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THE RELATIONS BETWEEN TYPES OF MOTIVATION IN SPORT AND PERCEIVED SPORT COMPETENCE

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Abstract. *On a sample of 118 female and 104 male primary school students aged 13±1.2 years, a study was carried out with the aim of determining the relation among different types of motivation in sport compared to the perceived sport competence. To determine the type of motivation in sport, a questionnaire Task and Ego Orientation Sport Questionnaire (TEOSQ) was used. With the aim of determining the structure and measure of the Perceived Sport Competence (PSC) a new instrument of measure was constructed according to the Physical Self-Description Questionnaire (PSDQ) by Marsh.*

According to the analysis of the results, an important difference between female and male students was not statistically determined neither according to the level of orientation of motivation in sport nor in the assessment of competence on the General PSC scale. A statically important difference in the results of the Specific PSC scale was found in which male pupils have considerably higher results than female pupils. An additional analysis showed how the cluster of medium task/low ego orientation considerably differed from the two clusters of those questioned (clusters of medium task/high ego and high task/high ego).

Finally, the construction of the two scales of perceived sport competence with high quality metrical characteristics, and the differentiation of male and female students by the Specific PSC according to the different type of motivation in sport, especially ego orientation, enabled both a scientific and practical application in the analysis of motivation in sport in the sample of school aged children..

Key words: *Task-Ego orientation, Perceived competence, Primary school students*

Introduction

There are four basic characteristics of the subjective experience of physical activity: physical activity always follows a certain subjective experience; subjective experience is personal and unique; physical activity can also be carried out without an understanding of the activity; the very physical activity itself loses importance if it does not give us satisfaction (Hoffman and Harris, 2000). It is precisely the lastly mentioned characteristic which is most important for repeating certain activities. It is therefore achieving this feeling of satisfaction or pleasure because we are carrying out the activity that further motivates us to repeat it.

Weinberg (2008) claims that motivation in sport can be defined in a simple way as the direction and intensity of individual effort in sport. Directing energy means an individual's effort in seeking access to sport and activities or even as individual enthusiasm in a certain situation. The intensity of the effort is related to the amount of «investment» of effort in a certain activity – situation. For example, a basketball player goes to basketball training (motivational approach), but does not invest much effort while training (motivational intensity).

Motivation is constantly reported as being the key element to sporting success (Gould, Dieffenbach and Moffett, 2002, according to Vallerand, 2007) and as the key element of the persistence of the person performing the exercise within the very area of exercise itself (Wilson and Rodgers, 2007, according to Vallerand, 2007).

Harter in 1978 (according to Cox, 2005) suggested a theory of motivation for achievement, the basis of which was the experience of personal competence of the sportsperson. According to Harter, all individuals are naturally motivated to achieve accomplishment in all areas of human activity and so too in sport. In order for a person to satisfy their need to achieve, s/he tries to master a particular skill. Understanding an individual's success during these attempts develops a positive or negative feeling. Successful attempts support the feeling of self-efficiency and personal competence which further strengthens *competence motivation.* By strengthening competence motivation the sportsperson is even more stimulated to master new skills.

According to the socio-cognitive approach to achievement motivation, two ways of formulating aims exist in sport: *focus on the task (task orientation)* and *direction on the result (ego orientation)* which are orthogonal compared to their relationship to each other (Barić and Horga, 2006). For the individual focused on the task, success is personal improvement in learning and mastering new skills. The individual focused on the result has an external framework of reference for assessing success and expects a «prize» for the invested work: result achievement, being better in comparison to others and is particularly competitive.

The feeling of success in sport and sporting activities contributes to the increased persistence of the person exercising (intensity of motivation) in mastering skills, and consequently to greater possibilities for success in mastering the same skills.

The attitude towards personal sporting possibilities, founded on subjective experiences of each individual, is called *perceived sport competence.* Usually it is considered characteristic of young sportspeople who have already successfully passed one or more selection procedures in their choice of sport, or, during the training process have been included in specialized sport training, and they have very high sport motivation. Therefore, it is to be expected that their perceived sport competence is high.

This paper deals with determining the relation between the type of motivation in sport and the perceived sport competence, but among the members of the general student population.

