

**JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF SPORT SCIENCE**

**THE RELATIONSHIP BETWEEN COACHES' MOTIVATIONAL
CLIMATE AND PLAYER'S GOAL ORIENTATION: THE CASE OF
SOUTH WESTERN ETHIOPIAN NATIONAL LEAGUE FOOTBALL
CLUBS**

**BY
IBRAHIM SEID**

JUNE, 2015

JIMMA, ETHIOPIA

**THE RELATIONSHIP BETWEEN COACHES' MOTIVATIONAL
CLIMATE AND PLAYER'S GOAL ORIENTATION: THE CASE OF
SOUTH WESTERN ETHIOPIAN NATIONAL LEAGUE FOOTBALL
CLUBS**

**BY
IBRAHIM SEID**

**THESIS SUBMITTED TO SCHOOL OF POST
GRADUATE STUDIES OF JIMMA UNIVERSITY IN PARTIAL
FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF
MASTERS OF SCIENCE IN SPORT SCIENCE, (FOOTBALL
COACHING SPECIALIZATION)**

ADVISOR: SISAY MENGISTU (PH.D)

CO-ADVISOR: WONDIMAGEGN DEMISSIE (PH.D candidate)

JUNE, 2015

JIMMA, ETHIOPIA

ABSTRACT

The purpose of this study was to examine the relationship between coaches motivational climate and players goal orientation in the south western 'A' Ethiopian national league football club. Coaches and their players were contacted and participated in this study. In this study the cross sectional study design was employed and the sample was used, Coaches (n= 4) and players (n= 100). From two standard questionnaires goal orientation with two dimensions of task orientation and ego orientation in sport and motivational climate with two dimensions of mastery climate and performance climate were used. Data were analyzed by Pearson correlation coefficient and independent sample t-test at P=0.05. The findings indicated that the relationship between coach mastery climate and players task orientation was positive and significant and similarly the relationship between performance climate and ego goal orientation was positive and significant. Also, player's task orientation score had higher than ego orientation scored. From motivational climate, coach's mastery climate scores were higher than performance climate scores. Based on the result the researcher forwarded some important suggestion such as providing enough orientation to players and coaches on players goal orientation coaches perceptions of motivational climate.

Key words; Motivation, Motivational climates and Goal orientation.

ACKNOWLEDGMENTS

First, I would like to express my heart feeling appreciation to my advisor Dr. Sisay Mengistu and co-advisor Mr. Wondimagegne Demissie for your valuable assistance and advice for me throughout this project.

Secondly, I would like to give great thanks to the southern nations nationalities and people's regional state sport commitments to give a chance.

Finally, I would like to give great thanks to my families for their financial and ideal support in writing the research.

TABLE OF CONTENTS

CONTENTE	PAGE
ABSTRACT.....	I
AKNOWLEDGMENT.....	II
TABLE OF CONTENTS.....	III
LIST OF TABLES.....	VI
LIST OF FIGURES.....	VII
CHAPTER ONE.....	1
1 INTRODUCTION.....	1
1.1 BACKGROUND OF THE STUDY.....	1
1.2 STATEMENT OF THE PROBLEM.....	3
1.3 OBJECTIVES OF THE STUDY.....	5
1.3.1 GENERAL OBJECTIVE.....	5
1.3.2 SPECIFIC OBJECTIVE.....	5
1.4 SIGNIFICANCE OF THE STUD.....	5
1.5 LIMITATION OF THE STUDY.....	5
1.6 DELIMITATION OF THE STUDY.....	5
1.7 OPERATIONAL DEFINITIONS.....	6
CHAPTER TWO.....	7
2. REVIEW OF RELATED LITERATURE.....	7
2.1 MOTIVATION.....	7
2.2 MOTIVATION IN SPORT.....	7
2.3 THEORIES OF MOTIVATION.....	8
2.4 SELF-DETERMINATION THEORY.....	9
2.4.1 INTRINSIC MOTIVATION.....	10
2.4.2 EXTRINSIC MOTIVATION.....	11
2.4.2.1 TYPES OF EXTRINSIC MOTIVATION IN SELF- DETERMINATION....	11
2.5 ACHIEVEMENT GOAL THEORY.....	11
2.6 CLASSIFICATIONS OF ACHIEVEMENT GOAL THEORY.....	12
2.6.1 GOAL ORIENTATION.....	14

2.6.1.1. TASK-ORIENTED GOALS VS EGO ORIENTED GOALS.....	15
2.6.2 MOTIVATIONAL CLIMATE.....	16
2.6.2.1 MASTERY CLIMATE VS. PERFORMANCE CLIMATE.....	17
2.7EFFECTS OF GOAL ORINTATION AND MOTIVATIONAL CLIMATE ON SPORT... ..	17
2.7.1EFFECTS OF GOAL ORIENTATION ON SPORT.....	17
2.7.2 EFFECTS OF MOTIVATIONAL CLIMATE ON SPORT.....	18
CHAPTER THREE.....	19
3. RESEARCH METHODOLOGY	19
3.1 STUDY DESIGN.....	19
3.2 SUBJECT OF THE STUDY.....	19
3.3 STUDY AREA.....	19
3.4 SOURCE OF DATA.....	19
3.5 POPULATION SUDY.....	20
3.6 SAMPLING& SAMPLING TECHNIQUE.....	20
3.7 DATA COLLECTION INSTRUMENT.....	21
3.7.1 QUESTIONNAIRES.....	21
3.7.1.1PERCEIVED MOTIVATIONAL CLIMATE IN SPORT QUESTIONNAIR.....	21
3.7.1.2TASK AND EGO ORIENTATION IN SPORT QUESTIONNAIRE.....	22
3.7.1.3	DEMOGRAPHIC
QUESTIONNAIRE
.....	22
3.8 DATA COLLECTION PROCEDURE.....	22
3.9 PILOT TEST.....	22
3.10 DATA ANALYSIS &INTERPRETATION.....	23
3.11 ETHICAL CONSIDERATIONS.....	24
CHAPTER FOUR.....	25
4. DATA ANALISIS AND INTERPRETATION.....	25
4.1 DEMOGRAPHIC RESULT FOR PLAYERS AND COACHES.. ..	25
4.1.1 BACKGROUND OF PLAYERS.....	25
4.1.2 BACKGROUND OF COACHES.....	26
4.2 ANALYSIS OF QUESTIONNIRES FOR COACHES AND PLAYERS.....	28
CHAPTER FIVE.....	33
5. DISCUSION.....	33

CHAPTER SIX.....	42
6. SUMMERY, CONCLUSION AND RECOMMENDATION.....	42
6.1. SUMMERY.....	42
6.2. CONCLUSION	44
6.3. RECOMMENDATION	45
REFERANCE.....	46
APPENDIXS	
A. TASK & EGO ORIENTATION IN SPORT QUESTIONNARIE FOR PLAYERS.....	51
B MOTIVATIONAL CLIMATE IN SPORT QUESTIONNARIE FOR COACHES.....	52
C. MOTIVATIONAL CLIMATE IN SPORT QUESTIONNARIE FOR PLAYERS.....	54
D. TASK & EGO ORIENTATION IN SPORT QUESTIONNARIE FOR COACH.....	56
E. PEARSON CORELATION RESULT FOR PLAYER (TEOSQ) & COACH (PMCSQ)..	57
F. PEARSON CORELATION RESULT FOR COACH (PMCQS) AND (TEOSQ)	58
G. PEARSON CORELATION RESULT FOR PLAYERS (PMCQS) AND (TEOSQ).....	59
H. INDEPENDENT T-TEST RESULT FOR PLAYERS AND COACHS MASTERY.....	60
I. INDEPENDENT T-TEST RESULT FOR PLAYERS AND COACHS TASK.....	61
J. INDEPENDENT T-TEST RESULT FOR PLAYERS & COACH PERFORMANCE.....	62
K. INDEPENDENT T-TEST RESULT FOR PLAYERS & COACHES EGO.....	63

LIST OF TABLES

Tables	Pages
1. Descriptive result for player's demographic characteristics.....	25
2. Descriptive results of coach's demographic characteristics.....	26
3. Pearson Correlation result of coach motivational climate and player goal orientation	27
4. Pearson Correlation result for coach motivational climate and goal orientation.....	29
5. Pearson Correlation result for player motivational climate and goal orientation.....	30
6. Result of t-test examining task goal orientation for coaches and players.....	31
7. Result of t-test examining ego goal orientation for coaches and players.....	31
8. Result of t-test examining mastery motivational climate for coaches and players.....	32
9. Result of t-test examining performance climate for coaches and players.....	32

LIST OF FIGURES

Figures	pages
1. Descriptive statistics for player's goal orientation & motivational climates.....	27
2. Descriptive statistics for coach's goal orientation & motivational climates.....	27

ACRONYMY

TEOSQ; Task and ego orientation in sport questionnaires

PMCSQ; Perceived motivational climate in sport questionnaires

CHAPYER ONE

1. INTRODUCTION

1.1 BACK GROUND OF THE STUDY

Sports remain one of the most recognized activities that bring citizens of different nations together across the globe. In the world of sports today, the athletes' success and failure in games tournament depends on their level of motivation (Alutocumbo, 2013). Athletes participate in sports for various reasons, from a hunger for physical activity and competition to the joy of belonging to a team whereas; Coaches can improve the team performance by finding the right motivation for each situation and player. The term 'motivation' is used in both everyday life and academic language, in the everyday context soccer players, coaches, managers and spectators may openly associate team or individual performance with different motivational states (Thomas &Williams, 2003).

The study of motivation in physical activity and sport has played an important role among researchers in the field of sport psychology, since it represents the force that determines whether a person starts and commits themselves to a specific activity, as well as the effort invested in it. During the last decades, a large number of investigations have supported two important motivation theories: the achievement goal theory (Nicholls, 1989) and the self-determination theory (Deci & Ryan, 1985, 1991; Ryan & Deci, 2007).

The Achievement Goal Theory is one of the main approaches among the social cognitive theories that offers an explanation for the motivation for success in sports and physical exercise environments (Weinberg, Gould 1995). According to the Achievement Goal Theory approach there are two fundamental styles of goal achievement and success as Motivational climate & Goal orientation (Nicholls, 1992).

The motivational climate is one of the interesting concepts that the above mentioned theory establishes. It was defined by Ames (1992) as a set of implicit and or explicit signals, perceived in the environment, by which the keys to success and failure are defined. The motivational climate transmitted by the coach can be of two types: a task-involving motivational climate, in which effort, self-referenced personal improvement and the development of self-comparative skills are fundamental, or an ego involving motivational climate, in which the most important aspects are victory and the demonstration of having a higher ability and performance than others Ames (1992).

Duda, Walling and Chi (1993) developed Perceived motivational Climate questionnaire in Sport (PMCSQ) to measure the level of response to two factors of motivational climate as Mastery and Performance Climate.

Goal orientation is another concept of achievement goal theory. It focuses on task and ego orientation. These two goal orientations are related to the self-judgement of individuals in terms of their level of abilities. An individual who has task-oriented goals focuses on such factors as development of skills, learning new skills, demonstrating one's mastery in performing his/her task and working hard while ego oriented individual focuses on demonstrating his/her superior abilities and wants to defeat his/her rivals with a less degree of effort (Duda, 1993).

Goal orientation in athletes is an effective variable for their performance of tasks and sport assignments. The types of goals an athlete selects as valuable are the evidence of his goal orientation. Goal orientation indicates the rate of an athlete's concentration on learning skills or task performance (task orientation) or on achieving the most ideal personal performance (ego orientation), (Paulson A.R. 1999). A task-oriented athlete attempts hard to dominate skills and correct performance, while ego-oriented athlete attempts to compete with others and dominate other players. Task-oriented athlete focuses on performing correct skills apart from the result and ego-oriented athlete focuses on the result of a competition and performance, (Boyd, M. and J. Callaghan, 1999). Duda and Nicholls (1992) developed Task and Ego Orientation in Sport Questionnaire (TEOSQ) to measure athletes' goal orientation.

Motivation in sport is the key determinant behind every action taken and every effort exerted or not, (Deci & Ryan, 2000). Understanding the dynamics of motivated behaviour in sport is arguably vital. Although important aspects of individuals' motivations are determined by their own beliefs, cognitions, and values, significant influences can also be exerted by key social agents (Deci & Ryan, 2000). It is these social influences that form the focus of this study. Over the last 25 years, a considerable volume of research has been generated attempting to conceptualize and measure these influences, particularly from coaches (Harwood, Spray & Keegan, 2008).

In spite of this fact of research findings, the current study intends to investigate the relationship between the coaches' motivational climate and player's goal orientation in South Western zone 'A' Ethiopian National League Football Club.

