



UNIVERSITI PUTRA MALAYSIA

**GOAL ORIENTATION AND MOTIVES FOR PARTICIPATION OF
TEACHER-COACHES OF TRACK AND FIELD IN KUCHING
SAMARAHAN, SARAWAK**

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FPP 2002 5



**GOAL ORIENTATION AND MOTIVES FOR PARTICIPATION OF
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SARAWAK**

By

LIM ENG HOOI

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia
in Fulfilment of the Requirement for the Degree of Master of Science**

March 2002



To all the teacher-coaches of track and field,
in recognition of your self-less dedication to the sport.
Persevere and keep up the good work.



Abstract of thesis presented to the Senate of University Putra Malaysia in fulfilment of the requirement for the degree of Master of Science.

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The dependence on teacher-coaches for the bulk of the nation's athletic talent and the lack of sporting talent are matters of great concern. Frequently teacher-coaches become victims in efforts to find the causes even though there is a lack of research to understand the situation. This study described the goal-orientation and motives for participation of teacher-coaches of track and field in secondary schools in Kuching Samarahan, Sarawak as well as the characteristics of the coaching environment in these schools. The instruments utilized to measure the goal-orientation and the motives for participation were translated versions of the Task and Ego Orientation Questionnaire (TEOSQ; Shaharudin, 1998) and the Participation Motivation Questionnaire (PMQ; Khairuddin, 1998) respectively and modified to suit the participants. Pre-test of these versions were conducted with similar samples and yielded Cronbach reliability coefficients of .91 and .88 respectively. The results were obtained from 77 teacher-coaches of track and field from 47 schools in Kuching Samarahan Division. The return

rate was 81%. Results of the F-test showed that there were no statistically significant differences in goal orientation and motives for participation among the teacher-coaches of high performing, medium performing and low performing groups. Overall, 93% of the teacher-coaches were highly task-goal oriented. Skill Development ($M = 4.64$, $SD = .48$) was the most important factor affecting participation followed by Excitement/Challenge ($M = 4.60$, $SD = .42$). Recognition/Status was the least important ($M = 3.00$, $SD = .83$). All coaches in the study showed similar goal profiles and motivational tendencies. Bivariate correlations analysis revealed that, in general, task-goal orientation and intrinsic motivations were moderately and significantly correlated indicating a substantial relationship between the variables. Bivariate correlations also revealed that intrinsic motivation and extrinsic motivation were highly correlated indicating that while the participation of the teacher-coaches were significantly influenced by intrinsic motivational factors, extrinsic motives were also important. However, extrinsic factors had only a low correlation to ego-goal orientation. Together with the findings from the descriptive statistics, the study alerted us on the importance and impact of the coaching environment on teacher-coaches of largely similar goal orientation and motives for participation. If these teacher-coaches are to be effective introducers of their sport to students, the Ministry of Education must attend to creating an environment befitting the goal-orientation and motivation of the teacher-coaches. Implications for further practice and further research were discussed.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia
sebagai memenuhi keperluan untuk ijazah Master Sains.

**ORIENTASI-MATLAMAT DAN MOTIF PENGLIBATAN JURULATIH
OLAHRAGA DI SEKOLAH-SEKOLAH MENENGAH KUCHING
SAMARAHAN, SARAWAK**

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Pergantungan kepada jurulatih olahraga sekolah sebagai sumber utama pembangunan dan penjanaan atlit di sekolah serta kegersangan bakat olahraga yang dialami negara merupakan keadaan yang memerlukan perhatian segera. Kerap kali jurulatih olahraga sekolah ini menjadi mangsa dalam usaha mencari punca masalah walaupun kajian-kajian berkaitan belum mencukupi untuk memahami situasi sebenarnya. Kajian ini menerangkan orientasi-matlamat dan motif penglibatan jurulatih olahraga sekolah-sekolah menengah di Kuching Samarahan, Sarawak serta ciri-ciri persekitaran kejurulatihan di sekolah-sekolah tersebut. Instrumen yang digunakan ialah versi terjemahan "Task and Ego Orientation Questionnaire" (TEOSQ; Shaharudin, 1998) dan "Participation Motivation Questionnaire" (PMQ; Khairudin, 1998) yang diubahsuai untuk jurulatih olahraga sekolah dan masing-masing digunakan untuk menentukan orientasi-matlamat dan motif penglibatan peserta kajian. Ujian-pra yang dijalankan menunjukkan nilai kebolehpercayaan Cronbach .91 bagi TEOSQ dan .88 bagi PMQ.

