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Relationship between ego orientation and perceived ability with the motivation of participation in physical activity among female students

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ABSTRACT

The main purpose of this study was to evaluate the relationship between motivational agents of participation with idealism and the ability of personal feeling in female students (13-17 Yrs) and physical training setting. 367 of guidance school students were randomly participated in ego-oriented motivation (TEO SQ) and then filled the (PMQ) questionnaires out in this regard. The results of bilateral multi- variables correlation showed that self-oriented task had a relationship with external motivations and patterns.

Key words: ego orientation, perceived ability, motivation, physical activity

INTRODUCTION

Many organized physical activities of adolescents in the field of their raised healthy issues can be obtained through exercise and sport; in addition, schools support all students sport programs; there fore, these two processes emphasis on the necessity of the adolescents physical activities at school atmosphere [14]. The explanation of adolescent's participation in being active through physical activities is subjected to the beginning point of understanding the process of motivation. The researches showed that, motivations such as social aspects, fun and skill development exist efficiently [1]. In fact, Gill, Gross and Huddleston (1983) evaluated the main participation motivation questionnaire (PMQ). The analysis of Team atmosphere Achievement/status PMQ, fitness, energy release, skill development, friendship and fun have been introduced as the main motivation agents of participation. The theories of participation motivation [12](Nicholls, 1989) stated that the description of people form the success representing "Goal orientation" which is different together. Sport participants, physical activities or similar status define the success according to task orientation and ego orientation terms [12, 15]. They usually define the task orientation issues as the coordinator of success progression, overcoming on skills and struggles than others preferably with the lowest strives in this regard; thus, the self- based individuals are being compared to others. The theory of progression targets show that the ego orientation is an effective factor on the profession of participation [1]; In this case, particularly adolescents are the main agents of being activated to get their fame through participation in self-motivational task – based patterns such as skill development and fun [13, 14]. White and Duda (1994) indicated that

these kinds of people trying to have celebrated personalities are being paid attention due to their lower affiliation, team membership and competitiveness. In addition, the theories of progression targets [1, 15] suggest that perceived ability has a moderate effect on idealism, particularly self- based individual with their perceived ability to preserve their self- esteem following the most easiest or hardest tasks [12]. In contrast, these task oriented people, define their success criteria in the development and personal learning resources; thus, they choose the hardest tasks to expand both perceived ability and their own function and performance. According to the progression purpose, in terms of motivational/ emotional and learning point of view, students must be established in the task- based status. In this position, the personal criteria is construable to determine the success through itself [13]. The task- based students are going to follow the activates moderately to get progressed in the completion of their affairs not seeking to be better than others. In contrast, the self – based students usually confront with uncountable challenges during their comparison of ability, there should frequently pose and show their ability in a high- potential way. When these students feel the positive emotion, they will have contrastive continuing positively continuing their motivational behaviors [6]. Therefore it may be progressive for the self- based students achieving to positive consequences of emotional and motivational aspects in physical training participation. This continues until they will find their perceived abilities raised in this process. In converse, it seems that the self- based students who hesitate in their abilities are mostly susceptible to the negative consequences of motivational behaviors [6]; therefore, due to the importance of participation motivations, the idealism is reliable for these researches such as Bahram and shfizade (2004) researches have been introduce in the field of students physical training issues and its importance relationship to micro- scales participation motivation with idealism in Qods city and guidance schools. Ferra et al. (2000) measured the self- independence, motivational atmosphere, teaching method and the perceive ability, idealism and internal motivation on boys one girls high-school levels. The high score in the perceived ability and task- based internal motivational were predicted and students with the highest class atmosphere had the highest score in task- based, self- independence and the perceived ability causing to internal motivation and high struggle. Treasure (2001) in a study on the idealism showed that the task- based person internal motivation (based on learning and progression) is increased higher than self0 autonomous person (attention on priority). Yoo and Kim (2002) in a research on Korean adolescents carried out the relationship between idealism and fun resources in sport. The analysis of the questionnaire responses have been established in 9 categories including victory, competences, fame, praise, health, fitness. Athletes whose scores are the greatest in the task oriented subjects have earned also the highest scores in health, fitness as well as social cognitive and praise references as introduced their fun sources. Also, Biddle et al. (2003) in their studies on the correlations of progression purposes on adolescents samples found the significant relationship among the following variables: 1) the relationship between task – based and believe in try as the success key, 2) the motivation of skill growth and team membership, 3) believe in physical training as self- esteem growth, 4) ability perception, 5) positive emotion, 6) Negative emotion, 7) parents task- base, and 8) measurements or behavioral features and the relationship between task- based and 1) believe in the ability as the success key. 2) Celebrity or fame and competence motivations, 3) believe in sport as social fame, 4) ability perception, 5) unfair motivations, bearing sport actions with the aim of anger and showing fury behaviors at sport, 6) parents self- independence. Thomas and Barron (2006) studied the advantages of multi- progression purposes in physical activates. They evaluated the manner idealism and the perception of students from motivational atmosphere and assessed 4 different hypotheses (interactive, exclusive, optional). The results indicated that when students are going to be task- based, the results will be:

1) More struggle, 2) more fun from fitness activities, 3) more struggle, 3) more ability feelings in the activity, 4) insist on the activity after the half semester.

Newton and Duda (199) carried on the study of interaction between perceived motivational atmosphere, idealism and perceived skill on volleybalist students. The results showed that the motivational atmosphere is the most well-known predictor of the fun, interest and tension/ pressure while the self- independences is the powerful predictor of struggle/importance in this regard. The self- independence and ability atmosphere are the success key but in contrast the task- independence and task- based struggle are also introduced as success agents. Pantries et al. (2002) concluded that if students along with their personal purposes reach to this belief that the moderate struggle lead them to reach to their purposes, the motivation of participation will be increased. White and Duda (2003) in their studies on Aikido and judo athletes showed that the high- level competitive athletes are more self- independence than fun athletes and no any signification effect found on their task – based issues Yean et al. (2004) in a study on runners, 11-16 year old, showed that the low level contrastive groups than the left groups have reported the lowest fun. Also, the probability of rejection from sport activity was low in athletes with the lowest perceived ability: 1) they had the perceived atmosphere as contrastive mood, 2) they had self- independence tendency, 3) they had self- independence and the perceived atmosphere as contrastive. Dongfang et al (2003) carried out a research on the perceived motivational atmosphere, perceived ability and sport trustful references. The results were as following:

Men had better scores than women in the field of perceived motivational atmosphere and physical function and completion of the skills. Task orientation, perceived motivational atmosphere and perceived ability of woman and men showed positive significant relationship from the eight references of sport trust (the completion of skills, showing ability, physical function, physiological fitness, social support, observational experience, coaches' leadership styles and positive atmosphere). The men basketballs self- independence had the whole positive above-mentioned relationships and this can be true in women basketballs, too.

Papayano (1995) showed that when students are mostly confronting to physical training atmosphere paying attention a little about themselves, they will actually get success not ability; in addition to this kind of task- based topic without attention to the perceived ability representing the motivation in physical training. In contrast, the high self-independence or motivational indices will make negative relationship. Stephene (1998) in a study on young footballers showed that valuing on football with the aim of idealism has special relation and this is affected in the perceived ability; thus, the task- based individuals make the highest value on their perceived effects, while of isn't acceptable in other group with the lowest perceived ability. Lemyre (2002) in a research on factualists 13-16 year old showed that those players whose self- independence as high but had the lowest perceived ability made cheating to reach to their purposes; In contrast, the next group was strongly relied on the lawful subjects. These youngsters frequently introduce the team membership, friendship and positive/ negative social emotions and family insist as their motivational participation agents at sport. The results showed that young girls following social idealism at sport as well as social motivational structures provide them the references of the interest/ fun in sport. Also, the β -coefficient of task- based and the received ability were considered as the most powerful predictor of the interest/ fun in this case [8]. Sarazine (2002), in a study on the effects of progression purposes, showed that the task- based individuals have the best performance than self- independence people. The struggle of people through the interaction between progression purposes, the perceived ability and task difficulty was determined in this regard; In other words, the self- independence subjects with the perceived abilities highly and low groups had shown the lowest and highest different scores in these comparisons. Spinath et al. (2003) carried out a study on a group of men and women students three different studies; the findings showed that the related subjects those ones who had the lowest perceived ability in compare to the group with high ability showed the weakest show; when the aim is to learning, no differences is found between the progression of individuals in both groups. Finally, the researcher found that three are significant relationship between a few micro- scales of participation motivation with task- based, self- independence and the perceived ability. Bahram and Shafizade (2004) showed that the students' motivational response is different towards physical activities, and there is a significant relationship between the idealism and the perceived motivation participation. Also, the idealism and the perceived ability are the most powerful predictors of participation motivation in school physical activities. Lowson et al. (2006) in a study on the idealism of patients need to rehabilitation showed that the idealism has been devoted the highest cooperation – based subjects to itself but this never showed any relationship to the success. Cindy and Linder (2005) in a study on the young participation in sport in Hong- Kong boys and girls showed that the "Achievement Goal theory" is to determine the most effective participation motivations. In fact, this theory considers the task- based and self- independence as a regular basis of the topic. The results of seven structures were extracted from the 30- cases questionnaire (PMQ) [6, 7] and reported the close relationship between the motivation and participation motivation in sport, which is matched with the recent results of AGT theory. Also, this study showed that the high- task- based had relationship with the internal motivations such as skill, excitement/challenge and fitness and high self- independence had only relation to the celebrity and fame [11].