According to the research to date (Fox *et alia*, 1994, Barić and Horga, 2006, Cervello *et alia*, 2007, Moreno and others, Grgantov, Gabrić and Miletić, 2008) it is obvious that various authors have paid much more attention to the way the structure and the type of motivation are determined, while the perceived sport competence in general is evaluated by very brief scales with average metrical characteristics, or even by only one item. It is necessary to invest more effort into the quality illustration of the construct for perceived sport competence so that the mechanisms that lead to a higher level of competence and also other children's activities related to sport (for example quitting) can be more clearly illustrated and explained. Thereby one could also discover the «training operators» which teachers or coaches working with younger children could apply in their work with children in developing intrinsic types of motivation.

THE AIM

The main aim of this research was to determine the relation between the different types of sport motivation compared to perceived sport competence among primary school students.

On the basis of the primary aim of the research the following sub-aims were set:
- Validate the measuring instrument for measuring sport motivation for the student population;
- Determine the difference between female and male students according to the level of motivation in sport;
- Determine the types of motivation in the sport of the participants;
- Construct measuring instruments for measuring perceived sport competence;
- Determine the differences between female and male students according to the level of perceived sport competence;
- Determine the relation between various types of motivation in sport and perceived sport competence.

METHODS

The sample of participants consisted of 222 male and female students in grade 7 and 8 from three primary schools in the town of Split. Of these there were 118 female and 104 male students.

To determine the type of motivation in sport, the questionnaire *Orientation of Motivation in Sport Questionnaire (TEOSQ)* was used, items of which were found in the paper by Chi and Duda (1995). Items were independently translated and were adapted for application on the general student population. The questionnaire consists of 13 parts of the Likert kind with a measurement scale from 1 - 5 by which the extrinsic-intrinsic orientation is measured in sport. As the questionnaire is mostly used on young sportspersons, norms do not exist for the «general» student population. Therefore, it was necessary to validate the questionnaire on this sample.

With the aim of determining the structure and measurement of *perceived sport competence* (further referred to as PSC) a new multi segmented PSC scale was constructed. This is a scale with quality measurement characteristics by which one can effectively measure the sought after construct. As a base for creating the PSC scale, items were used from the scale *Physical Self-Description Questionnaire – PSDQ* by Marsh (1994) found in the paper by Fletcher and Hattie (2004) paper. They studied the possibility of applying the *polyatomic response theories (IRT)* with it. Given that the subscale of *sport competence* from the PSDQ questionnaire contained only 6 items, in accordance with the set sub-goal of the research (to determine the structure and quality measurement of PSC), the application and validation of the existing scale was relinquished and a new scale was constructed with a total of 19 items.

Statistical methods

According to the set aims of the research, the following statistical procedures were applied: to determine the metrical characteristics for validation of the TEOSQ questionnaire and to assess its reliability – the coefficient of reliability of the Cronbach alpha type was calculated; to assess homogeneity – the latent structure of manifest scale items was determined by a quasi-confirmatory factor analysis (Barić and Horga, 2006) (principal components analysis with Varimax rotation, and instead of Gutmann-Kaiser's criteria for eigen-values, the possibility of determining a certain number of factors in accordance with the findings from the literature was used; to assess sensitivity – measures of normality (Kolmogorov-Smirnov test D) and the form of the distribution of the results (Skew and Kurt) were calculated; to determine the difference among students and according to the level of motivation in sport, the *Mann-Whitney U* was applied - a non-parametric test for determining differences; to determine the types of motivation for the sport of those questioned *K* was used - *means of the cluster method (taxonomy) analysis* according to Hartigan and Wong's approach which was used with the aim of determining the number of groups (clusters) of maximally different respondents, where the variance analysis could determine the differences among groups in each indicator; to determine the difference between male and female students according to the level of perceived sport competence, the *T-test for independent samples* was calculated. To determine the differences among the different clusters of motivational types according to the perceived sport competence, the *One-way ANOVA –analysis of variance* was calculated.

RESULTS

By means of the quasi-confirmatory procedure of factor analysis the expected structure of the implemented TEOSQ questionnaire was confirmed in accordance with the results from the literature. For every scale the metrical characteristics and the descriptive information were calculated individually, but, without displaying the factor saturations because for the scale itself only one latent structure was obtained.