Keputusan kajian diperolehi daripada 77 jurulatih olahraga dari 47 buah sekolah di Kuching Samarahan. Kadar pulangan 81% dirdirekodkan. Ujian -F menunjukkan tiada perbezaan statistik yang signifikan di kalangan jurulatih olahraga berkaitan orientasi-matlamat dan motif penglibatan mereka. Didapati bahawa 93% daripada keseluruhan jurulatih olahraga sekolah berorientasi matlamat tugas. Pembangunan Kemahiran ($M = 4.64$, $SD = .48$) adalah faktor terpenting mempengaruhi penglibatan diikuti dengan Keseronokan/Cabaran ($M = 4.60$, $SD = .42$). Faktor Pengiktirafan/Status ($M = 3.60$, $SD = .83$) merupakan faktor yang paling tidak penting. Semua jurulatih dalam kajian memperlihatkan profil yang serupa berkaitan pembolehubah-pembolehubah tersebut. Analisa korelasi “bivariate” menunjukkan bahawa secara amnya orientasi bermatlamat tugas dan motivasi intrinsik mempunyai korelasi yang sederhana dan signifikan. Ini menunjukkan terdapat perkaitan yang besar di antara pembolehubah-pembolehubah. Korelasi “bivariate” juga mendedahkan bahawa motivasi intrinsik dan ekstrinsik mempunyai korelasi yang tinggi. Ini menunjukkan bahawa meskipun penglibatan jurulatih-jurulatih ini dipengaruhi oleh faktor intrinsik secara signifikan, faktor-faktor ekstrinsik juga berperanan. Faktor motivasi ekstrinsik mempunyai korelasi yang rendah dengan orientasi bermatlamat ego. Dapatan kajian yang diperolehi daripada statistik deskriptif berkaitan ciri-ciri persekitaran kejurulatihan menunjukkan kepentingan pengaruh persekitaran kejurulatihan ke atas jurulatih-jurulatih yang mempunyai orientasi-matlamat dan motivasi penglibatan yang serupa. Sekiranya jurulatih-jurulatih ini ingin dijadikan pendedah berkesan sukan olahraga di sekolah, Kementerian Pendidikan perlu memberi perhatian bagi mewujudkan persekitaran yang secocok dengan orientasi-matlamat dan motif penglibatan jurulatih-jurulatih ini. Implikasi bagi pelaksanaan dan kajian lanjutan dibincangkan.

ACKNOWLEDGEMENTS

This book would not be complete without a special word of thanks to the following people whose encouragement and support made this so possible. To my former principal, Mr. Pan Chee Fong, thank you for encouraging and supporting my application to pursue this course. Dr. Shahrudin Abd. Aziz, I thank God we met in Kuching even before I began the program. Your ready availability throughout has been enormous support. Dr. Hj. Bahaman Abu Samah, thank you for those valuable extra lessons in statistics that made this thesis possible and Encik Soaib Asimiran, thank you too for your kind words of encouragement. To my extended family members in Kuching, whose names are too numerous to mention, thank you all for helping out in my absence this past two years. And to Joan, Robert and my nephew, Nicholas, thank you for the many trespasses I exact upon you all in sharing your house. Finally, to my wife, Belinda and daughter, Sarah, thank you for the enormous sacrifices and the hardships you both endured ever so willingly. It is this and your constant prayers that has seen me through. Most of all, praise and glory be to my God who watched over me daily and in whose strength and wisdom I draw mine. Thank you.

