

PSYCHOMETRIC PROPERTIES OF THE CROATIAN VERSION OF TASK AND EGO ORIENTATION IN SPORT QUESTIONNAIRE (CTEOSQ)

Renata Barić and Smiljka Horga

University of Zagreb, Faculty of Kinesiology, Zagreb, Croatia

Original scientific paper

UDC 159.938.3:159.796(049.5)

Abstract:

The purpose of this study was to examine the selected psychometric properties of the Croatian version of Task and Ego Orientation in Sport Questionnaire in order to extend the construct validation of this sport motivation instrument. The present study utilized a quasi-confirmatory factor analytic approach to evaluate the theoretical two-factor structure of the original TEOSQ scores and to examine the assumption of structure invariance across two different sports. 388 young male Croatian athletes from 17 football and 17 handball teams participated in this study. The results show that the Croatian version of TEOSQ confirmed the original two-factor solution (task, ego). Cronbach's alpha coefficients for both dimensions indicated adequate reliability. The results are discussed with regard to accurate assessment of motivational constructs and a need for a valid and reliable instrument that can be used within the national sport-specific environment.

Key words: goal orientation, TEOSQ, factor analysis (PCA), football, handball

Introduction

Contemporary cognitive research on motivation directs researchers to understand the involvement and persistence in sport activity, the intensity of sport participation, and sport performance as goal-oriented. The achievement goal theory is the best framework for investigating this field due to its basic assumption that the individual is an intentional, goal-directed person who operates in a rational manner. His/her decision-making-processes, feelings, thoughts and behavior are strongly guided by his/her intention to accomplish certain goals in achievement context, i.e. in sport. The main goal of action in the achievement goal theory is assumed to be the demonstration of competence (Nicholls, 1992; Roberts, Treasure, & Balague, 1998). According to this, the perception of ability becomes the central variable. An athlete adopts the goal that most closely reflects his/her cognitive belief about what is required to maximize achievement in a particular sport context. In other words, athletes make an 'implicit theory' of what achievement means to them in a particular sport situation or task, and focus on the achievement goals to meet their needs and satisfy their implicit theory.

The social-cognitive approach to achievement motivation presumes two basic perspectives of modeling achievement goals. At the same time, these perspectives are the criteria by which an

individual assesses success in achievement context (Duda, 1992; Nicholls, 1992; Roberts, 1993). These achievement goals are mutually contrasted as the task- versus the ego-orientation. Whether a person is in the state of task or ego-involvement in the achievement context of a sport activity depends on his/her dispositional orientation (Duda, 1993; Roberts, 2001). Task- and ego-goal orientations are considered as orthogonal dimensions (Duda, 2001) and a person can be high or low in either or both. A highly task-oriented athlete regards his/her success in the sport environment as a personal improvement in his/her skills and mastery through the effort invested. The athlete is oriented towards learning and perfecting a task. He/she evaluates his/her performance according to the self-referenced criterion, according to the previous state of skill and accomplished improvement. An ego-oriented athlete tends to assess the level of his/her competence with reference to the performance of others – he/she is successful only when his/her performance is better than theirs. Only then the athlete can experience success (normative-based criteria). These athletes are oriented towards exceeding others and demonstrating a better ability. If an athlete is task-oriented, then the concept of ability is undifferentiated. The perception of ability or competing against others is not as relevant as is the demonstration of mastery (Nicholls, 1992). This can explain why ath-

letes persist in an activity also in the case of failure – their achievement behavior is adaptive when they exert effort and select challenging tasks. In other words, they are intrinsically motivated for participation when trying to accomplish improvement by hard work and practising. On the other hand, if the goal-orientation of an athlete is ego-involved, the conception of ability is differentiated. The ability of a person to differentiate the constructs of ability from effort, task difficulty and luck occurs by the age of 12 (Harwood & Swain, 2002). It means that perceived ability is the most relevant; an athlete tries to demonstrate normative ability, how he/she fares in comparison to others, trying to outplay them or displaying equal performance with less effort. If, in this case, the perception of ability is low, then the individual will realize that his/her ability cannot be demonstrated and will manifest maladaptive achievement behaviors (Roberts, et al., 1998). These include avoiding realistic challenges, not exerting any effort, reducing persistence in the face of difficulty or dropping out from the activity. Also, an athlete might not exert any effort, making in this way a good excuse for failure, or he/she might use some self-defensive mechanisms (for example, rationalization or projection). On the other hand, these behaviors may be viewed as adaptive from the athlete's perspective because the lack of ability is disguised by these behaviors. However, they are considered as maladaptive from the perspective of long-term achievement towards an athlete's strive in sport context. As task- and ego-goal orientations are inner, dispositional tendencies regarding different ways of processing activity (Duda, 2001), it can be presumed that anyone wants his/her ability to be recognized by others. Also, everyone wants to learn new things, but the difference is in how one evaluates his/her own goals and to which extent he/she wants to sacrifice one goal for the other. Despite the theoretical presumption about the stability of the goal orientations, they can be considered as 'cognitive schemas' that can be remodeled to a certain degree as person processes information about a particular task (Roberts, 2001) or in a particular situation. It can be said that a person is generally either task- or ego-oriented, but it is transformable, depending on what meaning the achievement in a particular task might have for a person.

