ANALYSIS OF MOTIVATIONAL CLIMATE AMONG KERALA FOOTBALL PLAYERS

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ABSTRACT

The purpose of this study was to analyze the motivational climate among Kerala football players. The participants were 300 Football players (sub junior - 100, junior - 100 and senior -100) age group ranging from 12-30 from different districts of Kerala. Each participant completed the Perceived Motivational Climate in Sport Questionnaire-2 (PMCSQ-2) of Newton, Duda, & Yin (2000), which assessed the mastery climate and performance climate. The data was analyzed using ANOVA. The findings of sub variables of motivational climate reveals that in mastery climate there was significant difference between sub-junior and senior; and junior and senior football players. There was no significant difference between sub-junior and junior players. In performance climate there was no significant difference between sub-junior, junior and senior players. The study shows that in mastery climate the senior players have more task climate than the sub-junior and junior players and in performance climate all the category of players was almost the same level of ego climate.

Key Words: Motivational Climate, Football and Participants.

INTRODUCTION:

Achievement motivation in sport has been understood well by the achievement goal theory (Ames, 1992; Nicholls, 1989). It is mportant to realize why some people seem so highly motivated to achieve their goals and why some others seem not. Without motivation, talented athletes do not reach their full potential and athletes who are not particularly talented can achieve a great deal of success with strong desire and motivation.

Motivational climate refers to the behavior and attitudes exhibited by important others in a particular situation. Motivational climate affects an individual's motivation and goal of action by influencing her interpretations of what types of behavior are necessary to succeed in that situation (Roberts, Treasure, and Kavussanu, 1997).

Ames (1992) argued that two main types of motivational climates are likely found within a competitive context, namely a mastery motivational climate and a performance motivational climate. In a team sport setting, for example, a mastery motivational climate is likely to be perceived by athletes when the coach encourages learning from past mistakes, cooperation, and individual as well as group skill development. Conversely, a performance motivational climate is likely to be perceived when the coach emphasizes success by normative standards (i.e. winning), encourages interpersonal rivalries among teammates, and treats players differently based on their athletic ability. Thus, extant coaching values regarding what constitutes success and failure likely have considerable influence over player cognitions and behavior (Roberts, 2001; Treasure, 2001).

Ommundsen et al., (2003) investigated the relationship between the perceived motivational climate, sportsperson ship, and social–moral functioning and team norms in a sample of young male Norwegian soccer players. A cross-sectional study of 279 male soccer players (aged 12–14 years) taking part in the international youth soccer tournament, The Norway Cup, was conducted in which players responded to a questionnaire measuring different dimensions of social–moral functioning, including moral judgments, priority for more mature social–moral motives or reasons faced with moral dilemmas, amoral and sportsperson ship behaviours and team norm perceptions. Canonical correlation analysis coupled with multivariate analysis of variance showed that players who perceived the motivational climate as predominantly mastery oriented reported more mature levels of social–moral reasoning and better sportsperson hip behaviours. These players were also less apt to report amoral behaviour and perceive team norms as strongly disapproving of pro-aggressiveness. In contrast, players perceiving the motivational climate as predominantly performance-oriented were more apt to report amoral behaviours in soccer and were less likely to express sportsperson ship behaviour. The findings illustrate the importance of studying motivational conditions in order to provide an understanding of social–moral functioning, sportsperson ship and social–moral team norms in youth soccer.

Motivation being one of the key elements for success in sport, various researches is done investigating on the dynamics of motivation and performance in sports. Not many studies have

been done on investigating the motivational factors of Indian football players. The present study is therefore undertaken with the purpose of comparing the perceived motivational climate – mastery climate and performance climate among sub-junior, junior and senior football players of Kerala State.

METHODS:

Participants

Data for the study were collected from 300 male (sub-junior = 100, junior = 100 and senior = 100) football players chosen from various districts of Kerala state. They were categorized according to their age as sub-junior (age 12-15 years), junior (age 16-19) and senior (20 and above) and the age of the participants ranged from twelve to thirty.

Measures

Perceived Motivational Climate in Sport Questionnaire – 2 (PMCSQ-2 ; Newton, Duda, & Yin, 2000) was chosen for assessing motivational climate of players. To compare the differences in motivational climate among the different levels of football players, analysis of variance (ANOVA) was used.

RESULTS:

The results of the study pertaining to the comparison of motivational climate among sub-junior, junior and senior football players are shown in tables 1 and 2.

Table 1 shows the results of analysis of variance for motivational climate i.e., mastery climate and performance climate among sub-junior, junior and senior football players.

Table – 1

Analysis of Variance of Motivational Climate among Sub-Junior, Junior and Senior Football Players of Kerala

	Sub-junior Mean	Junior Mean	Senior Mean	Sources of Variance	Sum of Squares	df	Mean Square	F-ratio	Sig.