1.2 STATEMENT OF THE PROBLEM

Motivation in sport is the key determinant behind every action taken and every effort exerted or not, (Deci & Ryan, 2000). Understanding the dynamics of motivated behaviour in sport is arguably vital. Although important aspects of individuals' motivations are determined by their own beliefs, cognitions, and values, significant influences can also be exerted by key social agents (Deci & Ryan, 2000). It is these social influences that form the focus of this study in which coaches motivation was related to players task and ego goal orientation. Given what we know about the effects of motivational climates and goal orientations on players in sport settings, and taking into account the influence a coach can have on the motivational climate and player goal orientation, it is imperative that the coach player relationship in team sport settings be examined. Coaches are one of the primary agents for creating the motivational climate, and the motivational climate is inevitably linked to the goal orientation a player possesses. A coach motivates the sportsman (players) towards goal orientation by letting him/her feel definite hints and rewards, (Toro's, Koruc, 2005).

Over many years, a considerable volume of research has been generated attempting to conceptualize and measure these influences, particularly from coaches (Harwood, Spray & Keegan, 2008). Although substantial work has been done on the relationship between motivational climates and goal orientations few, if any, inquiries have included motivational climate or coach player relationships. For instance, a studies by Ames (1992) on Achievement goals motivational climate, and motivational processes and showed a positive relation between task-involving motivational climate and task orientation and between ego involving motivational climate and ego orientation (Flores, Salguero, & Marquez, 2008; Gano, Over way, Guivernau, Magyar, Waldron, & Ewing, 2005; Magyar & Feltz, 2003; Pensgard & Roberts, 2002).

Apart from the coach's role in team motivational climate, Goudas (2000) reports a significant relationship between team motivational climate and goal orientation. In this model, it has been assumed that the best motivational competition is mastery climate in teams, as it can positively influence athletes' task orientation and ego orientation (Goudas, M., 2000). Even it is possible that this composition caused satisfaction and enjoyment in athletes. If the high performance of motivational climate is accompanied by low task orientation, it will result in low effort and much fatigue or vice versa. However, in performance climate, ego orientation is strengthened, but ego orientation is not always for the benefit of the team and harmonious

functions in the team, (Cox, R.H., 2002). This conceptual model has been indirectly considered in different researches.

Besides, significant relations have been found between task orientation or ego orientation and performance climate in a study made on the elite and non-elite basketball players (Toro's 2001, Toro's 2002). Parallel features are apparent between the variables of goal orientation and perceived motivational climate. As an individual feature, task oriented goal orientation shall be best realized in the task oriented motivational climate. Again as an individual feature, goal orientation related to the ego is in harmony with performance oriented motivational climate (Toro's, Koruc 2004).

However, there are a limitation in literature and research about football sports that has become quite popular in our country in the recent years. Moreover, in few study that are mentioned and explained the above, there are shortage of information on coaches' motivational climates and players goal orientation. Still there are also no research work and literature on this study concerning about this area, especially in the Ethiopian National Leagues.

Therefore, these researches was intend to examine the relationship between Coach Motivational climate and players' goal orientation in South Western zone'' A '' Ethiopian National League Football Club and try to answer the following research questions.

1. What is the relationship between coaches' motivational climate (PMCSQ) and the player's goal orientation (TEOSQ)?
 - A. What is the relationship between coaches mastery climate in the (PMCSQ) and players task orientation in the (TEOSQ)?
 - B. What is the relationship between coaches performance climate in the (PMCSQ) and players ego orientation in the (TEOSQ)?
 - C. What is the relationship between coaches performance climate in the (PMCSQ) and players task orientation in the (TEOSQ)?
 - D. What is the relationship between coaches mastery climate in the (PMCSQ) and players ego orientation in the (TEOSQ)?

2 What are the relationships between coach's motivational climate (PMCSQ) and coach's goal orientation (TEOSQ) and players perceived motivational climate (PMCSQ) and player's goal orientation (TEOSQ)?

A .The relationship between coach mastery motivational climate (PMCSQ) and coach task orientation?

B. The relationship between coach performance climate (TEOSQ) and coach ego orientation?

C. The relationship between player's mastery climate (PMCSQ) and player's task orientation?

D. The relationship between player's ego orientation (TEOSQ) and player's performance climate?

3. Is there significant difference between coach's motivational climate (PMCSQ) and coach's goal orientation (TEOSQ) and players perceived motivational climate (PMCSQ) and player's goal orientation (TEOSQ)?

1.3 OBJECTIVES OF THE STUDY

1.3.1 General objectives

The general objective of this study was to examine the relationship between Coach Motivational climate and players' goal orientation in South Western zone " A" Ethiopian National League Football Club.

1.3.2 Specific objectives

The specific objective of this study was:-

1. To identify the relationship between coaches' motivational climate and the player's goal orientation;

a. The relationship between mastery climate and task orientation;

b. The relationship between performance climate and task orientation;

c. The relationship between mastery climate and ego orientation;

d. The relationship between performance climate and ego orientation.

2. To explain the relationships between coach's motivational climate (PMCSQ) and coach's goal orientation (TEOSQ) and players perceived motivational climate (PMCSQ) and player's goal orientation (TEOSQ)?

3. To identify the significant difference between coach's motivational climate (PMCSQ) and coach's goal orientation (TEOSQ) and players perceived motivational climate (PMCSQ) and player's goal orientation (TEOSQ)?

1.4 SIGNIFICANCE OF THE STUDY

The result of this study provides the following contribution. These are generally to suggest the significant relationship between coaches' motivational climate and player's goal orientation in South Western zone "A" Ethiopian National League Football Club. Therefore this investigation identified the magnitude of the relationships between coaches' motivational climate and players' goal orientation, the relationships between coach motivational climate and goal orientation similarly players perceived motivational climate and goal orientation. Additionally the significant difference of both coaches and players motivational climate and goal orientation was identified. Based on the findings, the researcher forward valuable scientific justification regarding to, how does the relationship between player's goal orientation and coach's motivational climate should look like. This may help coaches and players to work on their common value, which was crucial for future carrier. Furthermore the current study encourages extra investigation to be conducted on the related issue under the study.

1.5 LIMITATION OF THE STUDY

The most serious limitations are lack of reference materials, and other resources, including related research work in our country based on soccer coach motivational climate and player's goal orientation. Additionally the other limitations are geographical location; on this computational zone all clubs are live in scattered areas this also limited on the study.

1.6 DELIMITATION OF THE STUDY

This study was delimited on the relationship between football coach motivational climate and players' goal orientation in South Western zone "A" Ethiopian National League Football Club, and geographically the scope of the study was delimited on 4 Ethiopian national league football clubs at south western competition zone "A" group. Namely jimma kenema, jimma abbabuna, Kaffa buna and mmizan aman kenema.

1.7 DEFINITIONS OF OPERATIONAL TERMS

Motivation: Measured by the Achievement Goal Theory (more specifically the achievement goal orientations and the sub-factor motivational climate) (Nicholls, 1984).

Goal orientation indicates the rate of an athlete's concentration on learning skills or task performance (**task orientation**) or on achieving the most ideal personal performance (**ego orientation**), (Paulson A.R. 1999).

Task-Goal Orientation: Athletes who define success based off improvement in performance and personal enjoyment.(Nicholls,1984).

Ego-Goal Orientation: Athletes who define success based on favourable outcomes and superiority over others.(Nicholls, 1984).

Athletic Competence: Athletes will either have a high perceived ability of themselves carrying out the task (confidence), or a low-perceived ability of themselves,(Nicholls, 1984).

Motivational Climate :The environment in which an athlete learns, practices, and competes when performing his or her sport (either task oriented, ego “approach” oriented, or ego “approach” motivated) (Elliot & Church, 1997).

Mastery/ task-involving) climates, in which effort, self-referenced personal improvement and the development of self-comparative skills are fundamental,(Duda & Hall, 2001, Roberts, Ommundsen, 1996).

Performance (ego-involving) climates, in which the most important aspects are victory and the demonstration of having a higher ability and performance than others,(Duda & Hall, 2001, Roberts, Ommundsen, 1996).

CHAPTER TWO

2. REVIEWS OF RELATED LITERATURE

2.1 MOTIVATION

Motivation is defined as the choice that a person decides on in regards to what they will experience or goals that will be approached, and how much effort will be sufficient to satisfy themselves (Dickinson, 1995). People who are motivated for their own reasons (intrinsic) seem to be more motivated than people who are motivated for other reasons that are external to them (Extrinsic) (Dickinson, 1995).

Motivation was not determined by the amount of motivation displayed, but more the specific type of motivation displayed by a person to predict an outcome of behaviour. Outcomes were related to psychological health, well-being, effective performance, and problem solving, and learning (Deci and Ryan, 2008).

When people are motivated, their motivation is aligned between autonomous and controlled types of motivation. An autonomous motivation consists of both intrinsic and extrinsic motivation properties between their-self and that activity or task's value (Deci and Ryan, 2008). In other words people feel volition and self-endorsement of their behaviour. People who are autonomously motivated are predicted to be psychologically healthy and persist for longer to complete a task (Deci and Ryan, 2008).

Controlled motivation is the opposite to autonomous motivation. Where one's behaviour is influenced by external regulation - reward or punishment, interjected regulation (approval or shame), controlled by external pressure in order to think and behave in certain ways (Deci and Ryan, 2008). Overall, autonomous and controlling motivations both energise behaviour in a particular direction (Deci and Ryan, 2008).

2.2 MOTIVATION IN SPORT

Sport psychology provides information that coaches need to help athletes build mental toughness and achieve excellence in sport and in life. As a coach, you'll gain a big-picture perspective on the mental side of sport by examining how athletes act, think, and feel when they practice and compete. You'll also see how assisting your athletes in developing mental skills such as motivation, energy management, focus, stress management, and self-confidence leads to increased enjoyment, improved life skills, and enhanced performance, (Burton, & Raedeke, 2008).

Since motivation in sports can be described in many different ways, it can be confusing. To put it simply, motivation includes all causes of behaviour. Understanding and enhancing motivation is one of the most popular areas of research in psychology, as well as sport and exercise psychology. In psychology and sport psychology, this research has primarily addressed the role of motivation in individual lives, especially when addressing motivation in achievement contexts (Glyn, Darren & David, 2007)

Keeping players motivated and focused throughout an entire season can be a very challenging task for a coach. Indeed successfully keeping players motivated throughout the season can make the difference between winning and losing (Neil, 2013). A motivational sequences are coaches' personal orientation towards coaching, the context within which they operate, and their perceptions of their athletes' behaviour and motivation influence their coaching behaviours. In turn, coaches' behaviours in the form of autonomy-supportive behaviours, provision of structure and involvement have a beneficial impact on athletes' needs for autonomy, competence and relatedness (Schunk & Pajares, 2009).

Without motivation athletes would not desire to excel in their sport, coaches would no longer strive to unify the team, and a player's drive to set and reach goals would end. Motivation is an internal energy force that determinates all aspects of our behaviour, it also impacts on how we think, feel and interact with others. In sport, high motivation is widely accepted as an essential prerequisite in getting athletes to fulfil their potential. However, given its inherently abstract nature, it is a force that is often difficult to explain fully. Some coaches, appear to have a "magic touch" being able to get a great deal more out of a team than the sum of its individual parts; others find motivation to be an elusive concept they are forever struggling to master. Motivation is a dynamic and multifaceted phenomenon that can be manipulated, to some degree at least in the pursuit of superior sporting performance (Moran, 2014)

The coach-athlete relationship is a reciprocal process where both coach and athlete influence one another. Coaches do not behave in the exact same way with all athletes. Instead, they react to each athlete's perceived and actual motivation and behaviours. Athletes' individual difference thus greatly influences coaches' behaviours, (Jowett and Ntoumanis, 2001).

2.3 THEORIES OF MOTIVATION

Specific motivational theories exist that apply psychological concepts to sports for increased drive and performance. The study of motivation in physical activity and sport has played an

important role among researchers in the field of sport psychology, since it represents the force that determines whether a person starts and commits themselves to a specific activity, as well as the effort invested in it (Deci and Ryan, 2008). Motivation theories may be viewed as being on a continuum ranging from deterministic to mechanistic to organism to cognitive, (Schunk, D. H., & Pajares, F. 2009).

Deterministic and **mechanistic** theories view humans as passive and driven by psychological needs or drives.

Organism theories acknowledge innate needs but also recognize that dialectic occurs between the organism and the social context.

Cognitive theories view humans as active and initiating action through subjective interpretation of the achievement context.

Contemporary theories tend to be organism or social-cognitive and are based on more dynamic and sophisticated conceptions that assume the human is an active participant in decision making and in planning achievement behaviour.

A large number of investigations have supported two important motivation theories: the achievement goal theory (Nicholls, 1989) and the self-determination theory (Deci & Ryan, 1985, 1991; Ryan & Deci, 2007), with the aim of finding motivational strategies focused on the achievement of more positive consequences in the sport environment.

2.4 SELF-DETERMINATION THEORY

The concept of motivation can be defined as “the hypothetical construct used to describe the internal and/or Self-determination theory (Deci & Ryan, 2000) has pursued the work of early need theorists. It posits that competence, autonomy, and relatedness are universally essential for optimal human development, motivation, and integrity. That is, a need serves the function of promoting psychological health; conversely, when needs are not met, psychological health is undermined.