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CHAPTER ONE

INTRODUCTION

Studies on sports frequently focus on participants who are performers of the sport – the athletes. In the Malaysian scenario, most of these participants are students. All the gymnasts representing Malaysia in the 1998 Commonwealth Games had still to complete their equivalent of the Ordinary Levels examination at the time of competition. In fact in most countries in the world, schools are the main sites of access to sport (Thorpe, 1993). This brings us to another important and crucial entity, the subject in this study, the teacher-coach. Teacher-coaches participate in sport just as vigorously as the athletes, if not more. According to Butt (1987), acquiring skills and developing athletic potential into full bloom is a long and painstaking process and in travelling this road the athlete requires help, faith and knowledge from another. No doubt, Butt was referring to the teacher-coach. He goes on to add that without a deep trust in the coach, the athlete would not have enough faith to make the necessary sacrifices that bring achievement and success. It is apparent that the role of the teacher-coach is crucial and deserves more research attention.

Need of the Study

The realization of the importance of the role that teacher-coaches play in the nation's quest to be a sporting powerhouse inspired and necessitates this study. Too frequently coaching in schools are left to volunteerism. Apart from recording the occasional show of appreciation for this volunteerism through official speeches not much

recognition is accorded these teacher-coaches. In fact not much is known of the teacher-coaches involvement. Because coaching in schools has always been regarded as voluntary in nature, schools are left to fate. The school that is fortunate enough to be blessed with a good teacher-coach will do well. As the statistics will show, this situation is not good encouraging.

Furthermore, though we might be able to quote with some certainty the motives for athletes' participation in sport and their goal-orientations based on the numerous studies, we cannot do the same for our teacher-coaches. At the same time, while little has been done with regards to the situation of teacher-coaches and coaching in schools, a lot has been assumed as reasons for the dearth of talented and potential athletes coming through the school system in Malaysian track and field. More frequently than not, blame has been directed at a majority of teacher-coaches alleging them of lack of motivation and initiative. These attributions are at best only guesses on the state of affairs regarding teacher-coaches and coaching in school. The fact remains that, locally as well as internationally, research in sport science that studies teacher-coaches is lacking, considering their importance as introducers of competitive sport to our youngsters in schools. There is a need to investigate why teacher-coaches of track and field in school could not have been more effective in developing potential. There is a need to know what the goal-orientation and motivation of these teacher-coaches are as these variables have considerable significance on the success and effectiveness of schools as birthplaces for potential athletes.

Background

The main source of sporting talent in Malaysia is the schools. All kinds of games including track and field are organized for different age groups at various levels. Usually schools first organize competitions at the school level to select their team. Selected athletes will then compete at the district level, state level and national level (going through a selection and qualification process at each level). However, the participation from schools are not good, to say the least. Competition under the sponsorship of the Education Ministry are compulsory, so most schools participate. However, the performance and standard of the participation leaves much to be desired. This, we believe, could be directly linked to the motives for participation and goal orientation of our teacher-coaches.

In 2000, Sarawak's contingent for track and field to the biennial 'Sukan Malaysia' (Malaysia's biennial games for athletes under twenty-one years of age), comprise of seven coaches all of whom were teachers in secondary schools in the state. There were 39 athletes (21 male, 18 female), most of whom were students of secondary schools some as young as 15 years old. A few (2 male, 3 female) were in institutions of higher learning while the rest were in their first year of employment (Sarawak Amateur Athletic Association, 2000). The situation is similar for most states. This would give an indication of the extent and importance of the role teacher-coaches play in the development of track and field in this country. This is part of the problem – the almost total dependence on teacher-coaches.

