

## COMPARISON OF THE ORIENTATION TARGET OF PROVIDENT SPORTS MANAGERS: EDUCATIONAL MANAGEMENT

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### Abstract:

*This study aims to investigate the task and ego orientation of prospective sports managers and trainers applying to the special skills examination of the school of physical education and sports in terms of their physical self-conception levels and to examine this in terms of gender and sportive rate. The study was attended by a total of 359 volunteers, 268 of which was male and 91 female. Physical self-conception levels of the candidates were measured by "The Physical Self Description Questionnaire" (PSDQ) and their goal orientations were measured by "Task and Ego Orientation in Sports Questionnaire" (TEOSQ). In data analysis, descriptive statistics, pearson correlation, T-test, One-way Anova and LSD tests were used. Findings obtained have indicated that task orientation averages of candidates was higher than their ego orientation averages under the sub-dimension of goal orientation. Statistically significant difference by gender was observed in both sub-dimensions of goal orientation ( $p < 0.05$ ). While the sub-dimension of appearance in physical self-conception was higher in women ( $p < 0.05$ ), the sub-dimension of endurance was higher in men ( $p < 0.05$ ). While no difference was observed in TEOSQ for licensed athletes as compared to those that are not doing sports, it was observed that PSDQ was higher ( $p < 0.05$ ) and there was differences in PSDQ in terms of sportive experience (coordination, physical activity, sports competence, endurance). A significant correlation was observed between TEOSQ and PSDQ ( $p < 0.05$ ). In conclusion, findings showed that licensed athletes had a higher physical self-concept than those who do not do sports, that women's goal (task and ego) orientation levels were higher than those of men and that the increase in the goal orientation of people also caused a positive increase in their physical self-concept and the physical self-concept which was in favor of men in terms of gender difference changed in favor of women.*

### KEYWORDS:

Task Orientation, Ego Orientation, Physical Self- Perception, Age, Gender,

### INTRODUCTION

Goal orientation implies that people relate to various goals or activities in order to get a sense of success resulting from the achievement of goals. People tend towards various types of goals in order to have a sense of success [1]. According to the theory of goal orientation, the sense of success is earned as a result of the achievement of goals and valued by the achievement of the sportment. Nicholls et al., defined this consideration of success as goal orientation [2]. This goal orientation is evaluated by Nicholls in two dimensions, which are task and ego orientation [3]. These two goals is related to the individuals' personal judgement of their skill levels. The goal orientation theory put forward by Nicholls in general terms was

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adapted to the context of sports by Duda [4]. These theories serve as the basis of studies on sportive motivation [5].

Dimensions of task- and ego-related success are separate but related areas within the scope of goal orientation. While task-oriented goals are personal, ego-oriented goals are based on competition. Athletes with task-related goal orientation focus on skill development, acquisition of new skills, experting in task, team cohesion and cooperation and process-oriented activities. Skill development is the most significant. The will to be the best, to prevail and observation of the result are basic characteristics of these goals [1].

Stephens and Bredilmer state that athletes with high levels of task orientation consider them skillful and enjoy doing sports. An athlete with a high level of task orientation considers this a chance to develop his/her competitive skills. These athletes believe in skill development and intensive training and they are individual-referenced. They base their sense of success on personal development. They tend more to exhibit and maintain intrinsic motivational behaviour when confronted with challenge and failure [6-8]. For the athlete with task-oriented goals, failure means doing any less than the best performance.

Individuals with ego-related goal orientations focus on prevailing, defeating their opponents and the result of the activity. For individual giving priority to ego-oriented goals, the result is more important than the process [9]. Studies point to the fact the ego-related goal orientation cause lack of strength, high level of anxiety, less enjoyment and satisfaction with sportive activities [10-12]. Ego-oriented athlete attains a sense of success when he/she overtops others, constantly desires to be the best and focuses on external criteria. He/she believes that chance and social comparison is a major criterion for success. He/she has a higher tendency to use unsportsmanlike advantages to achieve success [6,8,13].

