

THE COMPARISON OF TASK AND EGO ORIENTATION AND GENERAL SELF-ESTEEM OF TURKISH AND MONTENEGRIN YOUNG BASKETBALL PLAYERS

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Abstract:

The manner in which subjective goals, motivation and self-esteem are formed among young people may vary and this could be a result of individual's cultural perspective. Therefore, examining certain psychological issues according to the cultural features of athletes appears to be essential. The aim of this paper was to examine if there were any differences between young male basketball players (13 to 17 years old) from Turkey and Montenegro regarding their goal orientations and self-esteem. The results showed that Turkish basketball players had higher ego orientation (Means: 3.58-3.03) and general self-esteem (Means: 3.14-2.95) scores than Montenegrin players ($p < .05$). However, Montenegrin players had higher task orientation scores (Means: 3.96-4.44). The results supported the hypothesis that cultural values affect young basketball players' goal orientations and self-esteem. It could be suggested for further research that it might be interesting to investigate the differences and similarities with a different sample.

Key words: *basketball, goal orientation, self-esteem, task and ego orientation*

Introduction

People have different goals, motivational features and self-esteem as a result of their cultural perspective. Maehr and Nicholls (1980) state that perceived cultural context affects an individual adoption of a particular motivation orientation (Ryska, 2001), and perhaps, the same could be said for self-esteem. Therefore, it appears that cultural identity represents an important determinant of goal perspectives. Moreover, Markus and Kitayama (1991) suggest that individuals from the Eastern culture adopt a largely task-oriented approach within the achievement setting, exemplified by affiliating with others. In such culture, group harmony and social acceptance are emphasized. On the contrary, an outcome-based approach is more likely to be adopted by individuals with a Western cultural perspective. They are more likely to be motivated to demonstrate high personal ability and individuality (Ryska, 2001). Markus and Kitayama's declarations might be expanded to different domains of common life such as sports, school, work, etc.

Furthermore, findings of Hayashi and Weiss (1994) revealed that Anglo-American marathon runners were motivated by striving for success,

whereas Japanese runners put emphasis on demonstrating superiority over others in their sports. They stated that Anglo-Americans reported higher levels of competitiveness. Hayashi (1996) also reported that there were differences in adopting goal/rewards structures between Anglo-American and Hawaiian athletes (Ryska, 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. Highly task-oriented athletes regard their success in a sports environment as a personal improvement in their skills and mastery through their effort. They are generally willing to improve their performance, and they value learning and development. In contrast, ego-oriented athletes tend to evaluate their accomplishment with reference to the performance of others. They feel successful only when they outperform others (Barić & Horga, 2006).

It is stated that task goals are related to mastering new skills or improving performance standards. Task-oriented individuals are motivated primarily by their personal developments and learning new skills. On the other hand, ego-oriented individuals value proving their abilities (Dweck & Leg-

gett, 1988). They are motivated by beating an opponent and prefer to do so with less effort (Mallett & Hanrahan, 2004). Task-oriented athletes believe that success is linked to working hard and trying to achieve one's best, whereas ego-oriented individuals believe that success is achieved by superior abilities (Duda, Fox, Biddle, & Armstrong, 1992). Task-oriented individuals try to expend their effort in order to improve their best performance, while ego-oriented individuals perceive achievement as outperforming their opponents and obtaining positive evaluations from their environments (Duda & Nicholls, 1992; Jagacinski & Nicholls, 1987).

Lochbaum and Roberts (1993) state that personal improvement, personal mastery and developing one's previous performances are important for task-oriented individuals. Success is evaluated by one's own performance and their personal development. On the other hand, ego-oriented individuals evaluate success or failure by comparing their performance with the performance of others.

It was reported by previous studies that task-orientation (TO) is positively related to adaptive psychological and behavioural responses (i.e. satisfaction, challenge, enjoyment and investment) in young athletes (Duda & Whitehead, 1998; Roberts, 2001). For example, Stephens (1998) reported that athletes with a high task/low ego orientation experienced more enjoyment in soccer and importance and utility value than low-task/high-ego and low-task/low-ego athletes (Stuntz & Weiss, 2009). In contrast, ego-orientation (EO) was found to be related to more negative responses in general (Walling, Duda, & Chi, 1993).