In the 37th Kuching Samarahan MSSM Athletics Meet, held in March, 2001, all 58 secondary schools in the division took part in the annual championship. In all a total of 1736 athletes (1019 boys, 717 girls) were involved representing their schools in three age categories – the under 14 years, under 15 years and under 18 years. The total population of secondary school students in 1998 was 64169 which comprised 31399 boys and 32770 girls (Jabatan Pendidikan Negeri Sarawak, 2000). In the first place, we have a situation where less than three percent of secondary school students were involved in athletics at the inter-school level. In the second, this figure was actually much smaller considering the fact that there were nine schools that did not score even one point in the competition. Points were awarded for any athlete that made the final eight in any event. Nine points were awarded to the champion and the second place finisher to the eighth were awarded from seven points to one in descending order. Five schools (7.5%) scored between 200 – 280 points, seven (10.4%) scored between 100-199 points while 25 schools (37.3%) scored below 20 points of which nine schools (13.4%) scored zero. These schools did not have even one athlete from any of the age groups in a final of any event. Among these schools was a fully residential school (coed) of selected elite academic students with comparatively better facilities for sports. The level of participation at the school level is also far from good. One all-girls school could only send nine girls for the competition compared to 18 by another, both premier all-girls schools. Compare this to 66 from one all-boys school and 14 from another, both all-boys schools. Incidentally, the formerly mentioned all-girls school scored only three points while the latter scored 43.5 points. The formerly mentioned all-boys school scored 186 points compared to the latter's 41. It is time we investigate this disparity in numbers with regards to participation. This is the other

problem - a lot of potential athletes are just never discovered in our schools. Hence the nation's pool of athletes has been and will always remain small.

In all the schools, sport activities are extra-curricular activities, sometimes referred to as co-curricular activities. All schools in Malaysia are required by the Education Ministry to fulfill a mandatory list of such activities that include track and field. Coaching is done by teachers, some of whom are physical education teachers. Most of these teachers have to teach other subjects. In most cases, coaching is done on the teachers' own time after regular school hours. Teacher-coaches volunteer for these coaching positions but often there are no volunteers and teachers have to be assigned these posts by their principals. It is heartening that school authorities realized the importance of such activities to make it compulsory. We are indeed fortunate that teachers-coaches, voluntarily or otherwise, whatever their motivations and goals, continue to support this extra-curriculum. However, this does not guarantee that teachers will continue to volunteer their services in years to come especially when teacher-coaches have to constantly juggle time for academic obligations, coaching obligations and family commitments (Inouye, 2000) with little societal support (Chelladurai, 1986). The "Durham situation" in Ontario recently where teachers refused to take part in extra-curricular activities (Ontario Hansard, 2000) is one incident we can all learn from and looms as a potential problem.

Statement of the Problem

Considering the fact that the main source of athletic talent in Malaysia is the schools and the dependence on teacher-coaches to discover these talents, the disparity in

numbers in terms of participation and achievement in track and field and the consequent small pool of talented track and field athletes for the nation are matters of great concern. At the same time, while no study has yet been conducted to understand the situation of the teacher-coaches involved, blame has frequently been directed at these teacher-coaches accusing them of lack of motivation and creating inappropriate goal climate. It is obvious that our teacher-coaches are not as effective as they should be and there is a lack of validated information on their goal orientation and motives for participation in the coaching of track and field that can shed some light on the situation.

Significance of the Study

In a system that depends largely on teacher-coaches, any study that can shed some light on this group of people would be a useful and worthwhile venture. The goal orientation or dispositional goal perspectives and motivation of teacher-coaches are of considerable importance and significance to the success and effectiveness of schools as birthplaces for potential athletes. It could also provide a better understanding of the psychological processes underlying participation in coaching activity. Of course the knowledge can be used to design environments and intervention strategies that will enhance the overall motivational climate. Holding one achievement goal versus another has the potential to have a profound effect on the ongoing stream of achievement behaviors and the perception of the sport experience for the teacher-coaches as well as for the student-athletes. What's more, if we are to continue to have hopes for Malaysia in our Olympic dream 'the base of the pyramid must be right' (Ontario Hansard, 2000). Teacher-coaches are crucial entities of this pyramid base.

Purpose of the Study

Given the background and problem discussed above, the purpose of this study was to describe the goal orientations and the motives for participation of secondary school teacher-coaches in coaching track and field and to also examine the relationship between these variables. At the same time, the characteristics of the coaching environment would also be described.

