, second and third year sport science students. In line with this, a performance-oriented climate emphasizes high ability, competition, winning and positive social comparison (Ames, 1992). In this climate, a teacher would emphasize the importance of outperforming peers or surpassing normative-based standards. For example, a student might perceive the teacher encouraging the class or star students to outperform other classmates in order to feel successful during a shooting activity in a basketball unit.

5. CONCLUSIONS

The purpose of the present research was to investigate perceived motivational climate in sport: in the case of Jimma university sport science students. To this effect, the investigator draws, the below mentioned conclusions:

- In mastery orientation motivational most of the students were agreed. This indicates that the students are motivated in mastery oriented motivational climate.
- In performance orientation motivational climate the majority student agreed. This indicates that the students are also motivated in performance oriented motivational climate.
- Mastery orientation motivational climate was no significant difference between first, second and third year sport science students.
- Performance orientation motivational climate was no significant difference between first, second and third year sport science students.

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