Another variable we examined as a part of this study is self-esteem. It is defined as the individual's positive or negative attitude toward the self as a totality (M. Rosenberg, Schooler, Schoenbach, & F. Rosenberg, 1995). According to Baumeister, Campbell, Krueger, and Vohs (2003), self-esteem refers to how much value people place on themselves. While higher self-esteem stands for positive evaluation of the self, lower self-esteem means an unfavourable opinion of the self (Baumeister, et al., 2003). Furthermore, self-esteem is believed to be crucial for high quality of life (Branden, 1990). Therefore, many studies were conducted in order to examine self-esteem (Sarı, Eskiler, & Soyer, 2011; Kolayış, Sarı, Soyer & Gürhan, 2010; Kolayış & Sarı, 2011).

Basketball is a popular sport in the world, in Montenegro and Turkey as well. National teams of both countries had significant sports results in the past. Since the first official basketball match in Turkey in 1921, the popularity of the game has become ever greater among spectators who enjoy watching basketball matches (Toros, 2005). The first international basketball match that Turkey played was the one against Greece in 1936 (Pazarözyurt, 2008). The Turkish national team won a silver medal in the

2010 FIBA World Championships and in the European Basketball Championships in 2001.

Basketball in Montenegro has a very rich history and tradition. It is highly valued in the society because of excellent results achieved in the past. The first match on the Balkan peninsula was played in 1923 in Belgrade, the capital city of the then Kingdom of Yugoslavia, in which Montenegro was a constituent. After World War II, Montenegro became a constituent of the Federal People's Republic of Yugoslavia, later Socialist Federal Republic of Yugoslavia. In 1948 the Basketball Federation of Yugoslavia was formed, as a sport governing body.

The first great achievements of the Yugoslav basketball team, with the Montenegrin players in it, were gold won at the Mediterranean Games in Beirut 1959 and the sixth place in the 1960 Olympic Games in Rome. Since that time, Yugoslav basketball (from April 2003, under the governance of the Basketball Federation of Serbia and Montenegro) played an extraordinary role in the history of basketball: eight Olympic medals were won (six by men and two by women), ten medals in the World Championships and 17 medals in the European Championships. There were also numerous significant achievements in the younger age categories as for the World and European Championships, 16 medals were won by male and 13 by female junior and cadet national team members.

Toros (2005) suggest people in individualistic societies are more likely to adopt task-oriented behaviours, as their personal features and development are more important to them. It was also suggested that individuals from collectivistic cultures were characterized according to group features. Hofstede (1980) stated that Turkey as a collectivistic society with a very low individualism score, but Toros (2005) argued that Turkey had both the collectivist and individualistic society features. Turkish athletes have the need to get help from other athletes and to be loyal.

There has not been any relevant attempt to examine Geert Hofstede's concept of national culture in the Montenegrin society. The most relevant data is the one from 1980 (Hofstede, 2001): Yugoslavia (Montenegro was its constituent) scored 76 index points, which is high, in Power Distance and 88 for Uncertainty Avoidance. The score of Yugoslavia was low on Masculinity (21 points) and Individualism (27 points). According to these results, Hofstede placed the former Yugoslavia into the cluster of Latin American countries. Some sociologists (Lazić, 1995) stated that liberal and traditional values were largely accepted by the citizens of former Yugoslavia. Therefore, it could be suggested that traditionalism has deep roots in the, until recently prevailing, rural way of life, and that some of its basic values, although in a somewhat transformed form, were also promoted in the socialist system

(collectivism, solidarity, equality) (Mojčić, 2003). This might be a reason why team sports were so popular in the former Yugoslavia (particularly soccer, basketball, water polo, handball and, to a lesser extent, volleyball). Water polo and basketball were (and still are) the most victorious sports in the former Yugoslav republics, especially in Serbia, Croatia and Montenegro, whereas soccer is the most popular (i.e. a sport with the greatest number of registered athletes).

Researchers studying motivation theories, such as Maslow's hierarchy of needs (Maslow, 1970), the self-determination theory (Deci & Ryan, 2000; Deci & Ryan, 2002) and Alderfer's ERG theory (Alderfer, 1969), have tried to explain universal motivational factors, whereas Hofstede (1980) aimed at explaining the relationship between culture and motivation. Hofstede's theory of cultural dimensions outlined the effect of culture on different issues such as motivation, leadership and related social themes. Furthermore, it was also stated that different cultural backgrounds affected motivational drives of individuals. For example, American individuals are driven by improving themselves and their own position in the society, which is a feature of an individualistic culture, whereas Japanese individuals have the features of a collectivistic society and they value success of the group as a whole (Cesare & Sadri, 2003). Therefore, the identification of motivational factors from the aspect of different cultures could enhance our understanding of human behaviour from different cultural backgrounds and enrich the insight into the differences in motivation.