Task-oriented athletes have higher internal motivation, whereas ego-oriented athletes have higher external motivation. Ego-orientation undermines the autonomy of the individual and feeds the focus of external causality. Task-orientation facilitates the autonomy of the behavior and can satisfy the need for competence [14]. A study by Koenig and Butki on football players has shown that ego-orientation scores have a positive relationship with external motivation scores and task-orientation scores have a positive relationship with internal motivation scores [15]. Sheldon et al., have stated that task-oriented individuals conceive themselves more competent than ego-oriented individuals [16]. According to Jagacinsky and Nicholls, two independent factors of goal-orientation are present in every sport branch and the level on which each factor exhibit itself is the goal-orientation of the athlete. These two independent factors may reveal "high task - high ego", "high task - low ego", "low task - low ego" [17].

Within the framework of motivation concept, the physical self-concept playing a central role on determining the exercising behavior and motivation of the individual is becoming more and more important. That ego-related concepts is an indicator of mental health and psychological functions of the individual have impelled various researchers from fields such as sports, health, education, development, clinical and social psychology to investigate the development of positive ego concept [18]. Studies conducted on ego also investigate the causes such as self-evaluations of the individual, indicators of behavior and motives and its function in explaining the attitude of the individual [19]. Self-concept is acquired through the self-knowledge of the person, opinions of others on the person, the reflections and self-evaluations of the person [20]. According to Jung, "the Self" is the center of personal integrity and one must discover one's "self" in order to recognize and accept oneself [21]. Self-concept is not only an indicator of our behavior and motives, but is also a psychological concept playing a central role in our mental healthiness [22]. This conception, besides existing opinions, also includes hopes and expectations from the future [23].

Physical self-concept, examined in the multi-directional nature of the self-concept, has been considered an important element of global esteem and global self-concept and the most significant dimension of multi-directional and hierarchical self-concept structure [19]. According to Fox, with the consensus on the multi-directional and hierarchical structure of self-concept in recent years, physical self-concept within the self-concept started to attract the attention of researchers. Physical self-concept plays a central role in our ability to communicate with our physical environment, our experting skills and healthy development right from our childhood [24]. It is also defined as the self-perception and self-evaluation of the individual at psychomotor level [25]. According to Sonstroem and Potts, physical self-concept depends on customized personal traits such as athletic skills and strength [26]. In other words, it is how the individual defines himself/herself in motor skills (coordination, sportive ability etc.) and physical fitness parameters (strength, endurance, flexibility etc.) [27].

Self-confidence and self-esteem of individuals with high levels of physical self-concept also increase [28]. In addition, "physical appearance" is the basic factor of global self-worth [22]. Accordingly, as the competence motive of individuals increases, they become more successful in what they do, they do sports more frequently and their professional performance increases [29,30]. Consequently, this would affect the professional performance of prospective sports managers and trainers in the future. Therefore,

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this study intends to compare the relationship between the goal orientations and physical self-concept levels of persons who wish to be trainers and sports managers, applying to the special skills examination of the school of Physical Education and Sports, and to determine whether there are any differences in terms of gender and sportive levels.

## 2. METHODOLOGY

### 2.1. Participants

Sample group of the study comprised of candidates who applied for the special skills examination of the school of physical education and sports. Among 495 prospective trainers and sports managers, a total of 359 people volunteered to the study, 268 male and 91 female.

### 2.2. Measures

**2.2.1. Task and Ego Orientation in Sport Questionnaire (TEOSQ):** The questionnaire, developed by Duda [8], based on Nicholls' "Theory of Developmental Competency" was adapted to Turkish athletes by Toros [31]. It consists of 13 items including 7 task-oriented and 6 ego-oriented items where the judgements are made based on five assessment steps. Those who answered the questionnaire participate in each item according to 5-step assessment system (1=absolutely agree - 5=absolutely disagree).

