



# Malmö Youth Sport Study

## A Sport Psychology Perspective on Achievement Motivation

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### Introduction

An increasing number of elementary schools start to specialize towards sport and two implicit reasons for this is 1) to generate elite athletes; 2) to stimulate a physical active lifestyle.

### Aim

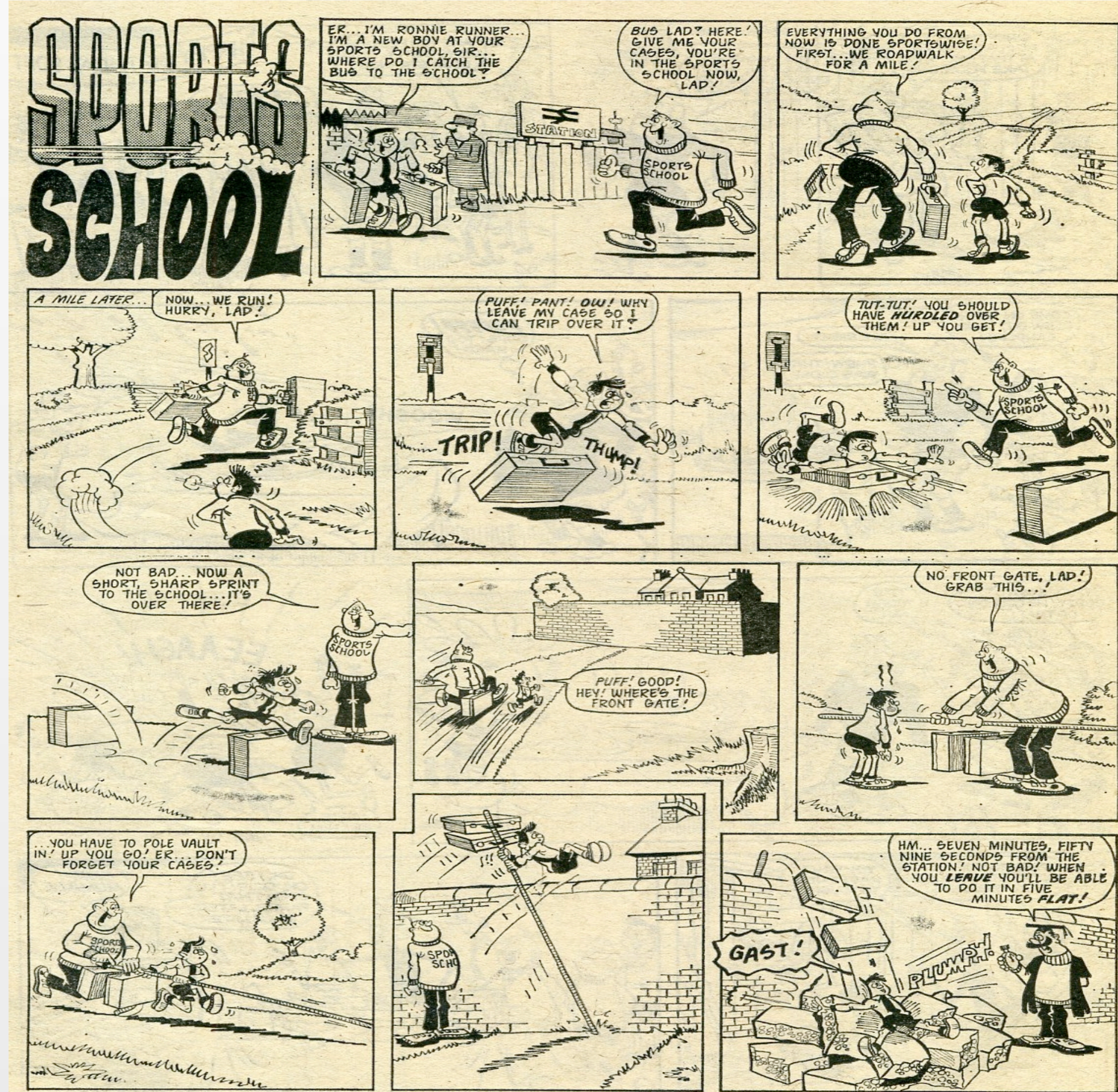
The aim of this project is to investigate young people's achievement goals regarding organized sport, if/how this changes over time and whether there are differences between students at elementary sports schools and the students who attend regular elementary schools. It is part of the *Malmö Youth Sport Studies*, an interdisciplinary research project, with the main objective to study what possible physiological, psychological and social factors influence adolescents to continue doing sports during adolescence.

Examples of research questions:

- How do perception of motivational climate combine with approach and avoidance goals determine competence-based behavior, cognition, and affect in sport?
- Longitudinal investigations tracing the development of children's implicit theories of ability as they proceed through youth sport are required. How are such theories socialized in ongoing interactions with parents, peers, teachers, and coaches?
- Research has previously been inclined to categorize task oriented goals as beneficial and ego oriented as potentially "harmful". It is therefore interesting to target and understand why, when, and how some athletes consider themselves as high in both, provided that these individuals emerge in the analysis?

### Theoretical framework

The theoretical framework will be based on achievement goal theories in sport originated from Nicholls's (1989) two conceptions of ability (task and ego), Dweck's (1999) implicit theories of ability (entity theory and incremental theory), Elliot's (1999) approach-avoidance goal framework and Ames (1992) work on motivational climate.



### Method

Longitudinal (three years); participants will three times a year respond to a number of questionnaires assessing peer, parents and coach motivational climate, and affective and behavioral responses in youth sport. The earlier quantitative studies form the basis for selecting informants to the qualitative study. This enables a stratified sample relevant to the research question. Participants will be (n210) students, age 13-15, from various team and individual sports, attending sport schools and regular elementary schools.

### Results and discussion

Results will be analyzed and discussed according to the purpose. This longitudinal research project will increase understanding regarding achievement motivation in sport and can be useful, not only in sport but also in school, as prospective PE teachers will benefit from a deeper understanding of the motivational climate's impact on their students achievement motivation.

### References

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