Some new evidence reveals that there are three forms of goal orientation in sport (Harwood, Hard, & Swain, 2000; Harwood & Swain, 2002). These are pure task involvement in which, as explained before, achievement is conceived merely as effort, hard work and learning, without a direct or observable competence outcome. The second is self-referenced ego-involvement in which athletes are focused on demonstration of ability associated with the level of sport skills, irrespective of the skills of others. The third is norm-referenced ego-involvement,

i.e. a motivational state that corresponds to the previously described ego-goal orientation, that is, an achievement is accomplished through the demonstration of ability that is better than others. In general, task- and ego-goal orientations exist and are relevant to the achievement behavior of individuals in sport. It is of high importance to be aware of individual differences in this segment of motivation.

Measures of goal orientations in sport

In an attempt to study goal orientations in sport and to measure them reliably and validly, sport psychology researchers developed questionnaires that are assumed to measure the dichotomous goal orientations mostly based on the achievement goal theory. Two major measures of dispositional goal orientations in sport psychology literature are the Task and Ego Orientation in Sport Questionnaire (TEOSQ) (Duda, Chi, Newton, Walling, & Cately, 1995) and the Perception of Success Questionnaire (POSQ) (Roberts, Treasure, & Balague, 1998). Both instruments assess achievement goal orientation that affects an athlete's motivation in sport, more precisely, "these measures are developed to assess how individuals typically define success in sport" (Duda, 1993, p. 132). POSQ consists of two subscales: competitive and mastery goals, that have demonstrated acceptable validity and reliability and has been widely used in sport context. TEOSQ is the most commonly used measure of goal orientation; it consists of two subscales, namely task and ego. Up to date it has been translated into many languages and over more than 100 published studies have employed TEOSQ in different samples involving various sports, competitive levels, and nationalities.

On the other hand, some authors have measured goal orientation in a sport-specific situation, believing that a particular sport context can have an impact on the actual goal orientation, regardless of its basic dispositional definition.

In the process of adopting the original task- and ego-constructs and their commonly used measure within a particular sport environment one has to take into account the particular influences that could have an impact on the measurement issues such as language or cultural diversity. Despite the fact that factorial stability and structure invariance were widely confirmed, some authors (i.e. Li, Harmer, Chi, & Vongjaturapat, 1996) cited some cultural differences that appear in the interpretation of the factor item content. Also, despite that task- and ego-constructs are theorized to be orthogonal, some investigations showed that they are lightly positively correlated (Kim & Gill, 1997). Therefore, with some reason, every new application of the questionnaire is a contribution to its validation. The existence of a valid and reliable scale for the

measurement of goal orientation provides a better understanding of (Croatian) athletes' achievement motivation, and may serve as an initial base for identifying the potential shortcomings or limitations in establishing sport goals. Also, this information could be a very useful segment in the process of psychological preparation in sport, i.e. in establishing the necessary changes and directions towards which an athlete should strive in the process of his/her desired sport career development.

To date few investigations of athletes' goal orientation have been performed on the population of Croatian athletes. The purpose of this study was to examine the factor structure of the Croatian version of Task and Ego Orientation in Sport Questionnaire using the confirmatory factor analytic procedure, in order to extend the construct validation of this sport motivation instrument.

Methods

Participants

A total of 388 young male Croatian athletes ($M = 15.6$ years, $SD = 1.23$ years) volunteered to participate in this study. The sample was comprised of 17 male football and 17 handball junior teams from all over Croatia, i.e. of 206 football players and 182 handball players. All players competed at a national level.