**2.2.2. Marsh Physical Self-Description Questionnaire (PSDQ):** "Physical Self-Description Questionnaire" developed by Marsch et al., consists of a total of 70 items including the self-definition and self-evaluation of individual in 9 sub-dimensions of the psychomotor dimension (strength, body fat, activity, coordination, flexibility, endurance, appearance, health, sports competence) including 2 subdimensions evaluating the global physical self-concept and global self-concept of the individual [32]. 70 items included in PSDQ are evaluated based on the 6-item scale ranging from "Absolutely True" to "Absolutely False" [32]. Validity-reliability study of this questionnaire was conducted by Asci [33].

### 2.2.3. Procedures and Data Collection

Marsh Physical Self-Description Questionnaire (PSDQ) and Task and Ego Orientation in Sport Questionnaire (TEOSQ) were applied on volunteered students in groups by researchers during the registration proceedings of special skills exam and no time limit was given. Verbal explanations were made to the applicants on the questionnaire and the research to be conducted before application.

## 3. DATAANALYSIS

Descriptive statistics was used in the analysis of data obtained from physical self-concept questionnaire and task and ego orientation in sport questionnaire, and Pearson correlation analysis method was used to determine the relationship between the sub-dimensions of PSDQ and TEOSQ. T-test and one-way anova were applied to independent samples. LSD test was applied in order to determine the cause of differences between groups. Analyses were performed in SPSS 16.0 and the significance level was taken as 0.05.

## 4. RESULTS

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**Table 1: Results of the correlation to determine the relationship between the physical self-concept and goal orientation**

n=359	Self-confidence	Endurance	Flexibility	Strength	Appearance	General Physical Self-Concept	Sports Competence	Body Fat	Physical Activity	Coordination	Health
Ego orientation	.13*	.00	.15**	.12*	.19**	.11*	.22**	.02	.15**	.15**	.04
Task orientation	.07	.12*	.25**	.24**	.22**	.22**	.26**	-.02	.25**	.18**	.01

A statistically significant positive relationship was observed with ego-orientation scores in terms of self-confidence ( $r=.127$ ;  $p<0.05$ ), flexibility ( $r=.154$ ;  $p<0.01$ ), strength ( $r=.121$ ;  $p<0.05$ ), appearance ( $r=.193$ ;  $p<0.01$ ), general physical self-concept ( $r=.112$ ;  $p<0.05$ ), sports competence ( $r=.224$ ;  $p<0.01$ ), physical activity ( $r=.153$ ;  $p<0.01$ ) and coordination ( $r=.152$ ;  $p<0.01$ ) scores. Also, a statistically significant relationship was observed with ego-orientation scores in terms of endurance ( $r=.004$ ;  $p>0.05$ ), body fat ( $r=.022$ ;  $p>0.05$ ) and health ( $r=.040$ ;  $p>0.05$ ) scores.

A statistically significant positive relationship was observed with task-orientation scores in terms of endurance ( $r=.121$ ;  $p<0.05$ ), flexibility ( $r=.252$ ;  $p<0.01$ ), strength ( $r=.237$ ;  $p<0.01$ ), appearance ( $r=.220$ ;  $p<0.01$ ), general physical self-concept ( $r=.215$ ;  $p<0.01$ ), sports competence ( $r=.260$ ;  $p<0.01$ ), physical activity ( $r=.245$ ;  $p<0.01$ ) and coordination ( $r=.180$ ;  $p<0.01$ ) scores. Also, a statistically significant relationship was observed with task-orientation scores in terms of self-confidence ( $r=.068$ ;  $p>0.05$ ), body fat ( $r=-.016$ ;  $p>0.05$ ) and health ( $r=.007$ ;  $p>0.05$ ) scores.