Until recently, most research on achievement goal orientations has been conducted in the United States of America. Therefore, although an ever growing number of studies have recently explored achievement goal orientations in the countries outside the USA, there is still limited information accessible in the relevant literature on goal orientations of people from other countries and cultures (Sakiz, 2011).

The determination of sports participation motives of adolescent athletes, as well as the structures of adolescents' motives for sports participation are particularly important to the plans aiming at increasing the participation of adolescents in sports, and at reducing adolescent drop-outs from sporting activities (Cetinkalp & Turksoy, 2011).

From this point of view, the authors of this paper investigated goal orientations and self-esteem of Turkish and Montenegrin young basketball players and compared them. The identification of profiles of young players from both countries and differences among them in goal orientations and self-esteem would hopefully be beneficial to sports scientists, sports coaches and physical education teachers.

Methods

Participants

The sample consisted of 77 Turkish and 64 Montenegrin male basketball players (age: 13-17 years). The average age of the Turkish sample was 13.91 (SD=0.85) and of the Montenegrin sample 13.78 (SD=0.87). The length of sports experience was 4.95 years for the Turkish and 5.58 years for the Montenegrin basketball players. Also, 29 players from the Turkish sample and 25 players from the Montenegrin sample players were previously involved in some other sports. The sample was drawn from the population of club basketball players (Table 1).

Table 1. Player's position (data are presented as frequencies)

| Player's position | Turkish | Montenegrin | Total |
|-------------------|---------|-------------|-------|
| Centre | 24 | 28 | 52 |
| Guard | 16 | 18 | 34 |
| Forward | 37 | 18 | 55 |
| Total | 77 | 64 | 141 |

Instruments

Instruments used in this research were the *Task and Ego Orientation in Sport Questionnaire* (TEOSQ) and the *Rosenberg Self-esteem Scale* (RSE). The *Task and Ego Orientation in Sport Questionnaire* (TEOSQ; Duda & Nicholls, 1992) was used to measure ego- and task-motivational goals. The scale has seven task-related items and six ego-related items. The answers were scored along a 5-point scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*).

The internal consistency estimates of the TO subscale for the Montenegrin sample was $\alpha=.81$ and for the Turkish sample $\alpha=.84$. The internal consistency of EO subscale for the Montenegrin sample was $\alpha=.67$ and $\alpha=.86$ for the Turkish sample. Cronbach's α coefficients of both samples showed that the two scales of TEOSQ were highly reliable.

The language adaptation process of the TEOSQ into Montenegrin for this research was similar to the process described in the study by Barić and Horga (2006). The TEOSQ showed good metric characteristics for the Montenegrin sample in a pilot study. The TEOSQ was translated by one of the authors (J.I.) and by one English and Serbian language expert. Then another bilingual speaker translated the scale back into English. Both versions were examined by two researchers from the fields of sports science and psychology who were familiar with the relevant literature and the theories about motivation in sport.

Bartlett and Kaiser–Meyer–Olkin (KMO) tests were performed to discover if the data is suitable for factor analysis. The results of the test can be seen in Table 2. The results showed KMO value of 0.56 and Bartlett's test of sphericity was significant.

Table 2. Bartlett and Kaiser–Meyer–Olkin (KMO), TEOSQ Montenegrin version (n=64)

| | Montenegrin sample |
|----------|--------------------|
| χ^2 | 249.124 |
| df | 78 |
| p | .000 |
| KMO | .56 |

The original TEOSQ has two factors and this factor structure has been widely known and confirmed on different samples. Therefore, the quasi-confirmatory principal components analysis was performed by fixing the number of factors to two in advance. It was decided to test the factor structure in the attempt to confirm the stability of the expected two-factor solution. Two factors with eigenvalues higher than 1.0 emerged as in the original version of the scale (Duda, Chi, Newton, Walling, & Catley, 1995). These two factors explained 42.45% of variance.