All the participants had been members of their sport teams for at least six months and trained in their clubs three, four or five times per week.

Assessment and procedure

All the players were asked to complete the Croatian version of the Task and Ego Orientation in Sport Questionnaire (TEOSQ; Duda et al., 1995).

The original Task and Ego Orientation in Sport Questionnaire (Duda et al., 1995) comprises of two goal orientation dimensions, which reflect the task- and ego-goal constructs suggested by the achievement goal theory (Nicholls, 1992). Many studies have consistently supported its construct validity and reliability (Duda, 2001). In some recent investigations which used the original or translated version of TEOSQ, reliability coefficients from 0.74 to 0.81 and from 0.86 to 0.89 were reported for the Task and Ego orientation subscales, respectively (Kim, Williams, & Gill, 200; Newton & Duda, 1999; Xiang & Lee, 2002). Both subscales have demonstrated predictive utility with respect to a variety of factors representing motivational processes operating within sport context.

The instrument was translated into Croatian following three-steps methodology (Vallerand, 1989): the back translation technique; examination of the translated version by experts in the field and application in a pilot study. The questionnaire was

translated by one of the authors (R.B.) and by one English and Croatian language expert with long practice in the field of kinesiology. Then the other bilingual speaker translated it back into English. Both versions were examined by two researchers from the field of sport psychology, familiar with the publications and theories about motivation in sport. The final form of the Croatian version of TEOSQ was tested in a pilot study with 246 Croatian children involved in track-and-field training either in school or in a sports club environment (Barić, Cecić Erpič, & Babić, 2002). The same version was used in the present study. As mentioned before, TEOSQ is comprised of two composite scales; the task-subscale, that is, composed of 7 items ("I learn a new skill and it makes me want to practice more") and the ego-subscale, that is, composed of 6 items ("I can do better than my friends"). The stem 'I feel most successful in football/handball when ...' preceded each item. The participants responded using the 5-point Likert scale (1 - strongly disagree, 5 - strongly agree).

All the participants filled in the questionnaires voluntarily and before the polling the informed consent of the club's management and coaches was obtained. Coaches also informed parents before the polling. The data were collected prior to or after a training session, in a group setting. The participants were asked to respond to CTEOSQ with regard to their participation in their team in the current competitive season.

Each athlete had the right to terminate participation in the study at any time and anonymity and confidentiality of the athletes' responses were guaranteed.

Data analyses

The data were analyzed using the Statistical Package for the Social Sciences (ver. 11.0). The present study utilized a quasi-confirmatory principal components factor analytic approach to evaluate the theoretical two-factor structure of the original TEOSQ scores and to examine the assumption of structure invariance across two different sports. In other words, the factor structure of the Croatian version of TEOSQ was investigated. The Kaiser-Guttman criterion was used to determine the number of factors.

Results

To examine the psychometric properties of the adequacy of the correlation matrix necessary for factor analysis, Bartlett and Kaiser-Meyer-Olkin (KMO) tests were performed (Table 1). The results obtained show the significant value of the Bartlett test for each sample separately and altogether. The values of KMO test are high. According to these results it can be concluded that more than 80% of

the correlations are determined with common factors and that the matrices are suitable for factorisation.

Table 1. Bartlett and Kaiser – Meyer – Olkin (KMO), TEOSQ-Croatian version; football ($n = 206$), handball ($n = 192$)

	Football	Handball	Total
χ^2	943.544	847.964	1724.118
df	78	78	78
Sig.	0.000	0.000	0.000
KMO	.839	.811	.851

Information about the latent structure of the athletes' goal orientation assessed by the Croatian version of TEOSQ is fundamental for the evaluation of its construct validity. To be able to quantify the variations in the goal structure system of Croatian athletes with this instrument, it is necessary to obtain a satisfactory congruence of its factor structure with the factor structure of the original TEOSQ, already widely known and confirmed on different samples, interpretable and invariant to a high degree. To test these, the quasi-confirm-

Table 2. Factor structure of the Croatian version of TEOSQ (principal components, varimax)