Research Questions

Inasmuch as the purpose of the study was to describe the goal orientations and the motives for participation as well as its relationship and the characteristics of the coaching environment of the secondary school teacher-coaches of track and field, the following research questions were addressed:

What are the goal-orientation of secondary school teacher-coaches of track and field?

What are the motives for the participation of these teacher-coaches in coaching track and field?

Is there a relationship between the goal orientations of secondary school teacher-coaches of track and field and their motives for participation?

What are the characteristics of the coaching environment that make up the motivational climate for the teacher-coaches in coaching track and field?

Definition of Terms

For the purposes of this study, the following operational definitions were used:

Secondary school teacher-coaches – These were teachers who volunteered or are assigned to be in-charge of preparing the school track and field team for competitions.

Goal orientation or Dispositional goal perspectives – This referred to the tendency to be either task or ego-goal oriented. Nichols (1989) suggested that individual differences in goal orientation are consequent to socialization experiences within the achievement domain such as interaction with significant others and continued involvement in environments that manifest particular motivational climates. Accordingly (Duda, 1989), people can be strongly task or ego-oriented, low in both orientations or high in one perspective and low in the other.

Task-goal orientation – This referred to self-referenced perceptions of ability such as skill improvement, task mastery, working hard and active involvement in the activity itself. White and Duda (1994) defined it as a way of defining success that focused on “learning, improvement and meeting the demands of the activity”. Operationally, task-goal orientation was defined by the sub-scale scores on the Task and Ego Orientation Questionnaire (TEOSQ; Shaharudin, 1998).

Ego-goal orientation – This referred to normatively-referenced perceptions of ability where emphasis is placed on demonstrating superior competence the ultimate of which is to

surpass others with less effort in a competitive encounter (Duda, 1989). Operationally, ego-goal orientation was defined by the sub-scale scores of the TEOSQ (Shaharudin, 1998).

Participation motivation – This referred to the motives for participation (Gill, Gross & Huddleston, 1983; Longhurst and Spink, 1987) in sport as measured by the Participation Motivation Questionnaire (PMQ; Gill et al., 1983; Khairuddin, 1998). It has been described as a general topic that addresses the psychological factors influencing individuals' decision to initially participate, continue, and discontinue involvement in physical activity, exercise or sport. For this study, participation motivation would be seen individually as in the questionnaire and in terms of intrinsic and extrinsic motivation (Khairuddin, 1998) as well as in terms of other factors such as Excitement/Challenge, Recognition/Status, Fitness, Skill Development, Affiliation, Energy Release, Fun, and Team. Operationally, these were defined by the sub-scales in the PMQ (see page 39).

Intrinsic motivation – This referred to the form of motivation when a behavior is performed for itself in order to experience pleasure and satisfaction inherent in the activity (Duda, 1998). In this study, intrinsic motivation was operationally defined by the sub-scale scores in the PMQ modified by Khairudin (1998).

Extrinsic motivation – This referred to the form of motivation when engagement in the physical activity is for reasons 'outside' the activity. The activity becomes a means to an end – a way to receive something positive or avoid something negative (Duda, 1998).

The sub-scale scores in the modified PMQ (Khairudin, 1998) was the operational definition of this type of motivation.

Performance – Performance was measured in terms of the achievement of the school track and field team in the 37th Kuching Samarahan MSSM Athletics Meet, 2001, in which all the teacher-coaches involved in this study took part as coaches of their respective teams. Performance was defined in terms of the points collected during the meet. Championship points were awarded to the best eight finishers in all events with the champion being awarded 9 points followed by 7, 6, 5, 4, 3, 2, and 1 for the second to the eight placed finishers respectively (Jabatan Pendidikan Bahagian Kuching Samarahan, 2001). Teacher-coaches, whose team scored between 0-99, 100 – 199, and 200 – 299 points, were defined as Low-p, Med-p and High-p respectively.