Research supports this crucial hypothesis with students (Reis, Sheldon, Gable, Roscoe, & Ryan, 2000) and athletes (Gagné, Ryan, & Bargman, 2003) in different cultures (Sheldon, Elliot, Kim, & Kasser, 2001). Thus, clearly needs do matter with respect to people’s well-being and motivation. However, needs matter for at least two other reasons. First, from a motivational perspective, needs represent the energy underlying people’s behaviour. That is, people engage in certain activities in order to satisfy their needs. To the extent that their needs are satisfied, people will be motivated to engage in such activities out of their own choosing without any prodding (self-determined motivation). The origin of motivation is a

person's attitude that enforces that person into action (Ryan & Deci, 2000). The Self Determination Theory of Motivation in sport has focused on two general types of motivation, namely, intrinsic and extrinsic motivation, (Ryan & Deci, 2000).

2.4.1 INTRINSIC MOTIVATION

Seifert, Chapman, Hart, and Perez (2012) stated, “Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure”. In other words, this is motivation that is triggered by personal interests. Intrinsic motivation refers to doing an activity for the pleasure and satisfaction derived from engaging in the activity (Deci and Ryan, 2000). Because the activity is pleasant, intrinsically motivated athletes will engage in sport with a strong sense of volition (Roberto, 2001).

. Behaviours Related to Intrinsic Motivations.

- Fewer changes (ups and downs) in motivation
- Less distraction
- Less stress when mistakes are made
- Increased confidence and self-efficacy
- Greater satisfaction. (Stephanie Hatch, Danielle Thomsen, & Jennifer J. Waldron, 2013)

2.4.2 EXTRINSIC MOTIVATION

Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives (Seifert, *et al.*, 2012).

These two major types of extrinsic motivation are highlighted here.

Behaviour controlled by the extrinsic rewards

Motivation Based on

- Extrinsic rewards
- Avoiding punishment or guilt
- “Should” do something
- Less interest, value, and effort towards achievement
- Anxiety

- Difficulty coping with failure (Stephanie Hatch, Danielle Thomsen, & Jennifer J. Waldron, 2013).

2.4.2.1 TYPES OF EXTRINSIC MOTIVATION IN SELF- DETERMINATION

Description and example

External regulation	Behaviour that is regulated through positive external outcomes and avoiding constraints. Example; Rugby player goes to training, so the coach does not bench him for the weekend's game.
Integrated-regulation	Participating in a task from an extrinsic view, therefore it's a matter of choice. For example: Rugby player decides to stay at home the night before the game the next day, instead of going to the pub with his mates.
Interjected-regulation	A person starts to internalize reason for their action, although reflecting on reasons does not replace extrinsic motivators. Example; Rugby player goes to practice otherwise he would feel guilty for not attending.
Identified-regulation	Is behaviour that is valued and important for the individual? Example; Rugby player goes to practice as he feels that his performance will be better in the next game. .(Schunk, D. H., & Pajares, F. 2009).

2.5 ACHIEVEMENT GOAL THEORY

Specifically, the motivation theory that has emerged as the most popular in sport and physical activity contexts is achievement goal theory. In social cognitive perspective achievement may be defined as the attainment of a personally or socially valued achievement goal that has meaning for the person in a physical activity context (e.g., losing weight, improving a skill, defeating an opponent) (Seifert, *et al.*, 2012).

The Achievement Goal Theory is one of the main approaches among the social cognitive theories that offers an explanation for the motivation for success in sports and physical exercise environments (Weinberg, Gould 1995). The Achievement Goal theory approach emphasizes the importance of examining the fundamental goals of success in determining the behaviour of the individual.

The achievement goal determines the integrated pattern of beliefs that undergird approach and avoidance strategies, the differing engagement levels, and the differing responses to

achievement outcomes. The overall goal of action in achievement goal theory, thereby becoming the conceptual energizing force, is assumed to be the desire to develop and demonstrate competence and to avoid demonstrating incompetence. The demonstration and development of competence is the energizing construct of the motivational processes of achievement goal theory.

The adopted personal theory of achievement affects one's beliefs about how to achieve success and avoid failure at the activity. Therefore, people will differ in which of the conceptions of ability and criteria of success and failure they use, and in how they use them, based on their personal theory of achievement. The two conceptions of ability thereby become the source of the criteria by which individuals assess success and failure (Nicholls, 1992).

2.6 CLASSIFICATIONS OF ACHIEVEMENT GOAL THEORY

According to the Achievement Goal Theory approach there are two fundamental styles of goal achievement and success as Motivational climate & Goal orientation (Nicholls, 1992). The environments in which the sportsmen learn, develops skills and evaluate their activities must be taken up. Related research studies show that although the individual and situational factors have been examined separately, strong ties have been observed between the two areas and both of these factors had a significant influence on motivation (Toro's, 2005).

Salmon (1996) has stated that the perceived motivational climate is a factor in explaining the goal orientation of the sportsman. According to the two factors theory about the form in which the sportsman defines and perceives success, a sportsman achieves success either by comparing his/her abilities with those of other sportsmen or by comparing his/her actual performance with his past performance. A comparison is made in each of these cases. In the first case the sportsman uses the sportsmen who are his/her equivalent as a criterion of comparison while in the second case his/her own past performance values are used as a criterion of comparison.

Parallel features are apparent between the variables of goal orientation and perceived motivational climate. As an individual feature, task oriented goal orientation shall be best realized in the task oriented motivational climate. Again as an individual feature, goal orientation related to the ego is in harmony with performance oriented motivational climate (Toro's, Koruc 2004).

While goal orientation for success is related to irregular features, perceived motivational climate which is the second dimension of goal orientation for success is a situational phenomenon (Toro's, 2001).

Researchers suggest that social situations created by significant others (such as teachers, coaches, parents) can impact the probability of whether an athlete will be task-or ego-involved when she participates in sport (Balaguer, 1999).

To achieve success; one must match the motivational climate to that of his or her achievement goal-orientation (Duda *et al*, 2007). Again, this climate can be task, ego-approach, or ego-avoidance in nature. As with achievement goal orientations, motivational climate is bi-directional and can change depending on the situations. If an individual is more of a task-orientated athlete, he or she is going to prefer to be in a climate that is more task-focused. This climate is one that encourages self improvement, task-mastery, and exhibiting maximum effort and dedication (Bortoli *et al*, 2011).

The difference between an ego-approach and ego-avoidance environment can be explained when considering an athlete's perceived competence. If the ego-goal oriented athlete is more performance-approach, he or she will view the environment as challenging and as an opportunity to produce success; whereas a performance-avoidance athlete will potentially view challenges as a threat and therefore reduce their efforts (Elliot & Church, 1997).

Susan, (1995) was reported a moderately strong positive relationship between performance climate and ego orientation. These constructs were found to be positively associated, thereby suggesting that performance climate strongly contributed to an ego orientation. A performance climate was described as a perceived environment where ego-involved goals were the norm. In contrast, an ego orientation referred to the individual's proneness or tendency to be ego-involved. These results clearly suggest that a performance climate is linked to an ego orientation.

2.6.1 GOAL ORIENTATION

Goal orientation is another concept of achievement goal theory. It focuses on task and ego orientation. This two goal orientations are related to the self-judgement of individuals in terms of their level of abilities. Goal orientation in athletes is an effective variable for their performance of tasks and sport assignments. The types of goals an athlete selects as valuable are the evidence of his goal orientation. Goal orientation indicates the rate of an athlete's

concentration on learning skills or task performance (**task orientation**) or on achieving the most ideal personal performance (**ego orientation**), (Paulson A.R. 1999).

Two independent dimensions of goal orientation exist in every sportsman and the degree to which every dimension shows itself is the goal orientation of the sportsman. In these two independent dimensions such combinations may exist as task/high ego/high, task/high-ego/low, task/low-ego/high and task/low-ego/low. The degree to which the sportsman has goal orientations in the form of ego orientation and task orientation requires the evaluation and judgement of a form of life (Toro's 2002).

A teacher, parent or coach motivates the sportsman towards goal orientation by letting him/her feel definite hints and rewards. Such questions as "How was your performance?" and "Did you win?" asked by family members to a child upon his return to home after the game are hints for the value attributed by the sportsman to definite purpose (Toro's, Koruc, 2005).

2.6.1.1 TASK-ORIENTED GOALS VS EGO ORIENTED GOALS

An individual who has task-oriented goals focuses on such factors as development of skills, learning new skills, demonstrating one's mastery in performing his/her task and working hard while ego oriented individual focuses on demonstrating his/her superior abilities and wants to defeat his/her rivals with a less degree of effort (Duda, 1993). Task orientation is focused on personal success and improvement through effort, while ego orientation is focused on outperforming others and on reaching better results than the rest (Hodge & Petlichkoff, 2000). A task-oriented athlete attempts hard to dominate skills and correct performance, while ego-oriented athlete attempts to compete with others and dominate other players. Task-oriented athlete focuses on performing correct skills apart from the result and ego-oriented athlete focuses on the result of a competition and performance, (Boyd, M. and J. Callaghan, 1999).

Sportsmen who adopt task-oriented goals attribute priority to the development of skills, learning, gaining mastery in the performance of tasks, team harmony and cooperation. Some researchers have stated that task related goal orientation has a positive relationship with the sense of satisfaction, enjoyment and being internally interested in sports (Duda and colleagues, 1992, Vazou, Ntoumanis and Duda, 2005). . Not the process itself but the result of the process is important for individuals who attribute priority to the goals directed towards ego (Toro's, Yetim 2000).

Among these goal orientations, those sportsmen who have task oriented goals consider the competitions as a chance factor to develop their sportive skills, if their task orientation is high. The better the competitor, the more the performance of the sportsman shows (Duda, 2005).

As has been shown by different studies (Hodge & Petlichkoff, 2000), people can have the two goal orientations simultaneously. Athletes who simultaneously have a high task and ego orientation, or athletes who simultaneously have a high task orientation but low ego orientation, show the highest levels of adaptive motivational patterns than those with a low task orientation (Roberts, Treasure, & Kavussanu, 1996; Standage & Treasure, 2002).

2.6.2 MOTIVATIONAL CLIMATE

The motivational climate is another interesting concept that the above mentioned theory establishes. Motivational climate is a set of implicit and/or explicit signals, perceived in the environment, by which the keys to success and failure are defined. A sports environment does not only mean different coaching and coaching behaviour. At the same time, coaches, managers, families and spectators form such a climate by means of explicit and implicit reinforcements (Toro's, 2005).

Motivational climate contains various features like level of competition, styles of directives, and the influence of prominent persons on the team culture. Motivational climate in teams is the environment and climate excited enough to affect athletes' goal orientation. Coaches may also influence their athletes indirectly through the type of motivational climate they help to create. The motivational climate refers to the general ambience that exists in a team or club and the message it conveys to athletes (Duda & Hall, 2001).

It is a feature which is to be examined from the point of view of the perceived motivational climate whether the character and structural characteristics of the team experiences are effective in structuring the motivation of the sportsman. The environments in which the sportsmen learn, develop skills and evaluate their activities must be taken up. Related research studies show that although the individual and situational factors have been examined separately, strong ties have been observed between the two areas and both of these factors had a significant influence on motivation (Toro's, 2005).

Research from an achievement goal perspective has examined how the structure of the environment can make it more or less likely that achievement, behaviours, thoughts, and

feelings associated with a particular achievement goal are adopted. The premise of this line of research is that the nature of an individual's experience influences the degree to which task and ego criteria are perceived as salient in the context. (Schunk, D. H., & Pajares, F. 2009).

The motivational climate transmitted by the coach can be of two types: a task-involving motivational climate and ego involving motivational climate. (Duda & Hall, 2001)

2.6.2.1 MASTERY CLIMATES VS PERFORMANCE CLIMATES

Mastery (task-involving) climates, in which effort, self-referenced personal improvement and the development of self-comparative skills are fundamental. Performance (ego-involving) climates, in which the most important aspects are victory and the demonstration of having higher ability and performance than others, (, Roberts, Ommundsen, 1996).

Mastery (or task-involving) climates refer to structures that support effort, cooperation, and an emphasis on learning and task master. Conversely, performance (or ego-involving) climates refer to situations that foster normative comparisons, intra team competition, and a punitive approach by teachers and coaches to mistakes committed by participants. (Schunk, D. H., & Pajares, F. 2009).

Mastery climate emphasizes skill development, knowing capacity and ability of all players, meanwhile; in performance climate, personal function is compared with others and the skilful player is the most important member in the team. In this climate, players know that weak function is accompanied by punishment and competition is encouraged by the coach (Paulson *et.al.*, 1999).

