

## The Relationship Between Skills Oriented and Performances Oriented Motivational Climate with Students Athletic Burnout

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**Abstract:** The aim of this study was to determine the Relationship between Skill-oriented and performance-oriented Motivational Climate with Athletic Burnout. In mastery-oriented motivational climate, coaches encourage athletes to take into account several cases: hard working, progress, helping others to learn through cooperation and belief that the participation of each player in exercise has special importance. In the performance-oriented motivational climate, three issues are paid much more attention, first, a person with weak and low-performance is punished, Second, the more skilled athletes are given importance and recognition and third, coaches encourage team members to competition. Statistical population of this study was all 11- 14 years old Tehran male students (portions 2, 6, 7). Sample size for executing this study was 200 students for above mentioned population. The Athlete Burnout Questionnaire (ABQ) and Motivational Climate Scale Youth Sport (MCSYS) were used for measuring variables. Data normality was analyzed through Kolmogorov-Smirnov test. Cronbach used for Questionnaires validity testing. Pearson correlation coefficient used for determining relationship between Motivational Climate and Athletic Burnout. There aren't significant relationships between Skills-oriented motivational climate with Athletic Burnout. It was concluded that there is significant relationship between performances-oriented Motivational climate, feeling of failure, physical exhaustion and total Athletic Burnout.

**Key words:** Skills Oriented Motivational Climate % Performances Oriented Motivational Climate % Athletic Burnout

### INTRODUCTION

Motivation is regarded as one of the most important issues in sports psychology. In fact, it concerns the involvement and non-involvement principle in sport, selecting the type of sport exercises and the amount of effort and time spent to make progress. Moving toward perfection and facing hardships and barriers demand a mental force. Indeed, motivation is the infrastructure of this mental force [1,2].

Siege defined motivation as an internal mechanism and external stimulus that activate behavior and give it direction [3]. Specifically, motivation is intended to do a specific activity and continue to evolve it as a physical, psychological and social matter. This process involves internal drives and external indices and results from interactions among conscious and unconscious factors by which determine the orientation and intensity of behavior. In other words, selecting the specific activity

from various options and the amount of effort spent for it and focusing on it depend on motivation [4,5].

According to Duda and Nicholls [6], two types of goal orientations could be activated; namely task/ego orientations. With a task orientation, athletes' goal is to master the special skill. Task-oriented individuals, with step-by-step progress, perceive the mastery climate and self-competence; for example, when they improve their last record, they feel themselves powerful. To answer the targeted skills, they continue their work until success. Specifically, he enjoys the resultant self-confidence and the feeling of ability. In contrast, in an ego orientation, the perception of ability is a function of the comparison of one's ability to others and his best performance is compared to others not based on the personal growth. In fact, the perception of ability and self-confidence of the ego-oriented individuals depend on the result of the social comparison not the real growth of their own mastery [6-8].

Athletes' goal orientations represent how they evaluate their ability and its causes. Task-oriented individuals perceive self-competence and ability as a result of endeavors and skill-mastery. Conversely, the ego-oriented perceive them as a result of the comparison to others. The difference in behavior may not be caused by less or more motivation, but it can be probably explained by individuals' differences in the perception of ability and perception of achievement related beliefs. In other words, it is important to see what they think of progress and achievement and from their viewpoint, which kind of progress and achievement is important [9,10].

Regarding the title of this study considered burnout, the most common and widely used definition related to this matter in literature belongs to Maslach and Jackson. In 1984, they determined most of effective factors affecting the burnout. Maslach and Jackson defined the burnout as a mental syndrome caused by emotional boredom, non-identity and decreased personal achievements by which an individual work connected with people [11].

One of definitions' burnout that used widely in sport concepts was extracted of Smith Theory [12] on a framework of his psychobiological model. He stated that emotional states influenced by the high level of stress penetrate in various aspects of life, thereby they causes abnormal psychological and behavioral consequences. Smith also defined sport burnout as a psychological, emotional and physical regress in sport activities influenced by stressful experiences, which has already been enjoyable. Smith and Stein [14] considered burnout from the perspective of sports accountability [12-14].

While Cookly has related, its occurrence in young athletes to the social-sport organizations. In general, these researchers believe that if athletes involve highly in the specific sports fields, they will confront the burnout. This process occurs when an athlete really is unwilling to participate in a match, but some agents force him to attend and keep his attendance in competition reluctantly.

According to Crosswell and Akland's [14] the motivational and self-centered theory, in explaining and describing the athlete's burnout, some researchers take this reasoning that the feeling of long-term absurdity or non-sense, a variety of needs which have not satisfied in sport fields for long time and the highly being accumulated in human spirit lead to a negative experience that is called "burnout".

Sports psychologists are interested in original and primary reasons of an individual to participate in sport

and they want to know why the individual keep his/her participation or leave [15,16].