**Table 2: Results of t-test performed to determine the difference between TEOSQ and PSDQ in terms of gender and being licensed or not**

	Gender			Being Licensed:		
	Male=268	Female=91	p	Licensed=221	Not licensed=138	p
Health	Male	5.28	.57	Yes	5.30	.57
	Female	5.17	.78	No	5.18	.71
Coordination	Male	5.04	.60	Yes	5.16	.54
	Female	5.14	.61	No	4.92	.67
Physical activity	Male	4.94	.72	Yes	5.08	.69
	Female	5.09	.74	No	4.81	.76
Body Fat	Male	5.40	.77	Yes	5.47	.70
	Female	5.39	.73	No	5.29	.84
Sports Competence	Male	5.19	.62	Yes	5.27	.57
	Female	5.05	.71	No	4.97	.72
General Physical Self-Concept	Male	4.78	.46	Yes	4.84	.40
	Female	4.86	.47	No	4.73	.54
Appearance	Male	5.22	.60	Yes	5.30	.60
	Female	5.43	.58	No	5.23	.61
Strength	Male	5.38	.49	Yes	5.46	.45
	Female	5.49	.53	No	5.33	.56
Flexibility	Male	4.84	.84	Yes	4.96	.79
	Female	5.00	.82	No	4.77	.89
Endurance	Male	5.09	.78	Yes	5.17	.68
	Female	4.77	.83	No	4.74	.91
Self-confidence	Male	5.17	.61	Yes	5.24	.56
	Female	5.31	.61	No	5.16	.69
Task Orientation	Male	4.13	.80	Yes	4.22	.75
	Female	4.33	.73	No	4.10	.84
Ego Orientation	Male	3.72	.91	Yes	3.80	.88
	Female	4.02	.87	No	3.79	.96

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In the t-test performed to evaluate by gender, significant differences were observed between appearance and endurance sub-dimensions of PSDQ ( $p < 0.05$ ), and between ego- and task-orientation sub-dimensions of TEOSQ ( $p < 0.05$ ).

While there was a significant difference between licensed and non-licensed athletes in terms of PSDQ sub-dimensions of coordination, physical activity, body fat, general physical self-concept, strength, flexibility and endurance ( $p < 0.05$ ), no significant difference was observed in sub-dimensions of health, appearance and self-confidence ( $p > 0.05$ ). No significant difference was observed between TEOSQ questionnaire results of licensed and non-licensed athletes ( $p > 0.05$ ).

**Table 3: One-way Anova test performed to determine the difference between PSDQ values by sportive experience**

Parameters		N	Mean	Std. Deviation	F	p
Coordination	Never	142	4.96	.67	2.738	.043*
	1-5 years	71	5.17	.53		
	6-10 years	121	5.11	.57		
	11 years and above	25	5.18	.49		
	Total	359	5.07	.60		
Physical activity	Never	142	4.83	.78	3.663	.013*
	1-5 years	71	5.14	.64		
	6-10 years	121	5.03	.71		
	11 years and above	25	5.12	.65		
	Total	359	4.98	.73		
Sports Competence	Never	142	5.00	.71	5.032	.002**
	1-5 years	71	5.30	.56		
	6-10 years	121	5.24	.62		
	11 years and above	25	5.23	.50		
	Total	359	5.16	.65		
Endurance	Never	142	4.78	.92	6.297	.000**
	1-5 years	71	5.19	.63		
	6-10 years	121	5.13	.71		
	11 years and above	25	5.14	.70		
	Total	359	5.00	.80		

Significant difference was observed in PSDQ sub-dimensions of coordination, physical activity, sports competence, endurance ( $p < 0.05$ ) in terms of sportive experience.

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**Table 4: LSD test performed to determine which group causes the difference according to the results of one-way Anova test performed to determine the difference between the mean scores of PSDQ in terms of sportive experience**

LSD					
Dependent Variable	(I) how long have you been doing sport?	(J) how long have you been doing sport?	Mean Difference (I-J)	Std. Error	p
Coordination	Never	1-5 years	-.21362*	.08	.016
		6-10 years	-.15464*	.07	.040
		11 years and above	-.21756	.13	.098
Physical Activity	Never	1-5 years	-.30986*	.10	.004
		6-10 years	-.19835*	.08	.028
		11 years and above	-.29333	.15	.064
Sports Competence	Never	1-5 years	-.30634*	.09	.001
		6-10 years	-.24814*	.079	.002
		11 years and above	-.23216	.139	.096
Endurance	Never	1-5 years	-.40610*	.115	.000
		6-10 years	-.34998*	.098	.000
		11 years and above	-.36028*	.171	.037

According to the results of LSD test, significant difference was observed between non-sporters and those doing sports for 1-5 years, 6-10 years in coordination, physical activity and sports competence sub-dimensions of PSDQ ( $p < 0.05$ ), and between non-sporters and athletes that have been doing sports for 1-5 years, 6-10 years, 11 years and above in endurance sub-dimension of PSDQ ( $p < 0.05$ ). No significant difference was observed in coordination, physical activity, sports competence sub-dimensions of PSDQ between non-sporters and those that have been doing sports for 11 years and above ( $p > 0.05$ ).