2.7 EFFECTS OF GOAL ORIENTATION AND MOTIVATIONAL CLIMATE ON SPORT SETTING

The motivational climate is closely related to a person's goal orientation, and has a strong influence on a person's cognitions and behaviours. Given the importance of the coach player relationship and the effects of both goal orientations and the motivational climate, it is important to understand the relationship of these issues within a team sport setting. The effects of goal orientations and motivational climates in both academic and sport settings have been discussed at some length; however, there is always room for more inquiry into the relationship between the two in a sport setting and their effects on the participants (Miller, Roberts, & Ommundsen, 2005).

The coach is responsible for instructing the players, helping them improve their skills, and preparing them for competition, as well as a host of other issues. The players perceive

everything the coach says and does in one way or another. Because the relationship between the coach and the players is vital to team sports, it is certainly important to understand how the participants in this relationship interact and influence each other. With a better understanding of how the players adapt coaching behaviours and how those perceptions influence the players' thoughts and actions, it may be possible to develop a more productive and efficient relationship between coach and player, (Miller, Roberts, & Ommundsen, 2005).

2.7.1 EFFECTS OF GOAL ORIENTATION ON SPORT

The effects of task and ego goal orientations have been popular subjects of study in the research pertaining to the sport setting. Numerous studies have been performed to examine the effects of the different goal orientations on cognitive and behavioural constructs associated with achievement and performance in sport. It was noted in Duda's (1989) study of high school athletes that task orientation is related to "positive achievement behaviours" and an increased likelihood that the person would be competent in their abilities, while maladaptive behaviours tend to present themselves when a person adopts an ego orientation. This study shed some light on the different type of beliefs and behaviours that can be expected when a person adopts a certain goal orientation.

It was demonstrated that when an athlete is more task oriented, the person tends to believe that it is important for sport to place value on an athlete trying his or her best, cooperating with teammates and coaches, and being "honest, respectful, and concerned citizens in society at large". Conversely, it was shown that an ego orientation leads people to believe that extrinsic benefits and personal gains are what determine the meaning of sport, and also believe that bending the rules in order to succeed was acceptable (Duda, 1989).

In general, coaches and players have goal orientations that influence how they feel about playing sports and what they believe is important within the team setting. The influence of a person's goal orientation cannot be overstated. The goal orientation influences nearly every facet of a person's cognitions and behaviours (Miller, Roberts, & Ommundsen, 2005).

2.7.2 EFFECTS OF MOTIVATIONAL CLIMATE ON SPORT

Coaches reinforcing improvement and hard work created the mastery climate that was described as working together, while a performance-based climate was described as a setting where punishment for failure could be expected and competition between players on the team was encouraged (Newton & Duda, 1999).

Newton and Duda (1999) looked at how performance is affected when a person who is either high task or ego oriented is placed in mastery or performance based motivational climate.

Other studies have provided information regarding the effect of motivational climate on a variety of aspects of sport performance.

Numerous studies have been performed to determine the effects of performing in one motivational climate versus the other. Ames (1981) performed a study to determine the effects of the two different reward structures that are present in either a competitive (ego) climate or cooperative (mastery) climate. Enhanced social comparison and ego driven motives have been commonly associated with a competitive climate, while cooperative climates tend to promote more achievement, higher levels of self-esteem, and positive attitudes toward other people.

The results of this study illustrate the importance of winning or losing in each setting. Winning in a competitive setting appeared to enhance the feelings of outperforming other people while those in a cooperative structure tended to have the same evaluations of one another regardless of the outcome. It was shown that in performance-based climates, social comparisons are at the heart of the matter.

If a person is successful, positive results in affect can occur, however, if the person fails in a competitive setting, feelings of inferiority are likely to result. In a mastery climate, the effect is not so drastic when success is not met. It was shown that even though players differed in performance in a cooperative setting, their evaluations of each other tend to converge (Duda, & Ntoumanis 2003)

In a similar study, it was shown that the “presence of a team relationship in cooperative structures may contribute to a perception of similarity, creating a norm for more equality in reward allocation”. Coaches who were mastery-focused tended to have players that felt more competent, more in control of their performance, and stronger feelings of connection to the team (Reinboth, Duda, & Ntoumanis, 2004)

CHAPTER THREE

3. METHODOLOGY

3.1 STUDY DESIGN

The researcher used a cross sectional study design. Thus specifically, descriptive survey was used in conducting this research. Because, as Best Kumar (2006) state, descriptive research deals with the relationships between variables and the development of generalizations, prediction of future phenomena is possible. Furthermore the researcher was attempting to use both qualitative and quantitative method.

3.2 SUBJECT OF THE STUDY

This study involves two different types of participants: the coach and the players on that coach's team. The head coach and players was the focus of this investigation, and no assistant coaches were included. The head coach is responsible for establishing the motivational climate of the team, and the data associated with the head coach provides the information needed to examine the relationship between a coach's motivational climate and player's goal orientation. From four (4) football clubs assigned in the south western zone "A" of Ethiopian national league division, namely jimma ababuna, jimma city, kafa buna and mizan aman city football club was the subject of the study.

3.3 STUDY AREA

The study was focused on south western zone "A" Ethiopian national league football clubs. South west is one of the present regional locations in Ethiopia. In this zone, different zones and regional states are surrounded; those are Kaffa zone, bench magi zone, sheka zone, Iluababora zone and Gambella regional state. Based on these regional and sub regional category Ethiopian national league competition had been divided in to 8(eight) zone across the country, such as north "A & B", central "A & B", south west "A & B", south east "A" and east "A". Among those zones, south western zone "A" was one of them. It encompass 7 (seven) organized national league football clubs which are governed by different sport offices, private organizations and different regional developmental associations. Those clubs are under legal administration of Ethiopian football federation. Therefore the researcher focused only the south western zone "A" Ethiopian national league football clubs.

3.4 SOURCE OF DATA

The raw data for this study was collected primarily from the head coaches of each club as well as players of those selected clubs through (TEOSQ) task and ego goal orientation and (PMCSQ) perceived motivational climate of sport questionnaires. In addition to this the supplementary data also gathered from secondary sources such as books review and document analysis.

3.5 STUDY POPULATION

The Population of the study was 7 national league football clubs in the south western zone 'A' all players and coaches. Each club has an average of 25 players and one head and one assistant coach. Thus total population size of the study were 183 players and coaches.

3.6 SAMPLE SIZE AND SAMPLING TECHNIQUE

Among seven (7) National league football clubs which are grouped under south western zone 'A' division, by considering highest and lowest experience of the club in the division; four (4) clubs were selected. Therefore from the high experienced group one club such as (Jimma Kenema) and from low experienced group, two clubs having the same years of experience such as Kaffa Buna and Jimma Abbabuna football clubs were selected. Furthermore from the average experienced club Mizan Aman football club was selected. Therefore based on the above criteria 4 (four) clubs were selected via purposive sampling technique. Each club has an average of 25 players and 1 head coach. Hence $n=4*25 = 100$ players and $n=1*4 =4$ coaches $n=100+4=104$ players and coaches was the sample of the study.

3.7 DATA COLLECTION INSTRUMENT

In this study multiple questionnaires were used as data gathering instrument or tools of data collection. The first questionnaire was Perceived Motivational Climate Questionnaire in Sport (PMCSQ) and the second questionnaire was Task and Ego Orientation in Sport Questionnaire (TEOSQ) and also demographic questionnaires for coaches and players also included.

3.7.1 QUESTIONNAIRES

3.7.1.1 Perceived motivational climate in sport questionnaire (PMCSQ)

Perceived motivational climate of the coach was assessed through a Perceived Motivational Climate in Sport Questionnaire (PMCSQ) developed and verified for validity and reliability by Duda, Walling and Chi (1993) and adapted by Newton, Duda, and Yin (2000). As a result, a modification of the

questionnaire for coaches was considered and takes place. The PMCSQ consists of a total numbers of 21 items, of which 11 was mastery involved and 10 of them were performance-involved items. The answers was ranked on a 5-point Likert type scale, ranging from (1) strongly disagree to (5) strongly agree. Each item on the PMCSQ begins with the phrase “On this team...”, and the items are designed to gain information about the perceived motivational climate. Some of the items were slightly modified to fit the coach’s point of view. For example, the item “the coach wants us to try new skills” has been changed to “I want players to try new skills” in order to eliminate confusion for the coach while completing the questionnaire.

3.7.1.2 Task and ego orientation in sport questionnaire (TEOSQ)

Player’s goal-orientation data was collected by using Task and Ego in Sport Questionnaire (TEOSQ) which is created and verified for validity and reliability by Duda and Nicholls (1992) to measure athletes' goal orientation. TEOSQ consists of a total of 13 items; of this 7 were task oriented and 6 was ego oriented items. Participants were rate the items on a 5-point Likert type scale, ranging from (1) strongly disagree to (5) strongly agree . Additionally coaches also completed a version of the (TEOSQ), this is also used to determine coaches goal orientation. Each items of (TEOSQ) begins with the phrase “I fell successes when” these phrase guides respondents to answer their response on the view of success. On the other hand this (TEOSQ) was completed by coaches, to determine player’s goal orientation from the view of their coaches. Therefore certain modification was made to the phrase, “players feel successes when” instead of “I feel successes when”

3.7.1.3 Demographic questionnaire

A demographic questionnaire which was used to collect data regarding to age, experience and educational level of coach and players was prepared and employed. It consists of 3 items for coach and 3 items for players.

3.8 DATA COLLECTION PROCEDURE

First the researcher takes ethical clearance from Jimma University then the researcher was directly going to the study area. After the end of all aspect the researcher made contact with the stakeholders of the club for permission. After the agreement was made the researcher distributed questionnaires for coaches and players. Finally all distributed questionnaires were collected back and the data was analyzed.

3.8 PILOT TEST

To ensure validity and reliability of the instrument a pilot test was carried out in (Teppi city) football club that was not the part of the target group of the study. The questionnaire used to the Perceived Motivational Climate in Sport Questionnaire (PMCSQ) was initially developed by Seifriz, Duda, and Chi (1992) and adapted by Newton, Duda, and Yin (2000). The PMCSQ is a 21-item questionnaire designed to determine a coach perception of both mastery and performance climate. Confirmatory factor analysis on the PMCSQ suggested that this measure has strong internal validity for both the task involved (mastery) climate ($=.88$) and the ego-involved (performance) climate ($=.87$) subscales (Newton, Duda, & Yin, 2000). In this study the reliability for the mastery subscale was ($=.88$) and for the performance subscale was ($=.88$). The participants respond to the PMCSQ on the five-point Likert scale was used. To assess goal orientation, the Task and Ego Orientation in Sport Questionnaire, (TEOSQ), as adapted by Duda and Nicholls (1992) was used. The TEOSQ is a 13-item questionnaire that is used to determine the extent to which a person is task goal oriented and ego goal oriented. Results of confirmatory factor analyses have suggested that the TEOSQ has strong internal validity on each of the task ($=.88$) and ego ($=.86$) subscales (Li, et al., 1998). In this study the reliability for the task subscale was ($=.83$) and for the ego subscale was ($=.76$). The TEOSQ is framed around the simple statement of “I feel successful when...”. The participants respond to 13 items on a five-point Likert scale indicating degree of agreement or disagreement with the statement.

3.10 DATA ANALYSIS

The aim of this research was to examining the relationship between Coach Motivational climate and players’ goal orientation in South Western zone ‘‘A’’ Ethiopian National League Football Clubs. To achieve these, the study was used a cross sectional study design and established 3 main and 8 sub research questions as described early in the statements of the problem in addition a demographic questionnaires which assess age, experience and educational level of the respondents was included. Therefore, the demographic questionnaire was analyzed by using descriptive statistics such as frequencies and percentages to describe the nature and characteristics of the respondents. Pearson correlation was done to analyze research question number 1 & 2, sub questions (a, b, c, & d) to examine the relationship between the dependent variable (players’ goal orientation) and independent variable (coaches’ motivational climate). In addition to these independent sample t-test was employed to examine the significant different between the, dependent variable (players’ goal orientation) and independent variable (coaches’ motivational climate).

3.11 ETHICAL CONSIDERATION

The researcher follows certain ethical issues during investigation of this research. Thus the norms which promote prohibition against falsifying or misrepresenting research data ensure the truth and avoid errors instead of these those issues were considered. Additionally the norms that promote the values that are essential to collaborative work, such as trust, accountability, mutual respect, and fairness, therefore, researcher ensured value for them. Finally moral and social values such as keeping confidentially personal data of the participant responsibly and utilize that data for only the purpose of the study have credit.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRITATION

Under this chapter we deal with analysis, interpretation and discussion of findings from the selected south western zone national league football teams. This data was collected and analyzes asked on the response of players and coaches, answer through the questionnaires.

4.1. DEMOGRAPHIC RESULT FOR PLAYER'S AND COACHES

After the data were completed, descriptive statistics for both coaches and players were calculated.