That athletes how consider the results of certain conditions is positively associated with their expectations of utility and goal achievement. For example, the expectation of certain responses of audiences, coaches, or even family and relatives who concern the sport performance can affect athletes' thoughts, emotions and performance. Psychologists, sometimes, use various methods to change rapidly the thought, emotions and performance and they want to keep the consequent change for a long time. However, particularly in the case of students, the matter is not so easy. Regardless studying and identifying childrens' needs and attitudes, strategies used by sports psychologists and coaches to motivate and moderate their emotions may be more harmful than useful. Indeed, students participate in sport for various reasons and for satisfying various needs. These needs and reasons may be associated with psychological factors (e.g. successful experience), emotional factors (e.g. feeling competence) and social factors (e.g. acceptance and acquaintance with new friends) [17].

The left rate of sport in students and teenagers is surprisingly increasing. Between aged 10-17 years, about 80% of all children who took part in sport programs in America leave these programs [18]). In Canada and Australia, this very percentage was confirmed. The most common reasons mentioned to express the left rate encompass little progress in skills, high competition pressure, internal motivation and unwillingness of sports environments [18].

Withstanding the foregoing reasons about sport burnout and left, goal orientations (ego/task) can affect emotions, behaviors and recognition of individuals in sport. Having assessed the relationship between the type of individuals' goal (ego/task) orientations and sport burnout factors such as the feeling of un-success and physical exhaustion, sport instructors, coaches and supervisors in students' sport can attain more knowledge and information about their needs and attributions in sport activities and finally by taken the appropriate and well-decided programs, they can considerably decrease the sport burnout and left in students [19,20].

Many children and teenagers participate in sports and bodily activities. However, the high rate of left is observed in this population. This matter make researchers consider deeply and significantly the perception and understanding of situational and motivational concepts in sport of children and teenagers [21,22].

To understand why children and teenagers participate in sport, it should be recognized how they think about themselves, tasks and performance. Thoughts can significantly influence on perceptions of sport experiences. Therefore, it seems to be essential to study goal orientations in order to determine the prediction of children's sport burnout behaviors. Regarding the relationship between these variables, sports instructors and coaches may employ the effective method to train students to master the required skills and prevent the sport burnout and consequently prevent the sport left. Many researches have already conducted the relationships among motivational variables, attributions and the sport burnout and also many researches have considered the association of goal orientations and motivational environments with behavioral, psychological states, satisfaction and psychobiosocial factors in children sport [23].

Research considered the direct relationship between goal orientations and the lack of burnout. However, previous researches have quite less considered the being amateurish of children in sports fields. So the purpose of this study was to determine the relationship between and the sport burnout of students with low experience in sport.

## MATERIALS AND METHODS

A survey descriptive-correlational methodology was used in this study. Indeed, a correlational study is basically to consider the relationship between variables and examine the ability of their prediction as an interactive relation. Participants were 420 male students of three districts (2, 6 and 7) of Tehran schools aged 11-14 years. They were 420 amateur male athletes who trained in one sport field at sports clubs. A 200-sample of the statistical society was randomly selected and they voluntarily participated in this study.

**Measure Tools:** The following questionnaires were used to examine the relationship between goal orientation variables and athletes' burnout.

**Athlete Burnout Questionnaire:** This questionnaire consists of 15 items ranked on a five-point Likert-type scale (ranging from 1, strongly disagree to 5, strongly agree. In this case, items divided into 3 five-item groups that every group evaluates one aspect of burnout symptoms. Three components of this questionnaire include the feeling of non-achievement, bodily-emotional exhaustion and the being highly underestimated of one's

ability. The ABQ was developed and validated by Raedeke and Smith to measure the athletes' burnout rate. The internal consistency (Cronbach  $\alpha$  was between 71 to 87%) [5]. In the beginning of each questionnaire, the purpose of data collection via questionnaire has expressed and it was stated that how to respond the questions.

The questionnaires are closed type and have limited choices which respondents select one of them voluntarily. The choices are so easy to understand and data inference is easily performed.

**The Task and Ego Orientation in Sport Questionnaire (TEOSQ):** To measure goal orientations (ego/task), TEOSQ was used. This questionnaire was the first used by Duda and Nicollus [14] to assess goal orientations. The TEOSQ consists of 13 items loading into a seven-item task orientation scale (e.g. I feel successful in sport when I work really hard) and a six-item ego orientation scale (e.g. I successful in sport when I can do better than my friends). Item responses are ranked on a five-point Likert-type scale and they evaluate goal orientations.

The TEOSQ in this study have the needed validity because it was most widely used in literature. Shafizadeh [4] expressed that the results of task/ego orientation questionnaire have generally demonstrated agreeable reliability (72%) and its two sub-scales' reliabilities are also agreeable (72 and 70%, respectively).

**The Validity and Reliability of the Questionnaire:** Since its' the first time when this questionnaire used in Iran, thus to moderate and use it we should take appropriate actions. Having translated it, two linguistic professors, Khani and Hushangi, accurately revised it and then it was with more scrutiny evaluated and reconsidered by five professors in physical education. Finally, using Cronbach ", its internal consistency was calculated in a pseudo-experimental study on a similar group. The results indicated the reliability about 80% (Table 1).