Table 3. Quasi-confirmatory factor analysis: factor structure of the Montenegrin version of TEOSQ (principal components, varimax)

| Serial number of item in the original TEOSQ | Factor 1 | Factor 2 |
|---|----------|----------|
| 1 | .727 | |
| 9 | .723 | |
| 3 | .678 | |
| 4 | .648 | |
| 11 | .616 | |
| 6 | .598 | |
| 7 | | .774 |
| 8 | | .758 |
| 10 | | .697 |
| 5 | | .559 |
| 13 | | .499 |
| 2 | | .451 |
| 12 | | .268 |
| Eg. | 2.909 | 2.610 |
| V | 22.012 | 20.443 |
| Total | 42.455 % | |

Note. Eg. – eigenvalue, V - % of variance explained, Total - % of total variance explained

The language adaptation of the TEOSQ into Turkish was made by Toros (2001, 2004). He reported the validity and reliability for the scale. The scale was later used by the researchers on the Turkish sample (Toros, 2005; Toros, Turksoy, & Doğaner, 2013).

The 10-item *Rosenberg Self-Esteem Scale* (RSE; Rosenberg, 1965) was used to assess self-esteem. Each response was scored along a 4-point scale anchored by 1 (*strongly agree*) to 4 (*strongly disagree*). The internal consistency of the RSE for the Turkish sample was $\alpha=.65$ and it was the same for the Montenegrin sample.

The language adaptation of the *Rosenberg Self-Esteem Scale* (RSE) for the Turkish population was made by Çuhadaroğlu (1986). Validity and reliability were also reported. The scale was later used in a number of research designs with Turkish samples (Bacanlı, 2006; Özmen, et al., 2008; Sari, et al., 2011). For the Serbian and Montenegrin population, the language adaptation was made by Marić (2005a). The validity and reliability of the scale were also reported ($\alpha=.80$). It was used in later research on the Serbian and Montenegrin samples (Marić, 2005b; Latković, et al., 2009).

Data collection

The data was collected in basketball clubs premises, after a training session and by the researchers in face-to-face interactions. Verbal consent for the participation in the study was obtained from the subjects and the participants were informed that the participation was voluntary.

Data analysis

The data was processed with the SPSS program, version 13.0. Descriptive statistics of all variables was computed. Multivariate analysis of variance (MANOVA) was performed to explore the difference between the Turkish and Montenegrin samples, while the regression analysis was conducted to determine the relationship between goal orientations and self-esteem. The level of significance was determined to be .05.

Results

The descriptive statistics and the results of MANOVA are presented in Table 4. The statistically significant differences were obtained in all the three measures between the Turkish and Montenegrin players.

The Turkish basketball players had significantly higher scores on ego orientation and self-esteem than the Montenegrin players. However, the Montenegrin players scored significantly higher on task orientation.

Enter-method regression analysis showed that F change was significant ($F=3.915$; $df=4$; $p<.05$) so

Table 4. Descriptive statistics for EO, TO and RSE scale and the results of MANOVA

| Variables | Turkish | | Montenegrin | | Test of Between Subjects Effects | | | |
|------------------|---------|------|-------------|------|----------------------------------|----|------|------------------|
| | M | SD | M | SD | F | df | p | partial η^2 |
| Ego orientation | 3.58 | 0.94 | 3.03 | 0.78 | 14.887 | 1 | .000 | .096 |
| Task orientation | 3.96 | 0.73 | 4.44 | 0.40 | 23.136 | 1 | .000 | .141 |
| Self-esteem | 3.14 | 0.42 | 2.95 | 0.39 | 11.533 | 1 | .001 | .076 |

Note. There was a statistically significant difference in ego and task orientation so as self-esteem between two samples $F(3.139) = 25.675$, $p < .05$; Wilk's $\lambda = 0.643$, partial $\eta^2 = .357$.

Table 5. Results of linear regression with ego-orientation and task-orientation scores as predictors of self-esteem

| VARIABLE | Beta | t | Sig. | Partial |
|------------------|-------|-------|------|---------|
| (Constant) | | 10.56 | .00 | |
| Ego orientation | -0.02 | -0.16 | .88 | -0.01 |
| Task orientation | 0.25 | 2.65 | .01 | 0.22 |

as was the coefficient of determination ($R^2=.103$). Task orientation appears to be important as a predictor of self-esteem. Higher task orientation could contribute to the athletes' general self-esteem and opinion about themselves.