Mastery Climate	91.85	91.17	99.97	B	4794.56	2	2397.28	13.562*	.000
				W	52497.77	297	176.76		
Performance Climate	67.9	70.7	69.82	B	410.02	2	205.01	1.549	.214
				W	39302.76	297	132.33		

*Significant at .05 levels

The results from table 1 of comparison of mastery climate indicate that the calculated F-ratio of 13.562 was much higher than the F-ratio required for significance (3.02) at .05 levels. This shows that there exist significant difference in mastery climate among sub-junior, junior and senior football players. However the analysis for performance climate indicates that the calculated F-ratio of 1.549 was much lower than the F-ratio required for significance (3.02) at 0.05 levels. This shows that there does not exist any significant difference in performance climate among sub-junior, junior and senior football players. Since the F- ratio for mastery climate was significant, the LSD post-hoc test was applied and the results pertaining to it is shown in table 2.

Table 2

Mean Difference of Mastery climate among Sub-Junior, Junior and Senior Football Players

Sub-Variable	Sub-Junior	Junior	Senior	Mean Difference	Sig.
Mastery Climate	91.85	91.17		.68	.718
	91.85		99.97	-8.12*	.000
		91.17	99.97	-8.80*	.000

* Significant at 0.05 levels

The comparison of paired means among sub-junior, junior and senior football players on mastery climate indicates significant difference in mastery climate between sub-junior and senior

football players; and junior and senior football players (P< 0.05). However, there was no significant difference between sub-junior and junior football players in mastery climate P> 0.05).

The graphical representation of the paired mean differences in mastery climate among sub-junior, junior and senior football players are shown in figure 1.

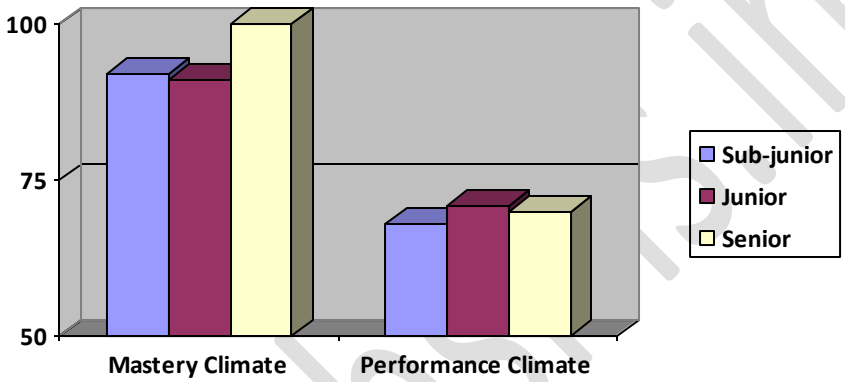

Fig.1: Mean differences in mastery climate among sub-junior, junior and senior football players

DISCUSSION:

The findings pertaining to the motivational climate among sub-junior, junior and senior football players of Kerala revealed that there was significant difference in mastery climate amng the three levels of football players. However, there was no significant difference among the different groups in performance climate. This study again reveals that in mastery climate there was significant difference between sub-junior and senior, and junior and senior football players and no significant difference between sub-junior and junior players. It shows that the senior players striving hard to become more quality players demonstrate improvement, help others learn through cooperation, and believe that each player's contribution is important as compared to sub-junior and junior players. It also reveals that the senior players have more task climate than the sub-junior and junior players. In performance climate there were no significant differences between sub-junior, junior and seniors. This study discloses that in performance climate all the

category of players was almost of the same level of ego climate that is why there was no significance difference found.

Ames (1992) identified two reward structures: competitive and individualistic. Competitive structure encourages individuals to compare their performance to that of others, fostering ego orientation. In contrast, individual structures focus on personal improvement and learning through effort and promote task orientation. Later, some researches have advocated the motivational climate and have replaced it with reward structures. In the person-environment interaction viewpoint, it claimed that in the academic and sport settings, mastery climate are positively related to task orientation and negatively related to ego orientation, whereas performance climate are positively related to ego orientation and negatively related to task orientation (Gill, 1999). As far as the above theory is concerned, in the present study senior category players are more mastery group and task oriented than sub-juniors and juniors and in performance climate and ego orientation all the categories are almost equal. Some studies supports that best results should occur under conditions of high task orientation in mastery climate and conditions of high ego orientation in a performance climate (Cox, 2002). As per the results of the present study it is seen that senior category players seem to be high in mastery climate and performance climate.

CONCLUSIONS:

The purpose of this study was to compare the motivational climate (mastery climate and performance climate) of sub-junior, junior and senior football players of Kerala. Specifically, it was hypothesized that there will not be significant difference between sub-junior, junior and senior football players in motivational climate. The results of the study leads to the following conclusions:

(i) In the sub variables of motivational climate, there was significant difference between sub-junior and senior; and junior and senior football players of Kerala in mastery climate

(ii) In performance climate there was no significant difference between sub-junior, junior and senior football players of Kerala.

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