4.1.1. BACKGROUND OF PLAYERS

Table 1 descriptive result for player's demographic characteristics

Player's age	Frequency	Percent	Cumulative percent
20-23	55	55.0	55.0
24-27	40	40.0	40.0
28-31	5	5.0	5.0
Total	100	100	100
Player's educational level			
9-12	87	87.0	87
Diploma	11	11.0	11.0
Degree	2	2.0	2.0
Total	100	100	100
Player's experience			
1-3	77	77.0	77.0
4-6	22	22.0	22.0
7-9	1	1.0	1.0
Total	100	100	100

In this table shows that descriptive statics for the characteristics of the players in the south western zone 'A' Ethiopian national league football clubs. The sample for this study included a total of 100 players in the south western zone 'A' Ethiopian national league football clubs. The complete demographic profile of the players' data was shows, the players age range was 20 – 23 =55 (55%), 24 – 27 =40 (40%) and 28 – 31 =5(5%). And the players educational

level was 9-12 grade 87 (87%), diploma 11 (11%) and degree 2 (2%), and the players experience was 1-3 years 77 (77 %), 4-6 years 22 (22%) and 7-9 years 1(1%).

4.1.2 BACKGROUND OF COACHES

Table 2descriptive results of coach’s demographic characteristics for the south western zone ’A’ Ethiopian national league football clubs.

Coach’s age	Frequency	Percent	Cumulative percent
35-39	2	2.0	50
40-45	2	2.0	50
Total	4	4	100
Coach’s educational level			
9-12 grade	3	3.0	87.5
Above 12	1	1.0	12.5
Total	4	4	100
Coaching experience			
1-4 years	1	1	12.5
5-8 years	1	1	12.5
Above 9 years	2	2	50
Coaching licence			
C	-	-	-
B	2	2.0	50
A	2	2.0	50
Total	4	4	100

In this table shows that, the sample for this study included a total of 4 head coaches in the south western zone ’A’ Ethiopian national league football clubs. The complete demographic profile of the coaches, data was presented. The coaches age range was 35-39 =2 (50%) & 40 –45 =2 (50%), the coaches educational level was 9-12 grade 3 (87 .5 %), and above 12 grade 1(12.5%), the coaches experience was 1- 4 years = 1 (12. 5%), 5-8 years = 1(25%), and above 9 years = 2(50%), and 2(50%) of coaches has B licence and 2(50%) of coaches has A licences on the south western zone ‘A’ Ethiopian national league computational zone.

Figure 1 descriptive statistics of player's goal orientation & motivational climates for the south western zone 'A' Ethiopian national league football clubs.

Players also filled out both of the TEOSQ and PMCSQ questionnaires. As figure 1 shows, players had higher scores on task ($M = 4.469$, $SD = .114$) than ego orientation ($M = 3.245$, $SD = .179$). And Players also perceived a higher mastery climate ($M = 4.521$, $SD = .156$) than performance climate ($M = 3.137$, $SD = .145$).

Figure2 descriptive statistics of coaches goal orientation & motivational climates for the south western zone 'A' Ethiopian national league football clubs.

The PMCSQ consists of two subscales, mastery and performance climate additionally, TEOSQ consists of two subscales, task and ego Orientation. As shown in figure 2, the coaches mastery climate scores ($M = 4.333$, $SD = .221$) were higher than performance scores ($M = 1.721$, $SD = .301$). Similarly coaches' task orientation scores ($M = 4.67$, $SD = .316$) were higher than ego scores ($M = 2.916$, $SD = .215$).

4.2. ANALYSIS OF QUESTIONNAIRES FOR COACHES AND PLAYERS

Table 3 Pearson Correlation result for coach motivational climate and player's goal orientation

		average players task	average players ego	coaches mastery climates	coaches performance climate
average of players task	Pearson Correlation Sig. (2-tailed) N	1 4			
average of players ego	Pearson Correlation Sig. (2-tailed) N	-.956* .044 4	1 4		
coach mastery climates	Pearson Correlation Sig. (2-tailed) N	.996** .004 4	-.964* .036 4	1 4 4	
coaches performance climate	Pearson Correlation Sig. (2-tailed) N	-.948 .052 4	.996** .004 4	-.949 .051 4	1 4 4

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Coach motivational climate and Player Goal Orientation was correlated, In order to test relationship between the above interrelated idea, to these end, coach PMCSQ scores and average player TEOSQ scores were conducted. Therefore the result obtained from Pearson correlation indicates that coach mastery motivational climate and player task goal orientation have very high positive significant relationship, $r = .996$, $p > 0.01$, Likewise, coach performance motivational climate was correlated with player ego goal orientation, and again the correlation, $r = .996$, $p > 0.01$, this indicates that significantly very high positive relationship.

Generally the correlations results for the above table shows that, there is a very high positive relationship between a coach's mastery motivational climate and player's task goal

orientation and also there is a very high positive relationship between a coach's performance motivational climate and player's ego goal orientation for the south western zone 'A' Ethiopian national league football club players and coaches.

According to the research findings, player task goal orientation was correlated with coach performance motivational climate, and again the correlation, $r = -.956$, $p < 0.05$ while player ego goal orientation and coach mastery motivational climate was a negative significant relationship with $r = -.964$, $p < 0.05$. Regarding to the results of these correlations, although there is a negative relationship between a player's ego goal orientation and coach's mastery motivational climate and also there is a negative relationship between a player's task goal orientation and coach performance motivational climate in this computational zone.

Table 4 Pearson Correlation result for coach motivational climate and coach goal orientation

		coach's mastery climate	Coach task orientation	coaches performan ce climate	Coaches ego orientation
Coaches mastery climate	Pearson Correlation Sig. (2-tailed) N	1 4			
Cache task Orientation	Pearson Correlation Sig. (2-tailed) N	.770 .230 4	1 4		
coaches performance climate	Pearson Correlation Sig. (2-tailed) N	-.775 .225 4	-.994** .006 4	1 4	
Coaches ego orientation	Pearson Correlation Sig. (2-tailed) N	-.832 .168 4	-.990* .010 4	.976* .024 4	1 4

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The above table shows that, coach task goal orientation was correlated with coach mastery motivational climate, but the correlation, $r = .770$ $p > 0.05$, this indicates that a high positive significant relationship while coach ego goal orientation was correlated with coach performance motivational climates are the correlation, $r = .976$, $p < 0.05$, this indicated a

very high positive significant relationship. The finding of this research was, although there is a very high positive relationship between a coach task goal orientation and coach's mastery motivational climate, and again similarly there is a very high positive relationship between a coach's ego goal orientation and coach's performance motivational climate. Generally these results indicate that a coach's goal orientation is related to the coach's perceptions of the motivational climate in the south western zone 'A' Ethiopian national league football club.

Table 5 Pearson Correlations result for player's motivational climate and player's goal orientation

		Players mastery climate	Players performance climate	Players task orientation	Players ego orientation
Players mastery climate	Pearson Correlation Sig. (2-tailed) N	1 100			
Players performance climate	Pearson Correlation Sig. (2-tailed) N	-.723** .000 100	1 100		
Players task orientation	Pearson Correlation Sig. (2-tailed) N	.184 .067 100	-.129 .199 100	1 100	
Players ego orientation	Pearson Correlation Sig. (2-tailed) N	-.154 .127 100	.184 .067 100	-.219* .028 100	1 100

** . Correlation is significant at the 0.01 level (2-tailed)

*. Correlation is significant at the 0.05 level (2-tailed).

In order to correlate the relationship between Players PMCSQ scores and Players TEOSQ scores were conducted. The above table shows that, the players mastery motivational climate was correlated with Players task goal orientation, but the correlation, $r = .184$ $p > 0.05$, while players

Performance motivational climate was correlated with players ego goal orientation, and also the correlation, $r = .184, p < 0.05$. The finding of this research was, although there is a weak positive relationship between a players task goal orientation and players mastery motivational climate, and similarly there is a weak positive relationship between a player's ego goal orientation and player's performance motivational climate in the south western zone 'A' Ethiopian national league football club players. This implies that the motivational climate increases at the same time goal orientation also increase.

Table 6 Results of t-test examining task goal orientation for coaches and players

Goal orientation														
	Players							coaches						
Task orientation	N	M	SD	df	t	Sig		N	M	SD	df	t	Sig	
	4	4.5	.114	6	.88	.530		4	4.4	.18	6	.88	.534	

As indicated in the table, independent sample t-test was to compare task orientation mean scores for the south western zone 'A' Ethiopian national league football club players and coaches, the group that has been thought with the average team players task goal orientation better ($M= 4.85, SD= .15$) than the group that has been thought with coach task goal orientation ($M=4.5, SD= .17$). This differences was not statically significant, $t(6) = .88, p > .05$.

Table 7 Results of t-test examining ego goal orientation for coaches and players

Goal orientation														
	Players							coaches						
Ego orientation	N	M	SD	df	t	Sig		N	M	SD	df	t	Sig	
	4	2.87	.17	6	-.17	.867		4	2.89	.19	6	-.17	.867	

As indicated in the table 7, the independent sample t-test to compare the ego orientation mean scores for the south western zone 'A' Ethiopian national league football club players and coaches, the group that has been thought with the coach ego goal orientation better ($M=2.89,$

SD= .17) than the group that has been thought with average team players ego goal orientation (M= 2.87, SD= .17). This differences was not statically significant, $t(6) = -.17, p > .05$.

Table 8 Results of t-test examining mastery motivational climate for coaches and players

Motivational climate												
	Players						coaches					
Mastery climate	N	M	SD	df	t	Sig	N	M	SD	df	t	Sig
	4	4.56	.114	6	.66	.413	4	4.48	.185	6	.66	.413

As indicated the table 8, the independent sample t-test were to compare the mastery motivational climate mean scores for the south western zone 'A' Ethiopian national league football club players and coaches, the group that has been thought with the average team players mastery motivational climate better (M= 4.56, SD= .114) than the group that has been thought withcoach mastery motivational climate (M=4.48, SD= .185). This differences was not statically significant, $t(6) = .66, p > .05$.

Table 9 Results of t-test examining performance climate for coaches and players

Motivational climate												
	Players						coaches					
Performance climate	N	M	SD	df	t	Sig	N	M	SD	df	t	Sig
	4	3	.189	6	8	.000	4	1.77	.247	6	8	.000

As indicated the table 9, the independent sample t-test were to compare the performance motivational climate mean scores for the south western zone 'A' Ethiopian national league football club players and coaches, the group that has been thought with the average team players performance motivational climate better (M= 3, SD= .189) than the group that has been thought withcoach performance motivational climate (M=1.77, SD= .247). This differences was statically significant, $t(6) = 8, p > .05$.

CHAPTER FIVE

5. DISCUSSION

The purpose of this study was to examine the relationship between a coach motivational climate and the player's goal orientation. Shedding light on this particular relationship may help us better understand the overall relationship between a coach and his or her players. Specifically, this study was designed to examine the relationships among the motivational climate of both coaches and players, and additionally goal orientations of both coaches and players'. Questionnaires were used to gather data for each of the two main achievement goal scale (goal orientation and motivational climate) and person correlation and independent sample t-test analyses were used to test the research questions for this study. Additionally descriptive statistics were used to describe the demographic question for both respondents.

The findings of descriptive data were Player's task orientation scores had higher than ego orientation, and Players also perceived a higher mastery climate than performance climate; the coaches' mastery climate score was higher than performance scores, similarly coaches' task orientation score was higher than ego scores. The present study supported a study by Carpenter and Yates (1997) compared the goal orientations of amateur and semi-professional soccer players. The study showed semi-professional soccer players scored significantly higher on task-orientation than the ego orientation; on the other hand coach mastery mean score was better than coach performance motivational climate mean score, and the same finding by Roberts, Treasure and Kavussanu (1996) found that elite athletes with high task orientation levels and low-ego orientation tend to show higher levels of adaptive motivational patterns reflected in hard work, intrinsic interest, enjoyment and greater persistence in sport practice.

This trend contradicts the results reported by Moreno et al. (2007) in which collective modalities practitioners showed higher levels of ego orientation than individual sports practitioners. On the other hand, Duda and White (1992) demonstrated that high-performance athletes often show high orientations to both ego and task, because despite considering victory very important and enjoyable they are convinced that it was the product of hard and regular work in training and competitions and the permanent personal improvement.

Therefore; in the south western zone Ethiopian national league football players and coaches that participated in our research were to a greater extent task- than ego-goal oriented. They were mostly focused on the development and improvement of their skills and to make efforts

in their activities, trying to find a strategy that would successfully solve tasks. They are to a much lesser degree focused on demonstrating their competence to others. For them, the main criterion of success is a subjective feeling of skills development and achieving personal advancement. The results are consistent with numerous studies by Yousefi, *et al* (2009)

Our results show that high-task orientation players practice sports for personal accomplishment purposes, and because of the experiences and sensations associated with this sport. Equally, we found that this group of players and coaches play football because they know the importance of practicing sports and because of guilt feelings. It is possible that the latter group is the one formed by the south western zone national league players, often introduced by the coach without them really wanting, having to accept new rules, friends and greater responsibility. Also, these task-oriented players feel a mastery-oriented climate. This is possibly due to the fact that success in these sport disciplines not only depends on a particular player's personal effort but the team's altogether. These results encourage the promotion of sport, as these players judge their ability level through a comparison process with themselves, being their skill perception self-referential.