Table 1. Metric characteristics and descriptive statistics of TEOSQ

VAR	Alpha	Eig	% Eig	K-S	D Sig.	Mean	SD	Item mean	Min	Max	Skew	Kurt
EGO	.74	2.59	43.18	0.078	p >.05	20.99	4.85	3.50	8	30	-.17	-.54
TASK	.67	2.48	35.44	0.101	p < .05	29.42	4.06	4.20	10	35	-.82	1.42

* K-S test D=1.358/$\sqrt{N}$ = 0.091

The scales of the TEOSQ questionnaire are satisfactorily reliable and are homogenous. The EGO scale is sensitive, while the TASK scale is insensitive because the largest amount of information is very high. The average values on the intrinsic scale of motivation (TASK) are therefore higher than those on the extrinsic scale of motivation (EGO). The condensed results of the scale were obtained by a simple summation.

Table 2. Testing differences between boys and girls

VAR		N	Mean	SD	Mann-Whitney U	Z	p
EGO	F	118	20.48	5.01	5397.00	1.55	.121
	M	104	21.56	4.62			
TASK	F	118	29.14	3.99	5456.00	1.43	.153
	M	104	29.75	4.14			

Significant differences between female and male students did not exist according to the level of intrinsic and extrinsic motivation in sport even though the male respondents showed a somewhat higher level of motivation. Given that there are no significant differences, these two samples belong to the same population and will in further analyses be analyzed together.

Table 3. Cluster frequencies for sport motivation

TASK		EGO		
		Low	High	Cluster Mean
	Low	16	-	1.98
	Moderate	64	90	3.31
	High	-	52	4.53
	Cluster Mean	2.62	3.99	

Given that the details on the TASK variable are not normally distributed due to the great number of high results, in the taxonomy analysis three clusters were determined for this scale. In the situation of a division in just two clusters a very high number of respondents were obtained in one cluster, as opposed to the small number of respondents in the other cluster. Belonging to a certain cluster according to the type of motivation was used in further analyses as an individual variable.

In the application of the exploratory procedure of factor analysis, 19 manifest segments of PSC were projected in 3 latent structures. Each of the three latent structures explained about 20 % of the total variance, and it is interesting that a total of 14 of 19 segments were projected in the two latent structures. According to the segments with the

biggest saturation in a certain factor, the terms for the factors were determined: *General PSC/Sport game*, *Specific PSC* and *Satisfaction/Aesthetic.* As this structure of PSC was too complex to interpret and further analyze, the solution was simplified and from all the items two new PSC scales were created.

Table 4. Metric characteristics of constructed PSC scales

Item No.	Item	r^{it}	FS
General PSC Scale (O_PSC)	r^{tt} - .914 D*= 0.068 p>.20 %var = 56.08		
U51	I am good at most sports	.82	.76
U41	Others think I am good at sport	.82	.77
U44	I have good sport skills	.81	.75
U53	I am good at sport	.79	.72
U55	Most sports are easy for me	.79	.74
U85	I am very agile in doing more difficult exercises and moves	.74	.68
U68	I am satisfied with what I can do physically	.70	.63
U47	I am better at sport than most of my friends	.70	.64
U67	I can easily do the most difficult exercise or activity	.69	.64
U82	I feel good when I think of everything I can do physically	.61	.53
Specific PSC Scale(S_PSC)	r^{tt} - .871 D*= 0.0476 p>.20 %var = 46.98 %		
U58	I can run much further than others	.78	.69
U56	In sports games I am more agile than others	.73	.70
U43	I am faster than others	.73	.65
U50	My stamina is better than others'	.73	.65
U64	I can run far without stopping	.69	.62
U54	I am stronger than others	.67	.59
U59	In ball games I am very resourceful	.65	.54
U61	My body is very flexible (supple)	.56	.51
U76	When I do sport my moves are harmonious	.54	.53

* - Border value K-S of test D=1.358/√N = 0.091
Legend: r^{tt} - reliability coefficient Cronbach alpha; D - Kolmogorov–Smirnov test (D$_{krit}$=0.091);
% var – percentage of total scale variance explained by the factor; r^{it} - validity segment coefficient –
corrected item-total correlation; FS - saturation factor segment.

