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Understanding motivational climate in sports: A comparative perspective on team and individual athletes

Syabani Fatimah Azzahra[1abc], Mustika Fitri[1c], Mohammad Zaky[1de], Hilmy Apriady[1ef].

[1]Department of Sports Science, Faculty of Sports and Health Education, Universitas Pendidikan Indonesia, Jl. Dr. Setiabudhi No. 229, Bandung 40154, West Java, Indonesia.

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Abstract

The motivational climate in sports is a crucial factor affecting athlete performance and well-being in both team and individual sports. This study compares the motivational climate between team and individual athletes. Using a quantitative descriptive method, the research involved 15 handball team athletes and 15 individual taekwondo athletes from West Java, selected through purposive sampling. All participants were female, aged 17 to 26 years, with a minimum of 3 years of competitive experience. Data were collected using the Perceived Motivational Climate in Sport Questionnaire (PMCSQ-2). Results showed that team athletes had a slightly higher motivational climate (M = 44.99, SD = 10.19) compared to individual athletes (M = 41.50, SD = 10.47). Team athletes also scored higher in ego and task orientations, with means of 44.23 and 45.74, respectively, while individual athletes scored 39.62 and 43.38. These findings suggest that team sports foster a more positive motivational climate due to stronger social support and group dynamics. Individual athletes focused more on skill mastery and personal goals, facing greater responsibility. This research provides insights for coaches and managers to improve the motivational climate in both team and individual sports, helping athletes achieve optimal performance and maintain mental health. Coaches should focus on individual athletes' personal achievements and support systems to enhance their well-being.

Keywords: Motivational climate, sports, analysis, team, individual.

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INTRODUCTION

Every individual needs to maintain physical fitness (Waluyo, 2023). Physical fitness plays a significant role in shaping and influencing participation in physical activity (Kasmadi & Suhadi, 2024). Good physical

Correspondence author: Mustika Fitri, Universitas Pendidikan Indonesia, Bandung, Indonesia
Email: mustikafitri@upi.edu

and mental health can be significantly attained through regular involvement in sports activities (Malm et al., 2019). Involvement in sports is deemed crucial and highly necessary at various life stages, particularly during adolescence (Cerar et al., 2017). The importance of creating a conducive environment and a high level of comfort is instrumental in maintaining youth athletes' participation in sports activities (Fitri et al., 2020). Researchers have found that comprehending the factors that prompt adolescents to engage in sports constitutes a valuable area of study (Korkutata, 2016). The subsequent crucial step involves ascertaining the factors that sustain adolescents' participation (Haugen et al., 2020). International research suggests that the commencement of sports participation among youth is frequently driven by factors such as social connections, enjoyment of the activity, and the aspiration to uphold physical well-being (Ahmed et al., 2020). A literature review highlights the wide variety of sports disciplines and research exploring the motivations of individuals from various age groups involved in sports (Molanorouzi et al., 2015).

Motivation has been the subject of extensive research in various disciplines related to sports and physical activities, including psychology and physical education (Clancy et al., 2017). The outcomes of physical education skills extend beyond physical development, as they also foster mental growth, particularly by enhancing individual motivation (Syahruddin, 2022). In sports psychology, to help athletes achieve maximum performance, it is important to consider body factors such as physical condition and mind factors such as motivation and focus (Dwi Pramesti et al., 2022). Motivation is crucial in helping individuals remain determined to achieve long-term goals (Yukhymenko-Lescroart, 2021). Motivation is defined as a person's feelings and reactions to achieving goals to advance toward a desired aim (Victor Simanjuntak, 2021). From the perspective of sports science, motivation is a critical factor affecting an individual's decision to engage in sporting activities (De Meester et al., 2016). Motivation significantly affects an athlete's willingness to learn, as well as being essential for setting short-term and long-term goals, evaluating their

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feasibility, or perhaps voluntary efforts used to complete specific tasks, all of which contribute to the success of individual and team sports participation (Rosario, 2023). An individual's decisions can be influenced by their level of motivation by providing various rewards to athletes, along with environmental influences, enhancing the quality of sports and boosting athlete motivation (Zia-ul-Islam et al., 2020). The structure of the learning environment in achievement contexts is known as "motivational climate," which affects an individual's participation, beliefs, emotions, and behaviours by reflecting the actions of coaches and parents, particularly in how they provide praise, criticism, and punishment (Birr et al., 2023).