The findings of this research were the coaches' mastery based motivational climate would be related to average team player's task orientation mean score. Coach mastery subscale scores of the PMCSQ were correlated with the average player's task subscale scores of the TEOSQ resulting in a very high positive correlation, this indicates a significant relationship between mastery climate and task orientation of players and coaches in the south western zone 'A' Ethiopian national league computational zone, the present study was support the finding of Nicholls (1984,1989) Mastery climate and task orientation demonstrated a moderate significant positive relationship, which indicated that mastery climate contributed significantly to a task orientation. Additionally, Ames (1992a, 1992b) argued that the motivational climate would be a significant situational factor; thus, a relationship would be expected between these two sub scales. The results from the present study provide additionally supported by Nicholls' and Ames' argument. Athletes who perceived they to be involved in a mastery climate tended to report having a task orientation, Goudas, Biddle, Fox, and Underwood (1995) found that a mastery-involved motivational climate created by an instructor was significantly associated with to encourage task-involved goal orientations.

This relationship could be expected, given that the relationship between coach motivational climate and player goal orientation was strong at best, because the relation between players and coaches was an important aspect on their teams. And the other benefit for this relationship was a suitable environmental situation on the team and the team become successful. This implies the overall activities were positive anything does not affect or challenge their teams. Sport research that examined the relationship between goal perspectives and achievement has been reviewed. Task orientation was found to be associated with the use of more adaptive motivational strategies. Similarly, mastery motivational climate, a situational state utilizing task-involved goals, was linked to the same positive motivational climate. Clearly, the research has shown that a positive relationship of both player's task orientation and coach's mastery climate would be a benefit for athletes and coaches at all levels of competition.

The present study was supported by Paulson (1999) the relationship between performance climate and ego orientation was positive and significant and these relationships were negative and significant between mastery climate and ego orientation. In individual sports, there was a positive and significant relationship between mastery climate and task orientation, and Duda (1989) indicated a positive relationship between mastery climate and task and ego orientation. This research found a positive relationship as well. The present study was contradicted to the previous study by Yousefi, *et al* (2009) there is a positive and significant relationship between ego orientation and mastery climate, and Susan, (1995) their findings was the relationship between task structure and performance climate was found to be in a positive direction.

Regarding to the coaches' performance climate would be related to the average player's ego orientation score. Coach Performance subscale scores of the PMCSQ were correlated with the average player ego subscale scores of the TEOSQ, again similar result in a very high positive correlation, this also indicates a significant relationship between Performance climates and ego orientation, According to Susan, (1995) was reported a moderately strong positive relationship between performance climate and ego orientation. These constructs were found to be positively associated, thereby suggesting that performance climate strongly contributed to an ego orientation. A performance climate was described as a perceived environment where ego-involved goals were the norm. In contrast, an ego orientation referred to the individual's proneness or tendency to be ego-involved. These results clearly suggest that involvement in a performance climate is linked to an ego orientation.

The result of this finding was supported by Paulson (1999) the relationship between performance climate and ego orientation was positive and significant.

This finding was further supported by (Flores, *et al* 2008, Gano-Overway, *et al* 2005; Magyar & Feltz, 2003; Pensgard & Roberts, 2002). They suggested in their study results, there is a positive relation between task-involving motivational climate and task orientation and between ego involving motivational climate and ego orientation. Previous research supported a relationship exists between an athlete's goal orientation and motivational climate. Congruent with previous studies for sport settings (Ames, 1992a; Ames & Archer, 1988; Duda et al., 1993; Seifriz et al., 1993), the findings from this study empirically supported a positive relationship between mastery climate and task orientation. A positive relationship was also found between performance climate and ego orientation. Both relationships indicated a directional influence, leading from coach motivational climate to achievement goal orientation. Realistically, the relationships are most likely bi-directional.

Previous research according to Ames (1992a), involvement in a mastery climate encourages athletes to use more adaptive motivational strategies; and thus a mastery climate is a more productive and positive motivational climate. From the present study, a mastery climate was also found to lead to a task orientation. Together, these findings support the central role of a mastery climate on athletes' perceptions and behaviours.

Findings from the recent study suggest that the coach motivational climate influences the athlete's achievement goal orientation; however, the athlete's achievement goal orientation may also influence the perceived coach motivational climate, Parallel features are apparent between the variables of goal orientation and perceived motivational climate.

As an individual feature, task oriented goal orientation shall be best realized in the task oriented motivational climate. Again as an individual feature, goal orientation related to the ego is in harmony with performance oriented motivational climate (Toro's, Koruc 2004). The present study was contradicted for the previous study by Yousefi, *e t el* (2009) there is a positive and significant relationship between ego orientation and mastery climate, while, there is a negative and significant relationship between two kinds of goal orientation and performance climate.

There are several reasons that the motivational climate of a coach was significantly related to the player's goal orientation in this study. The reasons may be the coach was used a good methodological or related to this specific study, or it may be that coaches' perceived climate are simply related to players' goal orientations. This study included only 4 head coaches and relationships were examined with average player scores from their teams. With a larger number of coaches, may be the relationships have been not significant.

Telling more truth explanation for a very high positive relationship between coaches' motivational climate and player's goal orientation has to do with the nature of the relationship between the coach and player. For this particular group of participants, the south western zone "A" national league football players, the coach only has a high amount of contact and time for interaction with his or her players during the season. Coaches generally do not "coach" its control their players outside of the time allotted for the season during the training section or the game. Players are with their coaches for seven or eight months out of the year, for about two hours a day during the season. Within this small amount of time a coach must work to improve the skills of each player, prepare the team for competition, and develop a good working relationship with his or her players. The coach motivational climate has indeed are important to this relationship, but the player's own personality, and specifically their own motivational climate, are brought into the relationship independent of the coach's motivational climate.

So, when a player enters into the sport-oriented relationship with his or her coach, that player is likely to have a developed goal system and view of competition in place. It would take a great amount of effort over a long period of time for a coach to change the player's views about goals and competition. Therefore, at a given time in the relationship, the coach's motivational climate may not be very influential to the player and his or her goal orientations. A coach's motivational climate likely influence a way for the player goals; however the player's own goal orientations have a greater influence on the player's perceptions of the motivational climate.

Regarding to the coaches' performance climate would be related to the average player's task orientation score. Coach Performance subscale scores of the PMCSQ were correlated with the average player task subscale scores of the TEOSQ, resulting in a negative relationship, These results support other researches, According to Susan, (1995) research findings, there is

a negative and significant relationship between performance climate and task orientation, The present study contradict to the finding of Ebbeck and Becker (1994) the relationship between task structure and performance climate was found to be in a positive direction.

According to the findings of coach Mastery climate would be related to the average player's ego orientation. Coach mastery subscale scores of the PMCSQ were correlated with the average player's ego subscale scores of the TEOSQ, again similar result in a negative significant relationship. The present study contradicted by Duda (1989) indicated a positive relationship between mastery climate and task and ego orientation. This research found a positive relationship as well.

The findings of the present study were, the coaches' goal orientation and the coaches' perceptions of the motivational climate were also correlated. Coach task goal orientation was significantly a very high positive relationship with coach mastery motivational climate. This indicated that mastery climate contributed significantly to a task orientation. However, coach ego goal orientation was significantly a very high positive relationship with performance motivational climate. These results indicate that a coach's goal orientation is positive relationship with the coach's perceptions of the motivational climate; the findings from this study empirically supported by (Ames, 1992a; Ames & Archer, 1988) a positive relationship between mastery climate and task orientation, a positive relationship was also found between performance climate and ego orientation. Both relationships indicated a directional influence, leading from coach motivational climate to achievement goal orientation. Realistically, the relationships are most likely bi-directional.

Our results show that, Coach Task goal orientation was significantly a very high positive relationship with coach mastery motivational climate. Therefore, it is important that the coach motivational climate was a mastery oriented motivational climate to enhance the athlete's psychological well-being, task orientation and positive attitude in team environments. To achieve this, the coach must consider errors as part of the learning process and encourage effort, personal development, skill development and cooperation between team members.

Motivational climate was defined by Ames (1992) as a set of implicit and/or explicit signals, perceived in the environment, by which the keys to success and failure are defined. The motivational climate transmitted by the coach can be of two types: a task-involving motivational climate, in which effort, self-referenced personal improvement and the development of self-comparative skills are fundamental, or an ego involving motivational climate, in which the most important aspects are victory and the demonstration of having a higher ability and performance than others. The result of this finding was supported by (Flores, *et al* 2008, Gano-Overway, *et al* 2005; Magyar & Feltz, 2003; Pensgard & Roberts, 2002), They suggested in their study results, there is a positive relation between task-involving motivational climate and task orientation and between ego involving motivational climate and ego orientation. Previous research supported a relationship exists between goal orientation and motivational climate.

The players' goal orientation and the players' perceptions of the motivational climate were correlated, as well. Player task goal orientation was significantly positive relationship with player mastery climate, while player ego goal orientation was also significantly positive relationship with player performance climate. These results indicate that a player's goal orientation is positive relationship with his or her perceptions of the motivational climate. According to Roberts (2000), Players who have stronger ego goal orientations are more likely to perceive an ego-oriented sport climate whereas those with a dominant task orientation are more perceive a task-oriented motivational climate, this was supported by present study.

Previous research by (Ames, 1992b) had already determined that individuals exhibit more adaptive motivational behaviours when they are involved in a mastery climate. Therefore, when task-involved goals are emphasized, athletes are more likely to perceive a mastery climate and ultimately take on more positive motivational strategies, such as a preference for more challenging tasks, the use of effective learning strategies, and persistence in the sport. In performance climate, ego orientation is strengthened, but ego orientation is not always for the benefit of the team and harmonious functions in the team, (Cox, R.H., 2002). This conceptual model has been indirectly considered in different researches. The general relationship between goal orientations and the perceived motivational climate emerged as well. The perceived setting that placed an emphasis on mastery goals is a direct link to the task goal orientation. This relationship has been demonstrated in other instances as well.

Ebbeck and Becker (1994) found that a perceived mastery climate was closely linked with a task goal orientation, while a perceived performance climate was strongly related to an ego goal orientation. The effects of the motivational climate are quite similar to the effects that the goal orientations have, as would be expected. According to a research study conducted by Ames (1992) the athletes who perceive their motivational climate as mastery climate are more prone to prefer challenging goals that require showing effort and believe that success and effort are very highly significant factors.

Previous research (Ames, 1992b) had already determined that individuals exhibit more adaptive motivational behaviours when they are involved in a mastery climate. Therefore, when task-involved goals are emphasized, athletes are more likely to perceive a mastery climate and ultimately take on more positive motivational strategies, such as a preference for more challenging tasks, the use of effective learning strategies, and persistence in the sport.

It was interesting, though, that both coaches and players alike had task and mastery scores that was much higher than ego and performance scores. It is certainly possible that there could be a relationship between coach perceptions of the motivational climate and goals and player goals and perceptions of the motivational climate; however that relationship may be more indirect in nature. There was a very high positive relationship between coach perceived mastery motivational climate and player task goal orientation. Perhaps future testing with a greater number of coaches could strengthen the relationship between the two.

According to the findings of the independent sample t-test indicate that there are some differences in goal orientation between players and coaches. While no difference emerged related to ego orientation, the player's displayed higher levels of task-orientation than coaches. But the magnitude of the difference in the means was very small. The present study was supported by Yousefi, *et al* 2009, the difference is very low, and there was no significant difference between task orientation and ego orientation. A study by Carpenter and Yates (1997) compared the goal orientations of amateur and semi-professional soccer players. The study showed semi-professional soccer players scored significantly higher on of task-orientation than the ego orientation.

However; the players' task-orientation scores were in the defined "extreme high" range, while the coaches were in the "high" range. Both groups' ego-orientation scores were down for the median of the ego-orientation scale.

Analyses of perceptions of motivational climate indicate that differences exist between players and coaches with respect to both mastery-involved and performance-involved perceptions. While both groups were in the "high" range, player's mastery-involved perceptions were greater than their coach counterparts. The two groups also displayed differences in performance-involved climate perceptions, with player's marks falling in the "low" range and coaches marks falling in the "high" range. The present study was supported by Yousefi, *et al* 2009; the difference is very low, as well as between mastery climate and performance climate.

According to Yousefi, (2009) reported that motivational climate and goal orientation indicated that there is no significant difference between two dimension of goal orientation and motivational climate in team and individual sports, in spite of the fact that mastery climate and performance climate were higher in team sports, but there was no significant difference between both fields. But this investigation was partially differing from the above report, on this study there was no significant difference between players and coaches task and ego goal orientation and players and coach's mastery motivational climate. The rest performance climate, there was statically significance difference were indicated.