**Research Implement:** With the assistance of coaches, sports clubs and schools' instructors, students were asked to willingly participate in the study. First, the questionnaires were distributed and students were justified to attract their parents' content and emphasized to return them signed by parents in the next session. Also, researchers provided the students with the opportunity to clear their minds from any ambiguity. Lastly, after completed the questionnaires by students and signed by their parents, they return them. In the next stages, the received data of the study were analyzed.

Table 1: the results of the reliability of athletes' burnout and motivational climate factors

Athletic burnout and Motivational Climate factors	Statistics "
Feeling of failure	0.83
Bodily- physical exhaustion	0.85
The being underestimated	0.90
Skill orientated	0.81
Performance orientated	0.85

Table 2: the demographic characteristics of subjects

Statistics group	Age (years)	Height (cm)	Weight (kg)
Subjects	12.54±1.3	152.15±7.8	43.40±5.6

**Statistical Analysis:** The statistical normality of data was considered by Kulomogrov Smirov Test. The Cronbach a coefficient was used to determine and assess questionnaires' validity. The Pearson correlation coefficient was used to determine the relationship between the goal orientation and the sport burnout.

## RESULTS

The demographic characteristics of subjects are showed in table 2.

In addition, the following table shows the relationships between Motivational Climate and total sport burnout.

For determination of strongest predictor of bodily-physical exhaustion dimension of athletic burnout, the regression coefficient for predictors was done. Table 6 shows the regression coefficient for test results for the predictor of bodily- physical exhaustion dimension of athletic burnout.

## DISCUSSION AND CONCLUSION

Results of the Pearson correlation coefficient showed there aren't significant differences between skill-oriented motivational climates with athletic burnout. In contrast; there was a significant positive relationship between performance-oriented motivational climate with feelings of failure and athletic burnout.

Most of the findings from the literature review in sport and physical activity, persisted on formation and strengthening of the perceived motivational climate through the coach and have shown that perceptions of performance-driven environment with adaptive motivational and positive consequences,

Table 3: The Pearson correlation coefficient of the Motivational Climate and total sport burnout

Total Athletic burnout and Motivational Climate factors		Skill-oriented Motivational Climate	Performance-oriented Motivational Climate
Total Athletic burnout	Pearson correlation coefficient	-0.061	0.560
	P	0.756	0.002

Table 4: Relationship between Skill- oriented Motivational Climate and Performance- oriented Motivational Climate with Athletic burnout

variables		statistics	The being underestimated	Feeling of failure	Bodily- physical exhaustion
Motivational Climate	Skill-oriented Motivational Climate	Pearson correlation coefficient	0.044	-0.280	0.021
		p	0.822	0.149	0.915
		N	28		
	Performance- oriented Motivational Climate	Pearson correlation coefficient	0.185	0.479	0.693
		p	0.346	0.010	0.001
		N	28		

Table 5: Analysis of variance for determined regression model

Variables statistics	Sum of squares	df	F	Sig
Regression	5.922	4.22	6.677	0.001

Table 6: Regression coefficient for test results for the predictor of bodily- physical exhaustion dimension of athletic burnout

	Standard coefficient		Beta	T	Sig
	B	SD			
Constant	-1.701	1.092		-1.557	0.134
Skill- oriented Motivational Climate	0.302	0.187	0.257	1.619	0.120
Performance- oriented Motivational Climate	0.965	0.213	0.720	4.525	0.001

In contrast, performance-oriented motivational climate is negatively associated with maladaptive motivational outcomes [24,25].

In this regard, Lemyre and colleagues [21] also reported similar results. Reinboth and Duda [14], with studying the failure Dimensions of physical / emotional dislocation analysis found that there are positive relationship between performance-oriented motivational climate and a negative relationship between motivational climate expert with the dimensions of the athletic burnout.

Smith and colleagues [15], with examining the relationship between perceived peer motivational climate dimensions reported similar results and reported that there are positive relationship between performance-oriented motivational climate and athletic burnout, but there isn't relationship between skill-related motivational climate and athletic burnout. Lee *et al.* [6], as well as in elite athletes, reported positive relationship between Skill-oriented motivational climate and the desire to continuing the sports. Other researchers showed children who are to protect own coaches' efforts with regards to the children who have negative interactions with teachers experience higher levels of pleasure and lower levels of anxiety [26].

Brunel and colleagues [4] stated that perception of physical education class's was associated with feeling of self-determining. Hierarchical correlation results revealed that the perceived motivational climate is an indicator of motivation and goal orientation scales. Blake *et al.* [6] showed players who were highly skilled-related to climate and lowly performance-oriented to climate, had a high level of sport personality [27].

Finally, this study method was correlation and cause-effective and did not indicate relationship between motivational climate and athletic burnout. Experimental research in this field can lead to stronger conclusions. Also, to better understand of these communicational patterns, it must be conceptually clear how and by which mechanism the performance-oriented motivational climate affects the athletic burnout.

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