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ORIGINAL RESEARCH

A STUDY ON GOAL ORIENTATION BETWEEN INDIAN AND AUSTRALIAN WOMEN CRICKET PLAYERS

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ABSTRACT

Nicholl's motivation conceptual framework pertaining to achievement goals was used to study the relationship between two implicit goal orientation and achievement cognitions and beliefs about the competitive team sport experience. The purpose of this study was to examine the differences in goal orientation between Indian and Australian women cricketers. The sample was consisted of 35 Indian women cricketers and 35 Australian women cricketers, age 16 to 24 years (M=20.35). Task and Ego Orientation in Sport Questionnaire (TEOSQ) was administered to these subjects. The results showed that significant differences in both task orientation and ego orientation between the two country players. From these results it appears that the Australian players were more task oriented than the Indian players.

Key words: Task, Ego

INTRODUCTION

By definition, a goal is something that an individual is trying to accomplish, i.e., the object or aim of the undertaken action (Weinberg, 2001), or it can also be defined as a standard to be reached on a task within a predetermined time frame. To understand someone's motivation and achievement behavior it is necessary to recognize and understand his/her goals of action. According to the goal perspective theory (Nicholls, 1989), the characteristics of both a person and situation can interact and impact the state of goal involvement, which in turn results in achievement behaviors. Therefore, many behavioral variations are possible, due to different individual perceptions of what is an appropriate goal within a particular social context. In general, personal goals influence the way people think, feel and act in achievement situations, such as competitive sport (Duda, Chi, Newton, Walling & Catley, 1995).

The understanding of achievement goals can help in giving meaning to an athlete's action and may facilitate the interpretation of his/her behavior within the specific sport situation. Versatile types of achievement

goals have been identified, but two main dispositional points perspectives generally persist in sport science studies (Duda, 1993; Kim & Gill, 1997; Newton & Duda, 1999). These achievement goals are “task” and “ego” goal orientation. Task and ego goal orientations reflect two distinct theoretical approaches to a subjective definition of success, failure and self-assessment of demonstrated competence (Lochbaum & Roberts, 1993; Newton & Duda, 1999). These goal orientations have been found as to be mutually orthogonal (Newton & Duda, 1999) and in some studies they have been investigated under different names.

It can be summarized that the athlete who is mainly task oriented perceives his/her ability in terms of the personal achievement criteria and personal improvement, and rates his/her success according to effort invested in mastering the task and as well as self-referenced performance. The mainly ego-oriented athlete, on the other hand, estimates his/her ability and competence according to the normative criteria by evaluating it through the comparison to others, and only if the comparison outcome proves that his/her performance is better, he/she will experience success. Furthermore, an ego-oriented athlete believes that achieved success is a consequence of his/her superior abilities, not invested effort. Conversely, a task involvement is manifested in adaptive cognitions and positive behaviors, regardless of a person’s ability level (Duda et al., 1995).

METHODOLOGY

Participants

The participants in the study were 70 women cricket players (35 Indians and 35 Australians) between the ages of 16-24 (mean = 20.35). Indian sample included several college level players and state junior team members. Australian sample included state junior team and league players. All participants volunteered to participate in the study and received no incentive for their participation.

INSTRUMENTATION

Task and Ego Orientation in Sport Questionnaire (TEOSQ)

The Task and Ego Orientation in Sport Questionnaire (TEOSQ) developed by Joan L. Duda and John G. Nicholls (1992). TEOSQ is a 13-item questionnaire. The TEOSQ has been proven to be reliable by fairly high and consistent scores across many studies and sample groups as well as over different cultures. The questionnaire has been found to have acceptable reliability for task ($r = .79$) and ego ($r = .81$) goal orientations. And several studies found that the TEOSQ can be used in cross-cultural studies as it was found to be valid (Duda, 1989; Duda, Olson, & Templin, 1991).

RESULTS

Table-1 Task Orientation – Z-test

Variable	Country	N	Mean	Z _o Value
Task	Australia	35	4.46	14.62
	India	35	3.3571	

$$Z_0 = 14.62$$

$$Z_c = 1.96 \text{ at } 5\% \text{ level}$$

Since $Z_0 > Z_c$, the results indicate that there is statistically significant difference between the mean Task Orientation among Indian and Australia players. That is, Australia players have higher mean Task Orientation (4.46) than Indian players (3.3571).

Table-2 Ego Orientation – Z-test

Variable	Country	N	Mean	Z_0 Value
Task	Australia	35	2.1286	25.66
	India	35	4.3143	

$$Z_0 = 25.66$$

$$Z_c = 1.96 \text{ at } 5\% \text{ level}$$

Since $Z_0 > Z_c$, the results indicate that there is statistically significant difference between the mean Ego Orientation among Indian and Australia players. That is, Indian players have higher Ego Orientation (4.3143) than Australian players (2.1286).

DISCUSSION

The results of the study show a significant difference between the two countries in both task and ego orientations. The Australian players were more task-oriented than the Indian players. According to Duda et al (1995), the athlete who is mainly task oriented perceives his/her ability in terms of the personal achievement criteria and personal improvement, and rates his/her success according to effort invested in mastering the task, as well as self-referenced performance. Furthermore, a task involvement is manifested in adaptive cognitions and positive behaviors, regardless of a person's ability level.

In ego orientation, Indian players were more ego-oriented than the Australian players. According to Duda (1993) ego oriented athletes formulated their perceptions of competence by comparing their own ability to the other's abilities. Ego involvement reflected externally regulated behavior of an athlete with a constraining demand for the expected outcome. So, ego oriented person engaged in the sport activity to achieve results, enjoyed the activity less, and his/her intrinsic motivation found to be lower. Since, when the perceptions of the ability and success are based on the normative criteria of the evaluation, which means that athlete's behavior is under the control of external locus of causality, it is more plausible to expect that the athlete will feel incompetent and unsuccessful. Under these conditions behavior of the ego oriented athlete was less determined (Deci & Ryan, 1985). Ego orientation eventually leads to negative achievement behavior (deterioration of performance and decreased persistence in sport) and maladaptive cognitive responses (Roberts, 1993).

CONCLUSION

In conclusion, the results of the study provide the considerable differences in task and ego orientation between the Indian and the Australian women cricket players. Australian players have high task orientation than their Indian counterparts. However, it is believed that the information revealed from this study sheds light on the goal orientation approaches of Indian women cricket. Therefore, much more work is needed in the field to translate the theoretical principals into the practical procedure.

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