	QUASI-CONFIRMATORY FA				
	football		handball		
	1	2	1	2	
T1	.82		T7	.79	
T5	.81		T4	.78	
T3	.77		T1	.78	
T5	.76		T3	.72	
T7	.74		T2	.71	
T6	.64		T5	.68	
T2	.62		T6	.58	
E3		.77	E3	.78	
E1		.74	E4	.76	
E5		.73	E5	.71	
E2		.69	E6	.70	
E6		.66	E2	.69	
E4		.64	E10	.66	
Eg	3.92	2.97	Eg	3.83	3.04
V	30.2	22.9	29.4	23.4	
Total	60.84%		60.54%		

Legend: Eg. - eigenvalue, V - % of variance explained, Total - % of total variance explained, T1-T7, E1-E6 – questionnaire items

Table 3. Descriptive parameters, Cronbach's alpha coefficients and inter-factor correlations, TEOSQ - Croatian version; football ($n = 206$), handball ($n = 192$)

Factor	Mean (SD)			Cronbach's alpha			Factor correlation TASK		
	football	handball	total	football	handball	total	football	handball	total
TASK	4.20 (0.70)	4.13 (0.69)	4.17 (0.70)	0.80	0.81	0.85			
EGO	2.99 (0.91)	2.64 (0.91)	2.82 (0.92)	0.86	0.84	0.81	.05	-.08	.00

atory principal components factor analyses were performed for each sport separately by fixing the number of factors to 2 in advance. The authors decided to test the factor structure in each sport separately, trying to confirm the stability of an expected two-factor solution.

Two factors with eigenvalues higher than 1.0 emerged in both sports with exactly the same factor structures as in the original version of the questionnaire (Duda, Chi, Newton, Walling, & Catley, 1995). In other words, each factor was comprised of the same 6 (ego) and 7 (task) items as was expected according to the original version of TEOSQ. Those two factors explained 60.84% (handball) and 60.54% (football) of variance.

The result of the factor analyses of the 13-item CTEOSQ version showed a simple structure, meaning that every single item was correlated with only one factor, with the minimum loading of 0.51 (Table 2).

The descriptive parameters, internal consistency and inter-factor correlation for the Croatian version of TEOSQ were calculated and presented in Table 3.

Cronbach's α coefficients show that two scales of the Croatian version of TEOSQ are highly reliable. If we compare the reliability coefficients from the original version (task .83 vs. ego .78) (Duda, et al., 1995) to the α coefficients obtained in this investigation (0.80 to 0.86) it may be said that the Croatian version of TEOSQ is of about the same reliability. In general, the results obtained in the present study confirmed the validity and reliability of CTEOSQ.

According to the descriptive parameters it is obvious that both handball and football players are, in general, more task- than ego-oriented. They do not differ much in their estimations of what the main prerequisite to experience personal success in their sport ($t = .966, p < .335$) is. On the other hand, athletes from different sports differ significantly at the ego-goal orientation level ($t = 3.263, p < .001$). Ego-goal orientation in football players is significantly higher than in handball players.

The inter-factor correlations confirm that task- and ego-dimensions are orthogonal, that is, congruent with the presumptions of achievement goal theory from which the goal orientation construct has been derived (Nicholls, 1992).

Discussion and conclusions

The purpose of this study was to examine the psychometric characteristics of the Croatian version of TEOSQ. The authors' motivation for the translation and adoption of this instrument stemmed from the need for such an inventory since no similar instrument in the Croatian language assesses this motivation concept in sport.

Some psychometric properties of the translated instrument for measuring goal orientation were examined. The cross-cultural robustness of the factor structure of the translated version of TEOSQ was tested. The results of the quasi-confirmatory factor analysis confirmed the two-factor model of TEOSQ. It is supported also by the reliability of the two dimensions (scales) of goal orientations. Also, task- and ego-subscales proved to be internally consistent. The obtained values of Cronbach's α coefficients are similar to those obtained with the original questionnaire, despite the fact that the translated versions of CTEOSQ sometimes may lose something of its reliability, as reported in several studies (for example, Kim, Williams, & Gill, 2003). The coefficients of correlation between these two factors were not significant, which is congruent with the assumptions of the goal achievement theory (Nicholls, 1992; Duda, 2001) and the empirical results obtained in numerous investigations up to date. Task- and ego-goal orientations are considered to be orthogonal dimensions, one may be high or low on each dimension, or high on the first, low on the second or vice versa, i.e. it is possible to obtain four different profiles of goal orientation in athletes using the Croatian version of TEOSQ.