## 5. DiSCUSSION

This study aims to investigate the relationship between physical self-concept and goal-orientations of prospective sports managers and trainers applying to the special skills examination of the school of physical education and sports in terms of gender and sportive rate.

In our study, it was determined that task orientation averages of applicants (4.18), were higher than ego-orientation averages (3.80) and the group had task-oriented goals. In a study by Carpenter and Yates conducted on football players, it was determined that the average task-orientation of football players were higher than that of professional football players. However, while ego-orientation was higher in semi-professionals, no significant difference was observed [34]. In a study by White and Zillner conducted on male and female athletes from various sports branches at university, college and high school level, it was determined that college-level athletes have higher task-orientation, and high school-level athletes have higher ego-orientation than university-level athletes [35]. In a study by Ariburun conducted on American football players it was observed that task-orientation averages (3.34) were higher than ego-orientation averages (2.48) [36]. In a study conducted on male volleyball players at high-school level, Toros and Koruc have stated that they have higher task orientation [37]. It has been stated that ego-related goal orientation is generally predominant in elite sportsmen and task-related goal orientation is predominant in non-elite and amateur sportsmen [13,38,39]. Results of another study conducted on this subject also show similarities. In a study by Goudas, it was concluded that the teaching style had a positive correlation with the task-orientation of students [40].

When we look at physical self-concept average values of applicants, it is understood that they are generally high and the applicants perceive themselves positively in general.

Examining the relationship between the sub-dimensions of physical self-concept and the sub-dimensions of task-orientation, a significant positive relationship was observed between self-confidence, flexibility, strength, appearance, general physical self-concept, sports competence, physical activity and coordination sub-dimensions of ego-orientation and physical self-concept. A significant positive

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relationship was observed between endurance, flexibility, strength, appearance, general physical self-concept, sports competence, physical activity and coordination sub-dimensions of task-orientation scores and physical self-concept. According to the findings, there is a significant positive relationship between task and ego orientation and physical self-concept. In other words, the high level of task and ego-orientation positively affects physical self-concept. In a study by Toros conducted on elite female basketballers, it was observed that as task and ego-orientation increased, life satisfaction also increased accordingly [41]. On the other hand, in another study by Toros et al., on people that are engaging in trekking, no significant relationship was observed between task and ego-oriented goals and life satisfaction [42].

One of the subjects examined under the ego-orientation of athletes is gender difference. In a study by Duda conducted on individual and team sports athletes at university and high-school level [38], it was determined that female athletes tend more to be task-oriented and male athletes tend more to be ego-oriented. In a study by Li et al., conducted on the task orientation of 467 university students studying in the department of physical education, it was concluded that, while male students are significantly different from the female students in ego-orientation, there is no significant difference relating to task-orientation [43]. In our study, however, it was seen that the scores of task-orientation and ego-orientation by gender was higher in women in comparison to men. Goregenli discovered that Turkish people have two different types of orientation at the same time [44]. Imamoglu and Gultekin have stated that Turkish people cannot be defined as simply collective or individual and they embody these two phenomenon [45]. The fact that both dimensions of task and ego-orientations came out high for women in our study supports this characteristic of Turkish people.