CHAPTER SIX

6. SUMMERY, CONCLUSION AND RECOMMENDATION

6.1 SUMMERY

The purpose of this study was to examine the relationship between coach's perceived motivational climate and player's goal orientation. This study was intended to provide evidence of how the relationship between coach's motivational climate and player's goal orientation; in the south western zone 'A' Ethiopian national league football club coaches and their players were contacted and participated in this study. The researcher used a cross sectional study design, and furthermore the researcher was attempting to use both qualitative and quantitative method. And the subject of the study was the head coach and players focus on this investigation, and no assistant coaches were included. This study was focused on only the south western zone 'A' Ethiopian national league football clubs. The row data for this study was collected primarily from the head coaches of each clubs as well as players of those selected clubs through (TEOSQ) task and ego goal orientation and (PMCSQ) perceived motivational climate of sport questioners. In addition to this the supplementary data also gathered from secondary sources such as books review and document analysis.

The sampling technique was used for among seven (7) National league football clubs which are grouped under the south western zone "A" division, by considering highest and lowest experience of the club in this division; four (4) clubs was selected, therefore based on the above criteria 4 (four) club was selected via purposive sampling techniques, each club have an average of 25 players and 1 head coach. Hence $n=4*25 = 100$ players and $n=1*4 =4$ coaches $n=100+4=104$ players and coaches was the sample of the study. To collect the data, finally there was analyzed by using descriptive statistics such as frequencies and percentages to describe the nature and characteristics of the respondents for the demographic part. Pearson correlation was done to analyze research question number 1 & 2, sub questions (a, b, c, & d) to examine the relationship between the dependent variable (players' goal orientation) and independent variable (coaches' motivational climate). In addition to these independent sample t-test (analysis of variance) was employed to examine the significant different between the, dependent variable (players' goal orientation) and independent variable (coaches' motivational climate).

The findings for this research was coach motivational climate and player's goal orientation would be related, but the correlations between coach mastery climate and player task goal orientation ($r = .996, p > 0.01$), and coach performance motivational climate and player ego goal orientation ($r = .996, p > 0.01$), this indicates that significantly very high positive relationship between motivational climate and goal orientation. The previous study supported by (Ames, 1992a; Ames & Archer, 1988; Duda et al., 1993; Seifriz et al., 1993), the findings from this study empirically supported a positive relationship between mastery climate and task orientation. A positive relationship was also found between performance climate and ego orientation.

Player mastery motivational climate was correlated with players task ($r = .184, p > 0.05$), players performance motivational climate was correlated with players ego goal orientation, ($r = .184, p < 0.05$), this indicates that significantly a very weak positive relationship, coach task goal orientation was correlated with coach mastery motivational climate, ($r = .770, p > 0.05$), coach ego goal orientation was correlated with coach performance motivational climate, ($r = .976, p < 0.05$), this indicate significantly very high positive relationship. The results demonstrated that the coach motivational climate does not have a strong effect of the player's goal orientation on the previous thought.

According to the findings of the independent sample t-test indicate that there are some differences in goal orientation between players and coaches. The player's displayed higher levels of task-orientation than coaches. But the magnitude of the difference in the means was very small. The present study was supported by Yousefi, *et al* 2009, the difference is very low, and there was no significant difference between task orientation and ego orientation. A study by Carpenter and Yates (1997) compared the goal orientations of amateur and semi-professional soccer players. The study showed semi-professional soccer players scored significantly higher on of task-orientation than the ego orientation.

Analyses of perceptions of motivational climate indicate that differences exist between players and coaches with respect to both mastery-involved and performance-involved perceptions. While both groups were in the "high" range, player's mastery-involved perceptions were greater than their coach counterparts. The two groups also displayed differences in performance-involved climate perceptions, with player's marks falling in the "low" range and coaches marks falling in the "high" range.

6.2. CONCLUSION

The purpose of the present study was to examine the relationship between coach motivational climate, and player's goal orientation in the case of south western zone 'A' Ethiopian national league football clubs. Therefore based on the findings the following conclusions were made.

- ❖ There is a positive relationship between coach mastery climate and player's task orientation, and coach performance climate related to ego orientation also positive.
- ❖ Coach task orientation and coach mastery climate was a positive significant relationship and a coach ego orientation and coach performance climate was a positive significant relationship.
- ❖ Player's mastery climate and Players task orientation had weak positive relationship similarly player's performance climate and player's goal orientation also the same.
- ❖ Player's task scores had higher than ego orientation, and Players also perceived a higher mastery climate than performance climate.
- ❖ Coach's mastery climate scores were higher than performance climate scores, and similarly coaches' task orientation scores were higher than ego scores.
- ❖ The independent sample t-test indicates that there are some differences in goal orientation between players and coaches.
- ❖ Independent sample t- test result showed that the player's displayed higher levels of task-orientation than coaches.
- ❖ Player's mastery-involved perceptions were greater than their coach perceptions. In the perception of motivational climate.
- ❖ A task oriented players are perceived mastery climate while ego oriented players are perceived performance climate, on the other hand task oriented coach perceived mastery climate while ego oriented coach perceived performance climate.

6.3. RECOMMENDATION

The results of this study indicate that the relationship between players goal orientation and coaches perceptions of motivational climate. Based on the conclusion, the following recommendations are forwarded.

- ❖ It is necessary that coaches should be encouraging task oriented players, because this players are an important role on that team.
- ❖ The coaches must be aware of the importance of a mastery climate for all players in a sport setting.
- ❖ Providing enough orientation to players and coaches on player's goal orientation and coaches perceptions of motivational climates.
- ❖ Awareness and enough training should be given to players to avoid personal negative attitude towards their teams.
- ❖ Further work should be done to identify motivational differences between one sport to the other sport.
- ❖ Finally, additional research on players' goal orientations and coach perceptions of motivational climate should be done to expand the existing knowledge and practice.

Reference

- Alutocumbo, International Journal of Research in Management ISSN September,(2013),
2249-5908 on, http://www.rspublication.com/ijrm/ijrm_index.htm Issue 3, Vol.5
- Ames, C. (1992). Achievement goals, motivational climate, and motivational processes. In G. Roberts (Ed.) *Motivation in sport and exercise* (pp. 161-176). Champaign, IL: Human Kinetics.
- Balaguer I, Duda JL, Crespo. M,(1999). Motivational climate and goal orientations as predictors of perceptions of improvement, satisfaction and coach ratings among tennis players, *international Tennis Federation, Spain*.
- Boyd. and J. Callaghan, (1999). Task and Ego goal perspectives organized youth sport. *International Journal of sport psychology, 22: 411-424*
- Carpenter, P.J., & Yates, B. (1997), Relationship between achievement goals and the perceived purposes of soccer for semi-professional and amateur players. *Journal of Sport and Exercise Psychology, 19, 302-311*
- Cox, R.H (2002). Sport psychology: Concepts and applications, Mc Graw Hill, 5 Ed, 2: 36-44. *Methodology part*
- Deci, E. L., & Ryan, R. M.(1985). Intrinsic motivation and self-determination in human behaviour, New York: Plenum.
- Duda, J. L. (1989). Relationship between task and ego orientation and the perceived purpose of sport among high school athletes. *Journal of Sport & Exercise Psychology, 11, 318-335*
- Deci, E. L., & Ryan, R. M.(1991). A motivational approach to self: Integration in personality. In R. Dienstbier (Ed.), Nebraska symposium on motivation: Vol. 38. Perspectives on motivation, (pp. 237-288). *Lincoln, NE: University of Nebraska Press*.
- Duda, J.L., Fox, K.R., Biddle, S.J.H., Armstrong, N. (1992). Children's achievement goals and beliefs about success in sport. *British Journal of Educational Psychology, 62, 313-323*.
- Duda, J. L. (1993). A social cognitive approach to the study of achievement motivation in sport: In R. N. Singer, M. Murphy, L. K. Tenant (Eds.), *Handbook on research on sport psychology* (pp. 421-436), New York Macmillan

- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behaviour. *Psychological Inquiry*, 11, 227-268
- Duda, J. L., & Ntoumanis, N. (2003). Predicting motivational regulations in physical education: The interplay between dispositional goal orientations, motivational climate and perceived competence. *Journal of Sport Sciences*, 21, 631-647.
- Duda, J.L. (2005). Motivation in sport: The relevance of competence and achievement goals. *International Journal*.
- Duda, J. L., Balaguer, I., Jowett, S., & Laval, D. (2007). Coach created motivational climate. *Social psychology in sport*, 117-130
- Duda, J.L., White, S.A. (1992). The relationship of goal perspectives to beliefs about success among elite skiers. *The Sport Psychologist*, 6, 334-343.
- Ebbeck, V. & Becker, S. L. (1994). Psychosocial predictors of goal orientations in youth Soccer. *Research Quarterly for Exercise and Sport*, 65, 355-363.
- Elliot, A. J., & Church, M. A. (1997). A hierarchical model of approach and avoidance achievement motivation. *Journal of personality and social psychology*, 72(1), 218.
- Gagné, M., Ryan, R. M., & Bargmann, K. (2003). Autonomy support and need satisfaction in the motivation and well-being of gymnasts. *Journal of Applied Sport Psychology*, 15, 372-390
- Gano-Overway, L. A., Guivernaub, M., Magyar, T. M., Waldron, J.J., & Ewing, M. E. (2005). Achievement goal perspectives, perceptions of the motivational climate, and sportspersonship: individual and team effects. *Psychology of Sport and Exercise*, 6, 215-232.
- Gencer, E. & Ilhan, E. (2012). Goal orientation and motivational climate in badminton athletes. *TOJRAS: The Online Journal of Recreation and Sport: Volume 1, Issue 2*
- Goudas, M. (2000). Motivational climate and intrinsic motivation of young basketball player. *Journal of perceptual and motor skills*, 86: 323-327.
- Harwood, C. G., Spray, C. M., & Keegan, R. J. (2008). Achievement goal theories in sport. In T. Horn (Ed.), *Advances in sport psychology (3rd Edition)*, (pp. 157-185). Champaign, IL: Human Kinetics
- Hodge, K., & Petlichkoff, L. (2000). Goal profiles in sport motivation a cluster analysis. *Journal of Sport and Exercise Psychology*, 22, 256-272

- Hung, M. L., Chou, C., Chen, C. H., & Own, Z. Y. (2010). Learner readiness for online learning: Scale development and student perceptions. *Computers & Education*, 55(3), 1080-1090.
- M. Yousefi, R. Ramzaninezhad and M. Hemmatinezhad, (2009) the Relationship between Team Motivational Climate and Goal Orientation in Athletes. *World Journal of Sport Sciences* 2 (2): 125-128
- McManus, S. P. (2004). Relationship between collegiate track runners' achievement goal orientation and perceptions of motivational climate. *A thesis presented to the graduate school of the University of Florida in partial fulfillment of the requirements for the degree of Master of Science in exercise and sport sciences.*
- Moreno JA, Cervello EM, González-Cutre D. 2007. Young athletes' motivational profiles. *Journal of Sports Science and Medicine*, 6, 172-179
- Neil B, (2013). Team Sports Psychology. Keeping Players Motivated retrieved from <http://www.tribesport.com/tribes/sportpsychology>
- Nicholls, J. G. (1989). *The competitive ethos and democratic education* Cambridge, MASS: Harvard University Press.
- 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. 31-56). Champaign, IL: Human Kinetics. Ntoumanis, N., Biddle, S.
- Newton, M., & Duda, J. L. (1999). The interaction of motivational climate, dispositional goal orientations, and perceived ability in predicting indices of motivation. *International Journal of Sport Psychology*, 30, 63-82.
- Paulson, A. R., (1999). A comparison of the goal orientation and perceived motivational climate of NCAA basketball players and cross country runners. Thesis, pp: 5-12.
- Rachel Moran (2014) the theories of Motivation in Sports retrieved from <http://www.sociology.org/wp-admin/options-general.php?page=gs-setting&act=generate-ris&post-id1421>
- Reinboth, M. Duda, J. L., & Ntoumanis, N, (2004), Dimensions of coaching behaviour need satisfaction, and the psychological and physical welfare of young athletes.

Motivation and Emotion, 28, 297-313

Roberts, G. C., Treasure, D. C. (1995). Achievement goal motivational climate and achievement strategies behaviours in sport. *International Journal of Sport Psychology*, 26, pp. 64–80.

Roberts, G. C., Ommundsen, Y (1996). Effects of goal orientation on achievement beliefs, cognition and strategies in team sport. *Scandinavian Journal of Medicine and Sport*, 6, pp. 46-56.

Roberts GC, Treasure DC, Kavussanu M.1996. Orthogonality of achievement goals and its relationship to beliefs about success and satisfaction in sport. *The Sport Psychologist*, 10, 398-408

Roberts, G. C., Treasure, D. C., & Balagué, G. (1998). Achievement goals in sport: The development and validation of the Perception of Success Questionnaire. *Journal of Sports Sciences*, 16,337-347.

Reis, H. T., Sheldon, K. M., Gable, S. L., Roscoe, R., & Ryan, R. M. (2000), Daily well-being: The role of autonomy, competence, and relatedness. *Personality and Social Psychology Bulletin*, 26, 419–435.