Discussion and conclusions

Few studies examined cultural factors which may impact the development of particular motivational goals among young athletes. The manner in which subjective goals and causal perceptions are formed among young people may differ as a function of the people's cultural perspective (Ryska, 2001). Therefore, the aim of this paper was to examine if there were any differences between young male basketball players from two different countries, Turkey and Montenegro, regarding their task and ego orientation and self-esteem.

The Turkish and Montenegrin basketball players' TO and EO scores in this study were found to be higher than the TO and EO scores of high-school volleyball players (Toros & Koruç, 2005), American football players (Ariburun & Ahçi, 2005), rugby players (Hodge & Petlichkoff, 2000), fencers (Toros & Duvan, 2011) and young basketball players (Toros, 2005). Moreover, similar to the findings of relevant studies, the TO score was higher than the EO score for both the Turkish and the Montenegrin sample in our research (Ariburun & Ahçi, 2005). The finding is optimistic since an earlier research indicated that low TO and high EO scores corresponded to an endorsement of unsportsmanlike play/cheating (Duda, Olson, & Templin, 1991). Previous research findings suggested that it is necessary to minimize EO and increase TO in athletes. However, minimizing EO seems to be a challenging task since high EO is indispensable if someone wants to be a successful athlete in highly

competitive environments. Therefore it could be suggested that players need to be high on both the task and ego orientation (Roberts, Treasure, & Kavussanu, 1996). It was also proposed that attempting to minimize high EO is unnecessary and it is more beneficial to try to increase TO to moderate the potentially harmful effects of EO. This could provide a more positive playing experience for athletes (McCarthy, 2011).

The Turkish basketball players appeared to have higher scores on EO and self-esteem than their Montenegrin counterparts who had higher scores on the TO scale. This could be due to the fact that culture is an important determinant of persons' motivation. The environment in which people live could determine whether an individual is ego-oriented or task-oriented. Toros (2010) and Toros and Duvan (2011) reported that sports coaches' leadership style, team cohesion, athletes' responsibilities to their teams, expectations of athletes' families and goals of athletes' sports teams, etc., could affect the athletes' TO and EO. These remarks show that the athletes' environments affect their TO and EO. Considering the fact that the athletes' environments consist of cultural components, it can be put forward that culture is a determinant of the athletes' TO and EO. Moreover, Maehr (1974) stated that achievement and achievement motivation should be evaluated according to socio-cultural context. In addition, Markus and Kitayama (1991) indicated that people in different cultures had strikingly different construals of the self, of others, and of the interdependence of the two (Markus & Kitayama, 1991). Toros (2005) stated that people in individualistic societies adopted task-oriented behaviours because they defined social events according to their personal features. In contrast, collectivist societies are characterized according to group features. Although Hofstede (2001) classified Turkey as being collectivist, Toros (2005) stated that the cultural structure of Turkey had both the collectivist and individualistic features. What Toros (2005) means is that Turkish players need to be close to their team-mates, they seek help from other athletes in their teams and they need to be competitive and experience self-actualization. This implies that Turkish athletes could have the features

Table 6. Comparison of TEOSQ dimensions according to different sports and cultures among young athletes

| | Turkish basketball players | Montenegrin basketball players | Croatian soccer players (Barić & Horga, 2006) | Croatian handball players (Barić & Horga, 2006) | Malaysian track-and-field (Chin, Khoo & Low, 2012) | Turkish soccer players (Cetinkalp & Turksoy, 2011). |
|----|----------------------------|--------------------------------|---|---|--|---|
| TO | 3.96 | 4.44 | 4.20 | 4.13 | 4.10 | 4.47 |
| EO | 3.58 | 3.03 | 2.99 | 2.64 | 3.11 | 4.13 |

of both TO and EO. Our findings suggest that, although TO of Turkish athletes was higher than their EO, EO of the Turkish athletes was found to be significantly higher than that of the Montenegrin athletes. Environmental factors, such as athletes' sports coaches, families, managers, spectators and media, could have directed the Turkish athletes to winning and ego-oriented behaviours (Toros, 2005).