For sport practice, the promising aspect of this investigation is the fact that Croatian young male athletes from team sports are predominantly task-oriented, which is considered as a more desirable pattern of determining sport goals. Namely, one of the most prominent problems related to athletes of this age is dropping out from sport (Roberts, 1993). It begins when the athletes enter puberty and this increased risk continues up until the age of 16. Athletes are usually confronted with a major overlap between their academic and athletic development requests (Wylleman, 2005); they may also develop other non-sport interests. When these two reasons combine with the factors related to team's environment, the dropping out rates grow. If an athlete's primary goals are the mastery of sport skills, learning and improving through the effort invested (task-goal orientation), it is more likely, according to the achievement goal theory, that his/her intrinsic motivation is higher (Duda, 2001; Treasure, 2001). On the other hand, if an athlete's primary goals are winning, exceeding others, results and medals (ego- goal orientation), there is much more risk of developing an extrinsic motivation pattern. It may have some negative consequences, as for example,

maladaptive responses or diminishing motivation, especially when results and winning fail and it is especially the case for athletes with a lower perceived competence. These effects may be summarized and result in a high drop-out risk or even abandoning sports altogether. Also, diminished motivation may be a result of too much pressure to win, the low level of a team's cooperation or a bad coach-athlete relationship. The initial idea for participating in any sport activity is to have fun or to play. This may be viewed through individual goal perspectives. It may be easier to have fun in an environment that supports cooperation, mastering and learning because these goals and their limits can be internally controlled from a particular team, i.e. from, in this case, the task oriented athletes. On the other hand, if someone's fun and satisfaction depend also on others, such as team-mates who need to be outplayed, opponents or referees, there is much more risk of failure and negative emotions, and fun may not be realized. Coaches who work with children and youngsters should be aware of the advantages of task-goal orientation. They should support and direct athletes towards these kinds of goals creating a mastery motivational climate in their teams, i.e. formulating their demands and expectations about success more towards learning and improvement because it can be considered as the right, although a bit slower, way to achieve results and victories without pressure. Of course, sport is a competitive activity in its nature and ego-goal orientation is not undesirable as long as it is not highly emphasized and accompanied with low task-goal orientation.

According to the goal achievement theory, individuals differ in their proneness to task- or ego-involvement. As variations in goal perspective are manifested also at the dispositional level, it is important to develop an accurate measure of such a motivation construct. The Task and Ego Orientation in Sport Questionnaire (TEOSQ) is a widely used measure of goal orientation, its validity and reliability have been supported in many studies. The present article provides data on the adaptation of the goal orientation instrument in a particular sport setting. The results show that TEOSQ translated into the Croatian language and used within the national sport-specific environment is also a valid and reliable instrument. It is suitable for use within a sport context with young, as well as with experienced athletes. The Croatian version of TEOSQ confirmed the original two-factor solution. Undoubtedly, further validation of the instrument is welcomed, especially in the examination of a (co)relation of this TEOSQ version with other instruments derived from the pool of inventories for assessing motivation in a sport context. The problem is that no other instrument is translated and validated for use with Croatian athletes, and it is the task that should be done in the future. It can be con-

cluded that this study is a contribution to the validation of TEOSQ that has proved again as a valid and reliable instrument which enables an accurate assessment and, consequently, a better understanding

of goal orientation in sport. Croatian football and handball players are more task- than ego-oriented, which is considered as a more desirable orientation for formulating achievement goals in sport.