The motivational climate consists of two main aspects, namely, participation in the learning process (task-related) and participation in performance aspects (ego-related) (Jaakkola et al., 2016). In a task-focused environment, individuals are classified based on their skills, rewarded for their hard work, and evaluated according to personal development (Pratoom, 2018). In contrast, ego-focused environments emphasize common standards and encourage comparisons between individuals. Coaches have a significant influence on young athletes' perceptions of sport as a whole (Møllerløkken et al., 2017), and the motivational climate established by coaches through attitudes, values, rewards, and evaluations are closely related to athletes' learning and performance (Avcı et al., 2018). In addition to coaches, parental involvement in sports also plays an important role, especially in providing support, encouragement and constructive feedback (Amorose et al., 2016; Dorsch et al., 2015), which positively influences athletes' motivation and satisfaction with their sport (De Francisco et al., 2018).

Previous research has shown that personal involvement in individual sports is greater than in team sports, resulting in higher pressure individual athletes feel (Gu et al., 2022). However, pressure can be better managed in team sports because individual responsibilities are more dispersed, social support is more abundant, and opportunities to correct mistakes are more

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frequent compared to individual sports. Nonetheless, research comparing the motivational climate between team and individual sport athletes is limited, especially with the use of samples balanced between gender and sport type (Moradi et al., 2020). In this context, this study uses a sample consisting of handball athletes (as a representation of team sport) and taekwondo athletes (as a representation of individual sport). This sample selection is important because handball is a team sport that requires close cooperation between players. At the same time, taekwondo is an individual sport that emphasizes personal responsibility and personal skill development. By using a balanced sample by sport type, this study aims to overcome the limitations of previous research and investigate the comparative motivational climate between team and individual sports athletes. In this context, this study uses a sample consisting of handball athletes (as a representation of team sport) and taekwondo athletes (as a representation of individual sport). This sample selection is important because handball is a team sport that requires close cooperation between players. At the same time, taekwondo is an individual sport that emphasizes personal responsibility and personal skill development. By using a balanced sample by sport type, this study aims to overcome the limitations of previous research and investigate the comparative motivational climate between team and individual sports athletes (Moradi et al., 2020).

Understanding the motivational climate in team and individual sports is critical to creating an environment that supports optimal performance and athletes' psychological well-being (Scott et al., 2021). In team sports, motivation is often influenced by a productive team environment, support among team members, and shared goals (Kim & Cruz, 2016). On the other hand, individual sports athletes focus more on achieving personal goals and their relationships with coaches. Therefore, this study aims to analyze and compare the motivational climate among team and individual sports athletes and the motivational implications of such differences on athletes' performance and mental well-being. This research can help identify variations in factors influencing athlete motivation from both sports branches

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by comparing their perspectives on motivation. The motivation of athletes from both team and individual sports can be compared by comparing their perspectives on motivation. For the sample used in this study, the focus was on athletes participating in handball as a team sport and athletes from taekwondo as an individual sport. Therefore, this study aims to analyze the motivational climate in sports between team athletes and individual athletes by identifying two categories of the motivational climate, namely ego and task.

METHOD

Research Design

This study employs a quantitative descriptive design to investigate the motivational climate in sports from team and individual athletes' perspectives. This study aims to analyze the motivational climate in sports by comparing team sports athletes and individual sports athletes. This research uses a comparative descriptive quantitative design to investigate motivational climate in sports from the perspectives of team sport athletes and individual sport athletes. This research adopts a quantitative comparative approach, specifically using a descriptive design to examine the motivational climate in sports. It focuses on comparing the perceptions of team sport athletes and individual sport athletes regarding their motivational environments. By employing this method, the study seeks to uncover the prevalent motivational factors in each group, providing a comprehensive understanding of how the motivational climate differs between team-based and individual sports settings.

Place and Time

Participants were invited through direct contact with both sports teams using a research permit letter provided to the authorized party for approval. All participants were provided with detailed information regarding the purpose and procedures of the study. Participants were asked to complete a questionnaire that evaluated their perceptions of the

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motivational climate in their sport, with obtained consent, and the questionnaire was distributed online via the Google Form platform in May 2024. The collected data will be stored anonymously to maintain confidentiality and privacy.

This study involved professional athletes from two sports, handball and taekwondo, in West Java. The main focus of this study was on female athletes from both sports, following findings from previous studies (Khazaei et al., 2023; Strykalenko et al., 2020). The sample was selected based on predetermined inclusion criteria, including active participation in official competitions and a minimum of three years of competitive experience. A purposive sampling method was used to ensure that the sample selected matched the characteristics relevant to the objectives of this study. This study used a purposive sampling technique to select a sample that met specific criteria relevant to the research objectives. The sample consisted of female athletes between the ages of 17 and 26 who had three years of experience competing at a competitive level. This technique was chosen as it allowed for the selection of participants who were suitable for the variable under study, namely motivation in sport. By using purposive sampling, the study was able to ensure that the sample reflected the desired characteristics so that the results could provide accurate and useful information regarding the motivational climate in team and individual sports.