Seifert, C. M., Chapman, L. S., Hart, J. K., & Perez, P.,(2012).Enhancing intrinsic motivation in health promotion and wellness. *American Journal of Health Promotion*, 26(3), 1-10.

Schunk,D. H., & Pajares, F. (2009).Self-efficacy theory. *Handbook of motivation at school*,35-53.

Sheldon, K. M., Elliot, A. J., Kim, Y., & Kasser, T. (2001), what is satisfying about satisfying events, Testing 10 candidate psychological needs, *Journal of Personality and Social Psychology*,80, 325–339.

Standage, M., & Treasure, D.C (2002), relationship among achievement, goal orientations, multi-dimensional and situational motivation in physical education *British Journal of Educational Psychology*, 72,87-113.

- Stephens, D.E., Bredemeier, B.J.L. (1995). Moral atmosphere and judgments about aggression in girls' soccer: Relationship among moral and motivation variables. *Journal of Sport Exercise Psychology, 18, 158-173*
- Stephanie Hatch, Danielle Thomsen, Jennifer J. Waldron (2013). University of Northern Iowa, Cedar Falls, IA *Association for Applied Sport Psychology*.
- Smoll, F. L., Smith, R. E., & Cumming, S. P, (2007). Effects of a motivational climate intervention for coaches on change in young athletes' achievement goal orientations. *Journal of Clinical Sport Psychology, 1(1), 23-46*.
- Salmon, M.A. (1996), The impact of student's goal orientation in physical education class. *Res Quart Exercise Sport, 64, 418-424*.
- Thomas Reilly and A. Mark Williams, (2003). *Science and soccer—2nd ed. p. cm*.
- Toro's, T., Yetim, U. (2000). Goal orientation and motivational climate in badminton athletes, *OJRAS: The Online Journal of Recreation and Sport*.
- Toro's, T., (2002). Goal orientation and motivational climate in badminton athletes *OJRAS: The Online Journal of Recreation* 13(3), 24-36.
- Toro's, T., Koruc, Z , (2004). Goal orientation and motivational climate in badminton athletes. *TOJRAS: The Online Journal of Recreation and Sport: Volume 1*,
- Toro's, T. (2005), Goal orientation and motivational climate in badminton athletes. *TOJRAS: The Online Journal of Recreation and Sport: Volume 1, Issue 2*
- Vazou, S., Ntoumanis, N., Duda, J.L., (2005). Peer motivational climate in youth sport: a qualitative inquiry. *Psychology of Sport and Exercise* 6, 497-516.
- Vesković, 2013, goal orientation and perception of motivational climate initiated by parents of female handball players of different competition levels Vol. 11, No 3, pp. 337 - 345
- Weinberg, R. S., Gould, D. (1995). *Foundations of sport and exercise psychology*. Champaign, IL: Human Kinetics

Appendix A
Jimma University

College of natural science

Department of sport science

Task and Ego Orientation in Sport Questionnaire (TEOSQ) for football players

Dear players the purpose of this questionnaire is to study the relationship between coach’s motivational climate and player’s goal orientation in the south west zone national league football clubs. Therefore your response has great value for this research.

Direction; a number of statements which players have used to describe items when they have felt successful in sport are listed below. Read each statement and then circle the appropriate number to the write of the statement to indicate whether you have felt most successful in football when each of this things happen. Her are no right or wrong answers. Do not spend too much time on anyone statement .but chooses the answer which describes how you usually feel.

Demographic information for players

- a. Age of player’s _____
- b. How many years you Play football in the club _____
- c. Educational level _____

	Questions	Strongly disagree	disagree	Not sure	agree	Strongly Agree
1	I learn a new skill and i makes me want to practice more	1	2	3	4	5
2	I’m the only one who can do the play or skill	1	2	3	4	5
3	I Learn Something that Is fun to do	1	2	3	4	5
4	I can do better than my friend	1	2	3	4	5
5	I learn a new skill by trying hard	1	2	3	4	5
6	The other can’t do as well as me	1	2	3	4	5
7	I work really hard	1	2	3	4	5
8	Others mess up and i don’t	1	2	3	4	5
9	Something i learn really feels right	1	2	3	4	5
10	I get the most hits	1	2	3	4	5
11	A skill learn really feels right	1	2	3	4	5
12	I am the best	1	2	3	4	5
13	I do my very best	1	2	3	4	5

Appendix B
Jimma University
College of natural science
Department of sport science

PERCEIVED MOTIVATIONAL CLIMATE IN SPORT QUESTIONNAIRE FOR FOOTBALL COACHES;

Dear coaches the purpose of this questionnaire is to study the relationship between coach's motivational climate and player's goal orientation in the south west zone Ethiopian national league football clubs. Therefore your response has great value for this research.

- ✓ Please read each of the following statements carefully and respond to each in terms of how you see your football coaches; and then mark (✓) the appropriate number.

Demographic information for coaches

- a. Coach's age _____
- b. Coaching experience _____
- c. Coaching licence _____

	Questions	Strongly Disagree	Disagree	not sure	Agree	strongly agree
		1	2	3	4	5
1	On this team, I feel good when they do better than their teammates in a Competition.					
2	On this team, I reward player who is trying hard					
3	On this team, players are Punished when they make a mistake.					
4	On this, team I make sure Players improve on skills they are not good at.					
5	On this team, I focus to improve each performance.					
6	On this team, I take out players For their mistakes from the competition					

7	On this team, playing better than Team mate is important to me.	1	2	3	4	5
8	On this team, I gives most of my attention to the start.					
9	On this team, doing better than Others is important to me.					
10.	On this team, I work hard because I want to teach new thing about the sport.					
11.	On this team, the I favour some Players more than other					
12.	On this team, I encourage players to outplay their own teammates.					
13.	On this team, I encourage players to work on their weaknesses.					
14.	On this team, I want everyone to be the high scorer/most valuable player.					
15,	on this team, I feels every one has an important role on the team.					
16.	On t his team, I wants players to try new skill.					
17.	On this team, Ido't like player who made mistakes.					
18.	On this team, only the top players get noticed by me.					
19.	On this team, i allow most of the players get to play in the competitions					
20.	on this team, I like my team to play againstGood teams.					
21	On this team, only a few players may be stars					

APPENDIX C

PERCEIVED MOTIVATIONAL CLIMATE IN SPORT QUESTIONNAIRE FOR PLAYERS

Dear players the purpose of this questionnaire is to study the relationship between coach's motivational climate and player's goal orientation in the south west zone Ethiopian national league football clubs. Therefore your response has great value for this research.

DIRECTIONS: Give your reaction to the following statements in regards to how you usually or generally feel about your coach. You are asked to rank your reaction by indicating your agreement by putting this sign (✓) in to open space in line to each statement.

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

On this team...

	<i>Item</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree (4)</i>	<i>Strongly Agree</i>
1	Players feel good when they do better than their teammates					
2	Trying hard is rewarded					
3	Players are punished when they make a Mistake					
4	Coaches make sure players improve on skills they're not good at					
5	The focus is to improve each game					
6	Players are taken out of the game for Mistakes					
7	Playing better than teammates is important					
8	Coaches give most of their attention to the "stars"					
9	Doing better than others is important					
10	Players work hard because they want to learn more about the activities					

11	Coaches favour some players more than others					
12	Players are encourage to outplay their Teammates					
13	Players are encourage to work on their Weaknesses					
14	Everyone wants to be the high scorer					
15	Everyone feels that they have an important role on the team					
16	Coaches want us to try new skills					
17	Players like playing when the teams are evenly matched					
18	Only the top players "get noticed" by the Coaches					
19	Most of the players get to play in the game					
20	Players are afraid to make mistakes					
21	Only a few players can be the stars					

APPENDIX D

Task and Ego Orientation in Sport Questionnaire (TEOSQ) for football coaches

Dear coaches the purpose of this questionnaire was prepared to study the relationship between coach's motivational climate and player's goal orientation in the south west zone national league football clubs. Therefore your response has great value for this research.

Direction; a number of statements in which coaches used to describe items when their players felt successful in sport are listed below. Read each statement and then circle the appropriate number to the write of the statement to indicate whether you have felt most successful in football when each of this things happen. Her are no right or wrong answers. Do not spend too much time on anyone statement .but chooses the answer which describes how

NO	Questions	Strongly disagree (1)	disagree (2)	Not sure (3)	Agree (4)	Strongly Agree (5)
1	they learn a new skill and these makes them want to practice more					
2	They become only one to perform the play or skill.					
3	They Learn Something that Is fun to do					
4	They can do better than their friends					
5	they learn a new skill by trying hard					
6	other players fail to do a particular skill as well as him					
7	They work really hard					
8	They are perfect and the other mess up					
9	They really feels right by Something they learned					
10	They got the most ball touches					
11	They really feels right by the skill they learned					

you usually feel.

12	They are the best one					
13	They do their very best					

APPENDIX E

Pearson Correlations result for coach motivational climate and player's goal orientation.

		average players task mean score	average players ego mean score	coaches mastery climate	coaches Performance climate
Average players task	Pearson Correlation	1	-.956*	.996**	-.948
	Sig. (2-tailed)		.044	.004	.052
	N	4	4	4	4
Average players ego	Pearson Correlation	-.956*	1	-.964*	.996**
	Sig. (2-tailed)	.044		.036	.004
	N	4	4	4	4
coaches mastery climates	Pearson Correlation	.996**	-.964*	1	-.949
	Sig. (2-tailed)	.004	.036		.051
	N	4	4	4	4
coaches performance	Pearson Correlation	-.948	.996**	-.949	1

climate	Sig. (2-tailed)	.052	.004	.051	
	N	4	4	4	4

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

APPENDIX F

Pearson Correlations result for coach motivational climate and coach goal orientation

		coach mastery climates	Coach task orientation	coach performanc e climate	Coaches ego orientation
coach mastery climate	Pearson Correlation	1	.770	-.775	-.832
	Sig. (2-tailed)		.230	.225	.168
	N	4	4	4	4
Cache task orientation	Pearson Correlation	.770	1	-.994**	-.990*
	Sig. (2-tailed)	.230		.006	.010
	N	4	4	4	4
coach performance climate	Pearson Correlation	-.775	-.994**	1	.976*
	Sig. (2-tailed)	.225	.006		.024
	N	4	4	4	4

	Pearson Correlation	-.832	-.990*	.976*	1
Coaches ego orientation	Sig. (2-tailed)	.168	.010	.024	
	N	4	4	4	4

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

APPENDIX G

Pearson Correlations result for player's motivational climate and player's goal orientation

	Players mastery climate	Players performance climate	Players task orientation	Players ego orientation
Pearson Correlation	1	-.723**	.184	-.154
Players mastery climate Sig. (2-tailed)		.000	.067	.127
N	100	100	100	100
Pearson Correlation	-.723**	1	-.129	.184
Players performance climate Sig. (2-tailed)	.000		.199	.067
N	100	100	100	100
Pearson Correlation	.184	-.129	1	-.219*
Players task orientation Sig. (2-tailed)	.067	.199		.028
N	100	100	100	100

	Pearson Correlation	-.154	.184	-.219*	1
Players ego l orientation	Sig. (2-tailed)	.127	.067	.028	
	N	100	100	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

APPENDIX H

Group Statistics

	motivational climate	N	Mean	Std. Deviation	Std. Error Mean
players and coaches	1.0	4	4.575	.1500	.0750
mastery	2.0	4	4.475	.1708	.0854

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
players and coaches mastery	Equal variances assumed	.000	1.000	.880	6	.413	.1000	.1137	-.1781	.3781
	Equal variances not assumed			.880	5.902	.413	.1000	.1137	-.1792	.3792

APPINDIX I

Group Statistics

	goal orientation	N	Mean	Std. Deviation	Std. Error Mean
players and coaches	1.0	4	4.560	.1143	.0572
task orientation	3.0	4	4.488	.1850	.0925

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
players and coaches	1.767	.232	.667	6	.530	.0725	.1087	-.1936	.3386	
task orientation			.667	4.999	.534	.0725	.1087	-.2070	.3520	

APPENDIX J

Group Statistics

	motivational climate	N	Mean	Std. Deviation	Std. Error Mean
players and coaches	1.0	4	3.025	.1893	.0946
performance climate	2.0	4	1.770	.2470	.1235

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
players and coaches performance climate	.347	.577	8.066	6	.000	1.2550	.1556	.8743	1.6357	
Equal variances assumed			8.066	5.620	.000	1.2550	.1556	.8680	1.6420	
			Equal variances not assumed							

APPENDIX K

Group Statistics

	goal orientation	N	Mean	Std. Deviation	Std. Error Mean
players and coaches	2.0	4	2.875	.1708	.0854
ego orientation	4.0	4	2.898	.1936	.0968

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
players and coaches ego orientation	Equal variances assumed	.204	.667	-.174	6	.867	-.0225	.1291	-.3384	.2934
	Equal variances not assumed			-.174	5.908	.867	-.0225	.1291	-.3396	.2946