MATERIALS AND METHODS

Participants

The statistical sample of the research was consisting of 367 students of Qods city, at guidance school level which they were randomly selected based on Morgan Table.

Research tool

Three questionnaires groups were used in this research:

A) participation motivation questionnaire (PMQ): this questionnaire which constructed by Gill et al (1983) measures the reasons of individuals participation at sport activities based on the Likert five options scale (completely insignificant=1, completely significant =5).

B) The perceived ability questionnaire:

This is consisting of three main questions which provided by Nicholls (1985). This measure the internal motivation based on micro – scales of individuals, in compare to other people or external criteria. This questionnaire including the Likert 7- score scale (completely Bad=1, completely good= 7).

C) the ego- oriented questionnaire:

This is led by Nicholls and Duda (1992) emplacing on the personal tasks oriented on two- micro scales including 7 questions in the filed of self- ego with the likert 5- score scale (completely disagree=1, completely agree= 5).

RESULTS**Table 1. The mean and criteria deviation of subjects' age and grade**

Index	N	Min	Max	Mean	St. dev
Age	398	12	17	13.70	1.13
Avarage	398	11.09	20	16.81	2.29

Table 1 shows the mean age of the subjects was between 12-17 year old and the score is 16.81.

Table 2. Results of Pearson correlation coefficient in relationship between idealism and the perceived ability with participation motivation micro- scales

Variables	progression/fame	skill/fitness	important people	group task	earning happiness	energy drainage	excitement, fighting	Different
Perceived ability	0.18	0.23**	0.19**	0.099*	0.10*	0.17**	0.11*	0.14**
Ego-oriented	0.41**	0.08**	0.17**	-0.07**	0.18**	0.25**	0.20**	0.15**

($P \leq 0.05^*$, $P \leq 0.01$)

The findings of Table 2 shows that there is significant relationship between the ego-oriented and the perceived ability with the micro – scales of progress/fame, important people, earning happiness, energy drainage, excitement/fighting, but there is not any significant relationship between the ego-oriented and the perceived ability with the micro – scales of skill/ fitness and group oriented of girl students. The ego oriented also had the highest relation to the fame (0.41), the perceived ability also had relation to all motivational agents significantly.

Table 3. Results of Pearson correlation coefficient in relation to the self- ego and task- oriented individuals with perceived ability

Variables	Participation Motivation
Perceived ability	0.26
Goal oriented	0.42*
Ego oriented	0.33*

($P \leq 0.01^{**}$)

The results of Table 3 show that, the Pearson correlation coefficients in ego oriented was (0.30) and the perceived ability (0.26).