Data Measurement Technique

Data were collected using the Perceived Motivational Climate in Sport Questionnaire-2 (PMCSQ-2), which is a validated instrument for measuring motivational climate in a sports context. The questionnaire showed good internal consistency, with Cronbach's alpha coefficients of 0.87 for task-involving climate and 0.89 for ego-involving climate (Arthur et al., 2022). The questionnaire consists of 33 statements rated using a 5-point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (5). The PMCSQ-2 is divided into two main categories: (1) Task-Oriented Climate, which measures aspects such as Cooperative Learning, Effort/Improvement, and Important Roles, and (2) Ego-Oriented Climate,

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which includes aspects such as Punishment for Mistakes, Unequal Recognition, and Competition among Team Members (Møllerløkken et al., 2017).

Participants in a controlled environment completed questionnaires to ensure consistency of answers and reduce external influences. Athletes self-reported their perceptions of the motivational climate in their sports team, which allowed data collection based on their personal experiences in their respective contexts. Although the self-report method is subjective, it is widely accepted in motivational climate research due to the personalized and contextualized characteristics of the construct. The PMCSQ-2 has been validated across various athlete populations, so the data obtained is valid. With this approach, we conducted an accurate assessment of the motivational climate perceived by the athletes, which is important for understanding how different environments affect their motivation. The results of this study were then analyzed and interpreted based on these validated instruments, providing further justification in relation to the research objectives.

Data Analysis

The collected data will be analyzed using IBM SPSS Statistics Version 25 software. The statistical analysis that will be used is descriptive analysis to compare motivational climate scores between team and individual sports athletes.

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RESULT

Table 1. Descriptive statistics total

	N	Minimum	Maximum	Mean	Std. Deviation
individual_total	15	19.66	63.44	41.4965	10.46546
team_total	15	24.41	67.44	44.9885	10.18991

The results in Table 1 show that both groups (individual and team sports) have the same sample size of 15. The minimum score for individual athletes was 19.66, while that for team athletes was 24.41, indicating that team athletes tended to have higher scores at the minimum. The maximum score for individual athletes was 63.44, while for team athletes was 67.44, indicating that at the maximum value, team athletes also had higher scores. The mean score for individual athletes was 41.4964, while for team athletes, it was 44.9885, indicating that team athletes have a slightly higher level of motivation or experience a more favourable motivational climate compared to individual athletes. The standard deviation for individual athletes was 10.46546, and for team athletes, it was 10.18991, indicating that the variation in scores within the two groups was relatively similar. Based on this descriptive data, the average total score in team sports is higher compared to individual sports. To assess athletes' motivation and motivational climate, we used the PMCSQ-2, a questionnaire that has been validated and widely used to measure motivational factors in sports. The instrument consists of 33 items rated on a 5 Likert Scale, where higher scores indicate greater levels of motivation or a more positive motivational climate. Athletes self-report their responses based on their personal experiences in the sports environment. The reliability and validity of the instrument have been confirmed in previous research, ensuring that it accurately captures the motivational construct under study. Data collection was conducted under standardized conditions, with all participants receiving the same instructions and completing the survey in a controlled environment, thus ensuring consistency and objectivity in the assessment of motivation across individual athletes and teams.

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Table 2. Descriptive statistics ego and task

	N	Minimum	Maximum	Mean	Std. Deviation
Individual ego	15	26.83	63.44	39.6156	9.99916
Individual task	15	19.66	53.76	43.3773	10.92296
team ego	15	31.34	67.44	44.2346	10.10160
team task	15	24.41	61.00	45.7424	10.57473

The results in Table 2 show that there were four groups based on two motivational climate categories, ego and task, for both individual and team sports. For ego orientation, the minimum score for individual athletes was 26.83, while for team athletes, it was 31.34, indicating that team athletes had a higher minimum score. The maximum score for individual athletes was 63.44, compared to 67.44 for team athletes, showing that team athletes also had higher maximum scores. The mean ego orientation score for individual athletes was 39.6156, whereas for team athletes, it was 44.2346, indicating that team athletes had a higher mean score. The standard deviation for individual athletes was 9.99916, and for team athletes, it was 10.10160, suggesting similar variation within the two groups. For task orientation, the minimum score for individual athletes was 19.66, while for team athletes, it was 24.41, with maximum scores of 53.76 and 61.00, showing higher scores. The mean task orientation score of individual athletes was 43.3773, while that of team athletes was 45.7424, with standard deviations of 10.92296 and 10.57473, respectively, indicating similar variation. Overall, team athletes showed higher scores in both ego and task orientations than individual athletes. In individual sports, task orientation had a higher mean score than ego orientation. This assessment was conducted through quantitative methods by analyzing the mean and standard deviation of the results of the PMCSQ-2 questionnaire, which measures ego and task orientation. Individual scores were collected and calculated for each group of athletes, allowing for a proper comparison between the team and individual sports athletes. This assessment aimed to identify the more dominant motivational tendencies in each sport type, per the research objectives.