References

- Barić, R., Cecić-Erpič, S., & Babić, V. (2002). Intrinsic motivation and goal orientation in track-and-field children. *Kinesiology*, 34(1), 50-60.
- Duda, J.L. (1992). Motivation in sport settings: a goal perspective approach. In: G.C. Roberts (Ed.), *Motivation in Sport and Exercise* (pp. 57-93). Champaign, IL: Human Kinetics Publishers.
- Duda, J.L. (1993). Goals: a social-cognitive approach to the study of achievement motivation. In R.N. Singer, M. Muhphey & L.K. Tennant (Eds.), *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 G. C. Roberts (Ed.), *Advances in Motivation in Sport and Exercise* (pp. 129-183). Champaign, IL: Human Kinetics Publishers.
- Duda, J.L., Chi, L., Newton, M., Walling, M.D., & Catley, D. (1995). Task and ego orientation and intrinsic motivation in sport. *International Journal of Sport Psychology*, 26, 40-63.
- Harwood, C., Hardy, L., & Swain, A. (2000). Achievement goals in sport: A critique of conceptual and measurement issues. *Journal of Sport and Exercise Psychology*, 22, 235-255.
- Harwood, C., & Swain, A. (2002). The development and activation of achievement goals within tennis: a player, parent and coach intervention. *The Sport Psychologist*, 16, 111-137.
- Kim, B.J., & Gill, D.L. (1997). A cross-cultural extension of goal perspective theory to Korean youth sport. *Journal of Sport and Exercise Psychology*, 19, 142-155.
- Kim, B.J., Williams, L., & Gill, D. (2003). A cross-cultural study of achievement orientation and intrinsic motivation in young USA and Korean athletes. *International Journal of Sport Psychology*, 34, 168-184.
- Li, F., Harmer, P., Chi, L., & Vongjaturapat, S. (1996). Cross-cultural validation of the task and ego orientation in sport questionnaire. *Journal of Sport and Exercise Psychology*, 18(4), 392-407.
- Newton, M., & Duda, J.L. (1999). The interaction of motivational climate, dispositional goal orientations and perceived ability in prediction indices of motivation. *International Journal of Sport Psychology*, 30, 63-82.
- Nicholls, J.G. (1992). The general and the specific in the development and expression of achievement motivation. In: G.C. Roberts (Ed.), *Motivation in Sport and Exercise* (pp. 31-57). Champaign, IL: Human Kinetics Publishers.
- Roberts, G.C. (1993). Motivation in sport: understanding and enhancing the motivation and achievement of children. In R.N. Singer, M. Muhphey & L.K. Tennant (Eds.), *Handbook of Research in Sport Psychology* (pp. 517-586). New York: Macmillian Publ. Company.
- Roberts, G.C. (2001). Understanding the dynamics of motivation in physical activity: the influence of achievement goals on motivational processes. In: G.C. Roberts (Ed.), *Advances in Motivation in Sport and Exercise* (pp. 1-51). Champaign, IL: Human Kinetics Publishers.
- Roberts, G.C., Treasure, D.C., & Balague, G. (1998). Achievement goals in sport: the development and validation of the perception of success questionnaire. *Journal of Sport Sciences*, 16, 337-347.
- Treasure, D. (2001). Enhancing young people's motivation in youth sport: an achievement goal approach. In G.C. Roberts (Ed.), *Advances in Motivation in Sport and Exercise* (pp. 79-101). Champaign, IL: Human Kinetics Publishers.
- Vallerand, R.J. (1989). Vers une méthodologie de validation trans-culturelle de questionnaires psychologiques: Implications pour la recherche en langue française. *Psychologie Canadienne*, 30, 662-680.
- Wylleman, P. (2005). The career development of elite athletes: a sport psychological perspective. In D. Milanović & F. Prot (Eds.), *Proceedings Book of the 4th International Scientific Conference on Kinesiology "Science and Profession – Challenge for the Future"* (pp.622-626). Zagreb: Faculty of Kinesiology University of Zagreb.
- Xiang, P., & Lee, A. (2002). Achievement goals, perceived motivational climate and student's self-reported mastery behaviours. *Research Quarterly for Exercise and Sport*, 73(1), 58-65.

Submitted: July 4, 2006

Accepted: November 30, 2006

Correspondence to:

Assist. Renata Barić, MSc

University of Zagreb, Faculty of Kinesiology

Kinesiological Psychology

Horvaćanski zavoj 15, 10000 Zagreb, Croatia

Phone: 00 385 1 3658 741

E-mail: rjurinic@kif.hr

PSIHOMETRIJSKE KARAKTERISTIKE HRVATSKE VERZIJE UPITNIKA USMJERENOSTI NA ZADATAK (TASK) I NA ISHOD (EGO) U SPORTU (CTEOSQ)