Both PSC scales have very good metric characteristics (they are highly reliable, homogenous and have a normal distribution – they are sensitive). General PSC is made up of items which generally assess the individuals' capability in relation to sport as well as to other things. Specific PSC compared to General PSC assess the individual's capability but in considerably narrower and specific areas of sport and physical activities (stamina, strength, sports game, flexibility, co-ordination). The condensation of the results on the scales was carried out by a method of simple summation and that measure was used in further analyses of the information.

The results for the General PSC (Item Means – 3.55) were considerably higher compared to the Specific PSC (Item Means – 3.26). A considerable difference was found between the female and male students according to the level of specific PSC.

Table 5. Descriptive parameters and gender differences testing at the level of PSK

Variables		Mean	SD	Item Mean	Item SD	t-test	p
O_PSK	Overall	35.51	9.05	3.55	0.91	1.83	.068
	Female	34.47	9.21	3.45	0.92		
	Male	36.69	8.77	3.67	0.88		
S_PSK	Overall	29.38	7.64	3.26	0.95	2.12	.036
	Female	28.37	7.77	3.15	0.86		
	Male	30.53	7.35	3.39	0.82		

Table 6. Establishing cluster differences in sport motivation according to the PSK – One-way ANOVA

Variables		F	df 1	df 2	p
O_PSK		1.310	3	218	.272
S_PSK		3.195	3	218	.024
Clusters TASK-EGO	N	Mean O_PSK	SD O_PSK	Mean S_PSK	SD S_PSK
Cluster Low-Low	16	33.94	7.45	26.75	6.26
Cluster Moderate-Low	64	34.34	8.18	27.47	6.78
Cluster Moderate-High	90	35.51	9.52	30.38	7.89
Cluster High-High	52	37.44	9.57	30.83	8.08
Overall	222	35.51	9.05	29.38	7.64

There was a considerable difference among the clusters according to level of *Specific PSC*, and there was no difference among the clusters according to the level of *General PSC*. The differences among certain clusters of both variables were additionally analyzed and displayed graphically.

Table 7. Establishing significance between clusters according to the specific PSK– Fisher LSD test*

Clusters TASK-EGO	L-L	M-L	M-H	H-H
L-L	-	0.73	0.08	0.06
M-L	0.73	-	0.02**	0.02**
M-H	0.08	0.02**	-	0.73
H-H	0.06	0.02**	0.73	-

*the values of p are shown – the significance of the differences between AS of certain clusters
** – statistically significant difference

Additional (Post-hoc) tests determined that the results of *Specific PSK* clusters *M-L* (medium task and low ego orientation) were considerably different from the cluster results *M-H* (medium task and high ego orientation) and *H-H* (high task and high ego orientation). The results for the clusters *L-L* (low task and low ego orientation) have the highest range and *M-H* (medium task high ego orientation) the lowest.

DISCUSSION

Validity of the segment and structure of the applied TEOSQ questionnaire was confirmed. Metrical characteristics of the questionnaire were satisfactory and acceptable (the TASK scale was not sensitive and was low in reliability). Reliability measures were somewhat lower than those gained on the sample of young sportspeople (Barić and Horga, 2006), which can be explained by the non-homogenous sample in this study. The orientation measures for motivation gained from this questionnaire can be used for research.

The results of intrinsic motivation are somewhat higher than extrinsic ones, which can be assessed as good because motivation orientation in students' sport is as desired. Such persons focused on the sporting task and they were successful in personal improvement in the learning and mastery of skills. They used a self-reference framework for personal sporting performances (Barić and Horga, 2006). The results found in the sample of sportspersons were also similar (Grgantov *et alia*, 2008; Barić and Horga, 2006). The average results for intrinsic orientation were very similar to those confirmed in this study, and the difference according to extrinsic orientation was noticeable. The results of the active young sportspersons according to extrinsic motivation were considerably lower than those of the students (the significance of the differences was not determined). Furthermore, these differences could be explained by the non-homogenous sample in this study which also included students who were not active, as well as those who had already given up doing sport, while the samples of active sportspersons could be considered very homogeneous.