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DISCUSSION

The results of this study showed that the mean total scores of team sport athletes were higher than those of individual sport athletes, indicating that team sport athletes tend to have better overall performance. A comparison of motivational climate scores showed that team sport athletes recorded higher scores in task-oriented and ego-oriented climates. In task-oriented climates, team sport athletes scored higher due to strong cooperation, solid group dynamics, and shared goals that increased collective motivation, whereas individual sport athletes focused more on personal achievement, which provided a motivational boost, albeit with greater pressure due to self-imposed responsibilities. In an ego-oriented climate, team sport athletes also recorded higher scores, which could be due to internal competition for recognition and an important role in team success. In contrast, individual sports athletes may face decreased motivation due to pressure to succeed personally if not supported by adequate social support. This difference highlights that factors such as team support, group dynamics and collective motivation are more influential in motivating and improving the performance of team sport athletes compared to individual sport athletes, who are more focused on personal achievement and responsibility. This finding is in line with research showing that a collaborative team environment and strong social support can improve athletes' motivation and performance (Simons & Bird, 2023). In addition, peer support and shared goals within a team can create a more positive and productive motivational climate (Zhu et al., 2018). At the same time, individual athletes tend to pay more attention to personal achievement and self-regulation in motivation. This suggests that individual athletes prioritize task accomplishment and self-regulation over external recognition or comparison with others. On the other hand, individual athletes tend to face greater pressure and stress due to the full responsibility for their own achievements (Trigueros et al., 2019). Although a task-oriented climate in individual sports can increase autonomy and intrinsic motivation, the

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pressure to achieve personal goals and self-expectations can cause significant anxiety (Zanatta et al., 2018).

The study also analyzed the motivational climate in two categories, ego and task, for both sports groups. Results show that task orientation has a higher average score in individual sports compared to ego orientation. This suggests that individual athletes pay more attention to personal achievement and self-regulation in motivation. Individual athletes are less affected by recognition or comparison with other athletes because they are more focused on personal achievement, so their ego orientation is lower. In contrast, in team sports, both ego and task orientation scored higher than in individual groups, reflecting strong motivation in achieving personal goals as well as teamwork. This difference in motivational orientation suggests that athletes in team sports are more influenced by social dynamics and pressure from team members as well as opponents, hence their higher ego orientation. Team athletes may be compared to other team members more often, which can increase their ego orientation. However, motivation to work together towards a common goal was also high, as reflected in the higher task orientation scores in the team groups. This research underscores the importance of understanding individual and team motivation in sporting contexts to develop strategies that can optimize athlete performance.

The limitations of this study include a sample size that is limited to the type of sport and the homogeneity of the sample, which only consists of female athletes, as well as limitations on the variables studied. A small sample size can affect the validation of research findings, as it cannot represent the entire population of athletes from various sports (Moradi et al., 2020). In addition, focusing only on female athletes also limits the applicability of the results of this study, as it does not consider potential differences in motivation and motivational climate between male and female athletes. These limitations highlight the need for further research with a wider sample size covering a variety of sports, both team and individual, as

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well as the addition of diverse variables to gain a broader understanding of the motivational climate in sports.

CONCLUSION

The study concluded that team sports' average motivational climate was higher than individual sports. Further analysis revealed that in team sports, the sub-dimensions of motivational climate involving ego and task were more dominant compared to individual sports. Team athletes are more motivated by competition and teamwork, while individual athletes are more focused on skill mastery and achieving personal goals. Team support, togetherness, and social interaction contribute to higher team sports motivation. Instead, individual athletes face greater personal pressure and responsibility, which can increase stress and anxiety. These findings highlight the differences in motivational dynamics between team and individual athletes, which can be used to design training approaches tailored to the needs of each sport. However, this study has limitations on the sample of sports types and variables studied. Future research is recommended to expand the sample by involving various other types of sports, both team and individual, as well as adding diverse variables to broaden the understanding of the motivational climate in sports.

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