Sažetak

Uvod

Suvremena istraživanja motivacije u okviru socijalno-kognitivnih teorija tumače uključenost i ustrajnost u sportskoj aktivnosti, količinu i intenzitet bavljenja sportom i sportsku uspješnost kao ciljno usmjerene. Najčešće korišten teorijski okvir za istraživanje ovog područja jest teorija postignuća koja pretpostavlja da je pojedinac intencionalno, cilju usmjereno biće koje djeluje na racionalnoj osnovi, motivirano da demonstrira vlastitu kompetentnost (Nicholls, 1992; Roberts, Treasure i Balague, 1998). Središnja varijabla je percepcija sposobnosti i sportaš usvaja one ciljeve koji najviše odgovaraju njegovoj kognitivnoj predodžbi uspjeha. Sportaši postavljaju 'implicitnu teoriju' o tome što je za njih postignuće u određenoj sportskoj situaciji i odabiru one ciljeve koji zadovoljavaju njihove potrebe i odgovaraju njihovim implicitnim teorijama uspjeha. Prema socijalno-kognitivnom pristupu motivaciji postignuća, postoje dva načina modeliranja ciljeva u sportu. To su *usmjerenost na zadatak* i *usmjerenost na ishod*; predstavljaju ortogonalne dimenzije i osoba može biti visoko ili nisko orijentirana na pojedinoj ili podjednako na obje dimenzije. Sportaš dominantno usmjeren na zadatak (*task oriented*) procjenjuje svoj uspjeh u sportu kao osobni napredak u učenju, razvoju i usavršavanju sportskih vještina kroz ulaganje napora. Takav sportaš ili sportašica koristi samoreferentni kriterij vrednovanja vlastite izvedbe i uspješnosti, koji se temelji na usporedbi s prethodnim postignućem, razinom sposobnosti ili vještine. Sportaš dominantno usmjeren na ishod (*ego oriented*), orijentiran je na rezultat; vlastitu kompetentnost procjenjuje prema normativnom kriteriju evaluacije, tj. u odnosu na druge. Smatra se uspješnim jedino ako je bolji od svih ostalih; dominantno je kompetitivno usmjeren i želi demonstrirati vlastitu superiornost u sportu u odnosu na protivnika, ali i suigrače. Takvi sportaši nastoje biti bolji ili jednaki ostalima uz minimalan napor, smatrajući uglavnom da je uspjeh posljedica superiornih sposobnosti. Ako im ne uspije nadmašiti druge, javljaju se neprilagođeni obrasci ponašanja (Roberts i sur., 1998), npr. izbjegavanje izazova, prestanak ulaganja napora (čime često unaprijed sami pred sobom opravdavaju neuspjeh), odustajanje od zadatka ili odlazak iz sporta. Sportaši orijentirani na zadatak intrinzično su motivirani, ne odustaju od aktivnosti ni u slučaju ponovljenih neuspjeha, već to smatraju smjernicama za vlastito usavršavanje.

Neka novija istraživanja (Hardy i Swain, 2000; Harwood i Svain, 2000) ukazuju na to da uz ova dva postoji i treći obrazac formiranja ciljeva u sportu. Radi se o samoreferentnoj usmjerenosti na ishod i

rezultat, tipičnoj za sportaše koji su orijentirani prema demonstraciji vlastitih sportskih vještina i sposobnosti, neovisno o drugima.

Cilj je ovog rada provjeriti neke metrijske karakteristike hrvatske verzije upitnika, točnije provjeriti njegovu faktorsku strukturu i pouzdanost.

Metode

Sudionici. Uzorak su činila 182 hrvatska nogometaša i 206 rukometaša juniorskog uzrasta ($M=15,6$ god., $SD=1,23$ god.), iz 17 nogometnih i 17 rukometnih klubova. Svi su sportaši bili članovi svojih ekipa najmanje šest mjeseci, trenirali su 3-5 puta tjedno i natjecali su se na državnoj razini.

Instrumenti. Za procjenu ciljne orijentacije uporabljena je hrvatska verzija Upitnika orijentacija na zadatak i ishod u sportu (TEOSQ – *Task and Ego Orientation in Sport Questionnaire*; Duda, Chi, Newton, Walling i Catel, 1995). Upitnik sadrži dvije podskale: usmjerenost na zadatak i učenje (7 čestica, npr. "Osjećam se najuspješnijim u sportu kada učim nove vještine i to me tjera da još više vježbam") i usmjerenost na ishod i rezultat (6 čestica, npr. "Osjećam se najuspješnijim u sportu kada sam ja najbolji"), a sudionici odgovaraju na 5-stupanjskoj skali Likertova tipa. Konstruktna valjanost i pouzdanost originalne verzije potvrđene su u brojnim inozemnim istraživanjima.