In a study by Asci et al., conducted on the physical self-concept of German and Turkish students at high-school and university level by gender and culture, it was put forward that culture had an effect on almost all sub-dimensions except for strength, and gender had an effect on all sub-dimensions except for appearance and self-esteem. Score of boys for physical self-concept by gender was higher than girls. Gender differences affected the characteristics of sports competence, strength and endurance the most. Male students from both cultures have more positive physical perception as compared to that of female students [47]. Based on the results of the study conducted by Asci on university students, scores of male students for health, endurance, self-esteem, coordination, strength and sports competence, general physical self-concept and physical activity sub-dimensions are higher than that of girls [19]. Results of other studies conducted in this field indicated that men have higher scores from sub-scales of physical self-concept compared to women [19,47-49].

Fox (2000), stated that physical appearance plays the central role in self-esteem [50]. In general, both sexes consider physical appearance important in self-esteem and self-acceptance [51]. However, it can be seen that women are more concerned with the image of the body and are not satisfied with their bodies in general and make additional expenses for a better appearance [52,53].

However, in this study, physical self-concept of applicants were examined by the variable of gender, and male applicants had significantly higher scores in the sub-dimension of "endurance" than female applicants ( $p < .04$ ) and female applicants had significantly higher scores in the sub-dimension of "appearance" than male applicants ( $p < .01$ ). This study shows parallelism with the results of the study conducted on physical education teachers by Pehlivan [54].

No difference was observed between the license status of prospective sports managers and trainers and their goal orientation. Whether the person is actively doing sports or not does not affect task and ego orientations. In addition, a significant relationship was observed between the licence status and the scores of physical self-concept. Characteristics of licensed athletes in terms of coordination, physical activity, body fat, sports competence, general physical self-concept, strength, flexibility and endurance sub-dimensions of physical self-concept exhibit significant differences. In a study by Asci conducted according to physical activity levels, scores of physical self-concept for sub-dimensions of endurance, coordination, strength, flexibility, sports competence and physical activity were higher in those that participated in the physical activity [19]. These findings show parallelism with the results of the study. They are also in parallel with the studies conducted on physical activity level and physical self-concept by Fox and Corbin, Sonstroem et al., Tiryaki and Morali, Hayes et al., Crocker et al., Raudsepp et al. [55-60].

Findings indicate that people who are actively doing sports have a more positive physical self-concept as compared to non-sporters. Accordingly, the physical activity which the prospective sports managers and trainers participate in during their training and their positive physical self-concept will be effective on the development of their professional performance as an indicator of their attitudes and, consequently, their behaviours.

According to the results of one-way anova test conducted on the dimension of sports experience, while no difference was observed in task and ego orientation, significant difference was observed between sporters and non-sporters in "coordination", "physical activity", "sports competence", "endurance" sub-

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dimensions of physical self-concept. It is seen that sportive activity is also effective on the development of motor characteristics and on "coordination" which requires mental skills. Based on these results, it can be said that guiding the people towards sportive activity will be effective on the acquisition of self-esteem which is central to personality development and positive perception of the self-concept and, therefore of the physical self-concept.

#### 6. CONCLUSION

In this study, the fact that task-orientation of prospective sports managers and trainers have skill development, learning, experting in task, team cohesion and cooperation is high is considered an indicator of the fact that it will contribute to their performance in the process of professional training

It is understood that men perceive themselves better physically and women are more concerned with the image of the body. Also, this variation in physical self-concept which is in favor of men in terms of gender as demonstrated in previous studies shows that cultural and social norms which also influence gender roles due to the rapid development in the process of socialization in Istanbul, metropolitan city of Turkey, where the study was conducted.

In conclusion, it was determined that physical self-concept of licensed athletes is significantly higher than that of non-sporters and task and ego orientation which are two sub-dimensions of goal orientation were higher in women than in men. It was determined that as the goal orientation of people increases, the physical self-concept also increased accordingly and physical self-concept which is generally in favour of men due to gender difference altered in favour of women. This study must be applied to a wider sample groups within the body of the schools of physical education and sports. It is recommended that current status of prospective sports managers and trainers be determined, training programs be rearranged in order to strengthen their self-concepts and the applicants be encouraged to participate in sportive and social activities more frequently. Clearly, the more education your students get, the more options they will have in life. Research shows that when students start school behind they stay behind. Quality the education programs give them the social, language and numbers skills they need [61-78].

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