On the other hand, a higher level of TO in the Montenegrin sample could be a result of strong national identity, which still has to be proven. Montenegrin players have been very successful in basketball for decades and good achievements in this very popular sport may have contributed to their wish to make their people proud of them and to reach high standards and results of older generations of players. Similarly, Roberts et al. (1990) said that task-oriented athletes endorsed pro social purposes of sport. TO operates when individual's actions are primarily motivated by personal improvement, personal mastery, or personal achievement of higher perceived ability. Success and failure are subjectively defined by the individual's self-referenced perception of his/her performance, while EO is characterized by actions that are primarily motivated by the demonstration of normative competence. This might also be an explanation of a lower self-esteem in the Montenegrin sample. They might have had high personal expectations for their performance and might have perceived that they have to continue the famous basketball tradition in Montenegro. Thus, they might have perceived that they face a big challenge and have to invest more effort.

In addition, it is proposed that there are two types of motivational climate; these are mastery-based and performance-based climate. Individuals in mastery climate are rewarded for their effort, learning and improvement. On the other hand, a performance-based climate emphasizes social comparison and it rewards individuals when they outperform the others (Williams, 2001, as cited in Shafizadeh, 2007). Toros (2002) pointed out that task-oriented behaviours would appear in mastery climate, whereas ego-oriented behaviours would be

adopted in performance-based climates. Therefore, we could propose that the difference between the Turkish and Montenegrin players regarding their TO and EO scores could be due to their teams' motivational climates. More specifically, in our research the Turkish sample's motivational climate was supposedly more performance-based and the Montenegrin sample's motivational climate was more mastery-based. Further research should be conducted to determine more precisely why these differences in EO and TO between the Turkish and Montenegrin players were obtained.

Regression analysis, utilized to discover the determinants of self-esteem, showed that the TO score makes a significant contribution to self-esteem. This implies that higher TO results in higher self-esteem. Although the contribution of TO to self-esteem was quite low (10%), it appeared to be important for self-esteem and these results should be taken into account. Our result was consistent with the results in relevant literature. Treasure and Biddle (1997) reported that TO had a direct effect on global self-esteem of elementary-school children. Kavussanu and Harnisch (2000) reported that children who were highly task-oriented had greater self-esteem than the low task-oriented children.

Briefly, the results showed that cultural identity and process of acculturation are of great importance for global self-esteem, subjective goals and motivation of young male basketball players. The investigated Turkish basketball players had significantly higher scores on EO and general self-esteem than their Montenegrin counterparts who had significantly higher scores on TO. Also, TO appeared to be important for the players' self-esteem level.

It might be interesting to investigate in future research if our findings are valid for other sports of these two nations or for different samples of different age, training experience, level of competition or achievements. It would be interesting to test the findings across playing positions in the team as well.

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USPOREDBA TURŠKIH I CRNOGORSKIH MLADIH KOŠARKAŠA U VRIJEDNOSTIMA ORIJENTACIJE NA ZADATAK I ORIJENTACIJE NA USPJEH TE OPĆEG SAMOPOUZDANJA

Različiti su načini na koji se formiraju osobni ciljevi, motivacija i samopouzdanje među mladima, a to može biti i posljedica kulturnih razlika. Prema tome, nužan je uvid u određene psihološke probleme u skladu s kulturnim obilježjima sportaša. Cilj je ovog rada ispitati postoji li razlika u ciljnoj orijentaciji i samopouzdanju između mladih muških košarkaša (13 do 17 godina) iz Turske i Crne Gore. Rezultati pokazuju da su u izvedbi zadataka turski košarkaši više usmjereni na uspjeh (prosječne vrijednosti: 3,58-3,03) te da imaju veće opće samopouzdanje (prosječne vrijednosti: 3,14-2,95) od crnogorskih igrača ($p < 0,05$). S druge strane, crnogorski

igrači su u izvedbi više orijentirani na zadatak (prosječne vrijednosti: 3,96-4,44). Rezultati su potvrdili hipotezu da kulturne vrijednosti utječu na ciljnu orijentaciju i samopouzdanje mladih košarkaša. Rezultati ovog istraživanja sugeriraju potrebu da se ovakva istraživanja nastave budući da bi bilo zanimljivo istražiti razlike i sličnosti u testiranim varijablama i na drugačijim uzorcima ispitanika.

Ključne riječi: košarka, ciljna orijentacija, samopoštovanje, usmjerenost na zadatak, usmjerenost na uspjeh