No significant differences between the male and female students according to the level of intrinsic and extrinsic motivation in sport were found. One can conclude that both samples are a part of a unique population whose orientation in sport is developing to the same extent. That does not mean that the orientation development is the same among male and female students but in the end there are no significant differences.

Determining clusters (groups) of respondents according to the type of motivation in sport showed that instead of the expected division of the participants into a total of six clusters, in two of the clusters there were no noticeable frequencies. There was no student noted with the stated high task and low ego motivation nor was there a student with the stated low task and high ego motivation. Therefore, expressing a high level of at least one form of orientation in sport ensues in at least the medium level in the second form of orientation in sport. Probably, engaging in sport activities leads to consistent development of both one and the other orientation of motivation in sport. They do not develop completely independently and/or exclusively. It is noticeable that the number of those questioned in the cluster with the expressed low level and with a low level and intrinsic and extrinsic orientation was very small (N-16). That finding is consistent with the findings in other studies because, in the studies, motivation in the samples of students always detected a small number of students who are not sport motivated.

Also, this procedure of results analysis gives a higher quality determination of groups of students according to motivation type than the one used in the paper by *Fox et alia* (1994) because then the average value (arithmetic medium) of both variables of orientation in sport is used for placing respondents into one of four groups. By means of the procedure of using the arithmetic medium for clustering, the individual respondent was «forcibly» placed into a group although s/he did not necessarily belong there. If the re-

spondent really did not belong in that cluster, then, as a result of this, the obtained results of later analyses were more unsatisfactory, and the ensuing conclusions more incorrect. This was especially true in the case of one of the two variables not being sensitive (normal distribution does not exist), and the arithmetic means was a good representative of the results distribution as it was the case in this study (variable TASK).

By analyzing all 19 applied PSC items, a latent structure of three factors was determined. According to the segment content the terms of certain factors were determined: *General PSC/sports game, Specific PSC* and *satisfaction/aesthetics*. That shows that the PSC structure is complex, and not as simple as some researchers think and treat it by studying only one variable (*Cervello et alia*, 2007). They need to perform quality research on PSC, components and also on the methods of the genesis of perceived sport competence.

Two constructed PSC scales have high quality metrical characteristics (a high level of reliability, homogeneity and sensitivity). They are different because the *General PSC* scale is constructed of items with which sport competence is generally measured (for example: *I am good at most sports; I have good sporting skills.*), and a specific *PSC* scale is composed of items by which specific sport competence is expressed (for example: *I can run farther than others; in a sports game I am more agile than others; I am stronger than others; My body is very flexible.*).

On the *General PSC* scale, significant differences between female and male students are not determined even though the results of the male students are higher. When the general sport competence is assessed then male and female students can compare themselves to other members of the same sex within their close environment and the division of sport competence, being equally divided between two separate «sets» is possible.

The difference determined by the *Specific PSC scale* which can be explained by male students truly having greater sporting ability and achievement than female students and, in accordance with that, the assessment of competency is expectedly greater.

Assessment of general competence is significantly greater than the assessment of specific competence. This shows that a lesser amount of specific sport competence also «produces» a high general assessment of competence. It is possible that specific sport capabilities and achievements are not the only elements which contribute to the development of a high general PSC. Rather, it is possible that a high general PSC is partly also generated through a high general self-understanding.

According to the level of *General PSC*, among certain clusters of types of motivation there are no significant differences. By analyzing the differences among certain clusters, it was found that no cluster differentiated itself significantly according to the level of *General PSC* from another. The existence of significant differences among the clusters of types of motivation according to the level of *Specific PSC,* and additional analyses showed that the *medium task/low ego* of the orientation cluster was significantly different from the two clusters of the participants (*medium task/high ego* and *high task/high ego* clusters) both with a common line of high ego orientation in sport. Furthermore, very close to the level of risk of 5 % there is the difference of clusters *low task/low ego*, with these two clusters characterized by high ego orientation (p=.06 and p=.08). Therefore, male and female students with different types of sport motivation (primarily by ego orientation dimensions) have a different and significantly greater perception of specific sport competence. This shows that those who assess themselves as having more stamina, being stronger and more agile in sports games are also more oriented towards competi-

tion, and any kind of comparison by which they can demonstrate their own sporting value. Such people, in principle consider themselves successful if they are better than others. Of these two measurements of sport competence (general and specific), the better one for differentiating students with different types of motivation in sport was the *Specific PSC* measure. Therefore this one is recommended for further use especially in small groups of active sportspeople where it is more important for practical purposes to determine the orientation of motivation in sport.