Table 4. Results of multi- regression variable in relation to the prediction of participation motivation based on idealism, self- ego, task- oriented and the perceived ability

Model	Non-standard Co		Standard Co	t	Sig
	Fixed co B	St. Dev	Beta		
A fixed	2.24	0.42		5.36	0.001
Goal oriented	0.19	0.36	0.22	0.54	0.001
Ego oriented	0.03	0.16	0.05	0.16	0.001
Perceived ability	0.05	0.02	0.12	2.45	0.001

($P \leq 0.01^{**}$)

The results of Table 4 show that each three agents of the perceived ability ($P=0.000$, $t=2.45$) and ego oriented ($P=0.000$, $t=0.16$). It was the significant predictor of students' participation at school sport. Also, oriented on the Beta standard coefficient, the strongest predictors are subjected to the perceived ability (0.12) and self-ego (0.05), respectively.

DISCUSSION AND CONCLUSION

According to the data of Table 1, that there is significant relationship between the ego-oriented and the perceived ability with the micro – scales of progress/fame, important people, earning happiness, energy drainage, excitement/fighting, but there is not any significant relationship between the ego-oriented and the perceived ability with the micro – scales of skill/ fitness and group oriented of girl students. According to the logical practical theories and planned behavior programs, the virtues are the most effective predictors of the behavior determining through the social norms. According to the motivational model of ability, those people who provoking by the cooperation sense, they will get under the secondary boosters increasing their internal health sensations, self- esteem

and trust [15]; thus, the task oriented individuals have higher perceived ability and their motivational responses is mostly subjected to the sport [9]. Also, they like to follow and expand their skills to participate in high- value physical activities [8]. This result is matched to Conley's findings (1997), Bahram and Shafizade (2004) in relation to the scale of progression/fame but no match to the results of Zariadis (2001). In the field of micro- scale of skill/fitness the findings of Debura and Shapiro (2003), Papaioannou (1955-1997) and Justin (2003), Papaioannou (1995-1997) and Justin (2003), Thomas and Barron (2006), Zariadi (2001), Yoo, Kim (2002), Conley (1997). Papaioannou and Theodorakis (1994), White and Dudo (1994), Stephens (1998), Cindy and Linder (2005). Biddle et al. (2003), Dany (2003), Bahram and Shafizade (2004) are matched. In the field of micro – scale of important people, the findings of Conley (1997), Bahram and Shafizade (2004) which have reached to this relation in the field of boy students, they are matched but not any relations in Bahram and Shafizade studies. In the field of group task micro – scale, the findings led by Zariadis (2001), Conley (1997), White and Duda (1994), Biddle et al. (2003), Bahram and Shafizade (2004) had matched together. In the field of parning happiness, the findings of Justine (2003), Papaioannou and Theodorakiss (1994), Treasure and Robertz (1995), Tomas and Barron (2006), Debura and Shapiro (2003), Valko polos, Biddle and fox (1996), Papaioannou (1997), Conley (1997), Bahram and Shafizade (2004) are matched. In the field of energy drainage micro- scale, the findings of Yoo and Kim (2002), Conley (1997), Treasure and Robertz (1996), Bahram and shafizde (2004) are matched. In the field of excitement seeking/fighting, the findings of white and Duda (1994). Thomas and Barron (2006), Cindy and Linder (2005), Bahram and Shafizade (2004) are matched together. In the field of various micro scale, the findings of Solomon and Boon (1993), Solomon (1993), Treasure and Robertz (1995), Papaioannou (1997), Cindy and Linder (2005), Conley (1997), Bahram and Shafizade are also matched. Therefore, to develop the positive motivational consequences and reduce the negative emotional consequences, the physical training teachers should be ensure of their students motivational atmosphere [12]. The motivational atmosphere is also effective for other category of people; this make student to be able to find their negative and positive aspects of abilities. In fact, the task- based students have enough chance to grow their task- based motivational atmosphere influencing on their internal motivation and reducing their fear of defect at their daily activities. It seems that this conclusion is very authentic for all students in despite of their perceived ability. Treasure and Roberts (1995) showed that the task – based students who had lower perceived ability reported the lower positively mental consequences is compare to self- independence students (Challenge for learning, more fun and low reluctance). When the self- independence overcomes, the ability becomes more valuable making students to have higher normative ability and get praised. In contrast, when the motivational atmosphere is task- based, the normative challenges are not tangible and as a result, the difference will be disappeared among successful and unsuccessful people. The prospectful observations show that making task oriented motivational atmosphere can prevent any unpredictable equalities in physical training issues.

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