Upitnik je preveden na hrvatski jezik i adaptiran za upotrebu sa sportašima promatranih sportova koristeći metodologiju koju predlaže Vallerand (1989), a koja se sastoji od tri koraka: tehnika povratnog prijevoda (*back-translation technique*), prevedenu verziju analizirao je stručnjak iz područja motivacije u sportu i prevedeni upitnik je uporabljen u pilot istraživanju.

Obrada rezultata. Za provjeru dvofaktorske strukture upitnika uporabljen je kvazikonfirmativni faktorsko-analički pristup, metoda glavnih komponenta uz varimax rotaciju i Kaiser-Gutmannov kriterij za utvrđivanje značajnosti faktora.

Rezultati i rasprava

Inicijalno je provjerena prikladnost korelacijske matrice za faktorizaciju Kaiser-Meyer-Olkinovim testom. Budući da su rezultati pokazali da su podaci prikladni za faktorizaciju, provedena je faktorska analiza metodom glavnih komponenata. Korišten je kvazikonfirmativni pristup (broj faktora - 2, unaprijed je zadan), a postupak je proveden dva puta, tj. za svaki sport posebno, kako bi se testirala stabilnost očekivane dvofaktorske strukture.

U oba su slučaja dobivena po dva faktora s potpuno jednakom pripadnošću čestica kao u izvornoj verziji upitnika. Drugim riječima, dobivena je jednostavna faktorska struktura u oba slučaja, a svaki je faktor, sukladno očekivanjima, činilo 7 (usmjerenost

na zadatak) i 6 (usmjerenost na ishod) čestica. Dobiveni su faktori objasnili 60,84% (nogomet) i 60,54 (rukomet) varijance.

Izračunati su deskriptivni parametri, a pouzdanost pojedinih dimenzija, procijenjena Cronbachovim koeficijentom alpha, pokazala se visokom. Također, sukladno teorijskim pretpostavkama, dimenzije ciljne orijentiranosti pokazale su se ortogonalnima. Općenito gledano, rezultati su pokazali da je Hrvatska verzija upitnika orijentacije na zadatak i na ishod (CTEOSQ – *Croatian Task and Ego Orientation in Sport Questionnaire*) visoko pouzdan mjerni instrument, a ova je validacija još jedna potvrda konstruktne valjanosti TEOSQ upitnika.

Analiza ciljne orijentiranosti mladih hrvatskih sportaša ekipnih sportova pokazuje dominaciju ciljne orijentiranosti na učenje i zadatak, što se smatra poželjnijim obrascem definiranja ciljeva u sportu. Usmjerenost na zadatak, učenje i razvoj vještina, prema teoriji motivacije postignuća, tipična je za sportaše visoke intrinzične motivacije (Duda, 2001, Treasure, 2001). Kod takvih je sportaša rizik odustajanja od sporta značajno manji, više uživaju u svom sportu, ulažu više napora, kooperativniji su i sl. U radu se navode preporuke trenerima za učvršćivanje ovog tipa ciljne orijentiranosti te za stvara-

nje takvog sportskog okruženja i motivacijske klime u kojoj za to postoje preduvjeti.

Zaključak

Prema teoriji motivacije postignuća osobe se razlikuju po načinu postavljanja ciljeva. Varijacije ciljne orijentiranosti treba precizno izmjeriti, a Upitnik orijentacije na zadatak i na ishod u sportu (TEOSQ) jedan je od najčešće korištenih instrumentata, čija je valjanost i pouzdanost potvrđena u brojnim inozemnim istraživanjima. Cilj ovog rada, koji predstavlja doprinos validaciji TEOSQ upitnika, bio je provjeriti faktorsku strukturu i pouzdanost hrvatske verzije ovog upitnika (CTEOSQ). Rezultati dobiveni na ovim uzorcima potvrdili su očekivanu dvofaktorsku strukturu, a dimenzije upitnika pokazale su se pouzdanima. U budućim istraživanjima planira se dodatno provjeriti valjanost ove verzije upitnika, istražiti relacije ovog mjernog instrumenta s nekim drugim instrumentima koji se uobičajeno koriste za procjenu motivacije u sportu. Dobiveni su rezultati također pokazali da su mladi hrvatski sportaši iz ekipnih sportova više orijentirani na zadatak i učenje nego na ishod i rezultate, što se smatra poželjnijim načinom formuliranja ciljeva u sportu i prilagođenijim motivacijskim obrascem.