The possible limitations of the generalization of this paper must be stated. It was determined that a total of 207 of the 222 participants played an organized sport or play sport, and 55 of them have given up playing an organized sport. Therefore, in future research these two variables must also be included (playing an organized sport, and quitting playing sport), as well as the kinesiological engagement of those questioned, and determining their relation to the type of motivation in sport.

Conclusion

The measuring instrument for motivation orientation TEOSQ was validated in our sample and had satisfactory measurement characteristics (except for sensitivity for the TASK scale). A statistically important difference between female and male students according to the level of motivation orientation in sport was not determined. By means of a cluster analysis, four groups (clusters) of the participants were established according to the type of motivation in sport, groups which significantly differed according to the level of intrinsic and extrinsic motivation in sport.

Two measuring instruments for measuring *Perceived Sport Competence* were constructed with high quality measurement characteristics: the *General PSC scale* and *Specific PSC scale*. Between the male and female students there were no differences in assessing competence on the *General PSC* scale. A statistically important difference in the results of the specific *PSC* scale was found in which the male students had significantly higher results than the female students.

According to the level of the *General PSC* there was no significant difference between certain clusters of the types of motivation. The existence of significant differences between clusters of types of motivation according to the level of the *Specific PSC* was determined. Additional analyses showed that the cluster of *medium task/low ego* orientation was significantly different from the two clusters of participants (the *medium task/high ego* and *high task/high ego* cluster).

The applicative value of this paper is that it determined that the typification of the student population according to their motivation for sport is not simple and that a higher level of an orientation dimension in sport is followed by at least a medium level of the second dimension. Therefore, developing at least one dimension of orientation in sport among students will develop the other orientation dimension as well. Furthermore, two scales of perceived sport competence have been constructed which are applicable for both research and practical purposes. A specific PSC significantly differentiates students with a different type of motivation for sport and in particular those that differ according to the level of ego orientation in sport.

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RELACIJE IZMEĐU TIPA MOTIVACIJE ZA SPORT I PERCIPIRANE SPORTSKE KOMPETENCIJE

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Na uzorku od 118 učenica i 104 učenika u dobi od 13±1,2 godina provedeno je istraživanje s ciljem utvrđivanja relacija između različitih tipova motivacije za sport u odnosu na percipiranu sportsku kompetenciju. Za utvrđivanje tipa motivacije za sport korišten je upitnik Task and Ego Orientation Sport Questionaire (TEOSQ). U cilju utvrđivanja strukture i mjerenja Percieved Sport Competence (PSK) konstruiran je nov mjerni instrument po uzoru na Physical Self-Description Questionnaire (PSDQ) prema Marsh-u.

Prema analiziranim rezultatima nije utvrđena statistički značajna razlika između učenica i učenika po stupnju orijentacije motivacije za sport niti u procjeni kompetentnosti na ljestvici opće PSK. Nađena je statistički značajna razlika na rezultatima ljestvice specifične PSK na kojoj učenici imaju značajno više rezultate od učenica. Dodatna analiza je pokazala kako se klaster srednji task/niski ego orijentacije značajno razlikuje od dva klastera ispitanika (klastera srednji task/visoki ego i visoki task/visoki ego).

U konačnici, konstrukcija dviju ljestvica percipirane sportske kompetencije vrlo kvalitetnih metrijskih karakteristika te razlikovanje učenika i učenica po specifičnoj PSK prema različitom tipu motivacije za sport, posebice ego orijentacije omogućuju kako znanstvenu tako i praktičnu primjenu u analizama motivacije za sport na uzorku školske djece.

Ključne reči: *Task-Ego orentacija, percipirana kompetencija, učenici osnovne škole*