

THE RELATIONSHIP BETWEEN GOAL SETTING AND PARTICIPATION MOTIVATION OF IRANIAN WOMEN'S FUTSAL LEAGUE PLAYERS IN SPORT ACTIVITIES

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ABSTRACT

This study aimed to investigate the relationship between Goal Setting and the motivation to participate in sport activities among Iranian women's futsal league players. This study was a descriptive and correlation one. Our sample consisted of 150 Iranian women's futsal league players. This number is equal to the total number of population. Participation motivation questionnaire of Gill *et al.*, (1983) is used for data collection which containing 30 questions and has five- value Likert scale. Questionnaire of sport task-orientation and self-orientation of Nichols (1983) also was used. The obtained data was analyzed using the Kolmogrov-Smirnov test to determine whether they are normal or not and then it was analyzed by Pearson correlation test and the Friedman test. The results obtained in the present study indicate that there is a significant positive relationship between self-orientation of goal setting and motivation of athletes for participating in sporting activities. But such a relationship does not exist between task-orientation groups. There is also a significant difference among the ranks of goal setting factors as well as participation motivation in the opinion of those completed the questionnaires.

Keywords: *Goal Setting, Mental Skills, Participation Motivation, Futsal, Women, Iran*

INTRODUCTION

Female athletes and Iranian futsal players have demonstrated their competence in the green rectangle while maintaining the values and rituals and admirable perseverance over the years. Despite that, women's soccer has global position in the old continent "Asia" and this condition has made women work more difficult, our zealous children (players) with additional efforts introduced themselves first in futsal then at the soccer as powerful rival in Asia. The issue of Islamic dress along with the active participation of athletes in the sport fields such as regional and international has been paid attention as a matter of important principle. After a long debate over how to dress in the fields, AFC and FIFA agreed to present them with the Islamic dress and this is one of the most important achievements of women in management in international football arena.

We have seen a wide range of developments and changes in different parts of the women's soccer within 2010-2011 in the country that is impossible to mention them in this short space. The first Women's futsal tournament was held among six Tehran teams in 1997 and futsal has been established since 1999 in other cities and the girls who were interested in futsal started their work in various towns with few facilities. Until then, playing football for women like going to the stadium was impossible and learning futsal was the only way that could satisfy the interested girls in football. However, women's futsal teams launched a year later in most small towns in the country and futsal exercises soon attracted a large audience in different cities.

After holding tournaments at the provincial level, the first futsal Premier League was held in the presence of nine teams. The present research is about the relationship between goal setting and the motivation to participate in sport activities among Iranian women's futsal league players to find the relationship between goal setting and motivation of female athletes.

Coaches and sport psychologists generally agree that motivation is important for learning and performance so that they are always trying to maintain athletes at a desirable level of excitement and they try to control resonant or weakening factors which can affect on the technical and tactical performance of athletes and

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thus they develop the proficiency of the individual or group in performing of sport skills (Mark, 1989; translated by Mosaded). One motivational technique that scholars and athletes think that it is important on calling commitment, persistence, dedication and long-term self-motivation is the goal setting (Urlik and Parington, 1988).

With the advancement of the science of psychology, the issue of the mental skills becomes important in performing sport skills. Physical training preparations had already been emphasized, while today's sports psychologists, coaches and athletes pay more attention and focus on the mental training preparation (Halvari and Tbomassen 1994).

The most important mental skills athletes can be divided into six mental skills such as motivation, goal setting, concentration, self confidence, controlling of mental states and mental imagery (Winter and Martin, 1993).

Despite the importance of these theories, few studies used these three structures in determining the motivation of participation of young people in sport. Therefore the first aim of this study was to determine the important factors of motivation of participation in sport and physical activities using questionnaire of Gill *et al.*, (1983). The other aim of this study was to determine the relationship between motivation of participation in sporting activities and the goal setting of women's futsal players. Sports psychologists concentrate on motivation with certain concepts such as achievement motivation, motivation in the form of competitive pressure and internal -external motivation. The subject of motivation to participate in physical activities and sports has also been one of the most important issues in sport psychology that is why there are differences in participation. There are also differences between individuals in terms of motivation sources (Gill, 1999).

Motivation is a set of personality factors and social variables, when a person is required to perform his duty and when he is compared to the others in a contest or trying to gain an advantage, it provides his participation in the activity (Floctcher and Hanton, 2001).

In another definition, achievement motivation or development-oriented is said to person's desire to dominate or to challenge to achieve a better position (learning skills, solving problems, earning rewards and excellence). This type of desire based on some theories is directly related to the type of goal and its level of the individual (Williams, 2001).

Mohammad and Maasoumeh (2003) in a study titled "the evaluation of effect of knowledge of performance feedback, knowledge of results, goal setting and combination of both of them on learning passing and shooting skills in the basketball," concluded that knowledge of performance group had the weakest performance (performance test or retention test) in both skills of passing and shooting in basketball, and the combination group had the best mean among them.

Afsaneh *et al.*, (2006) in an article entitled "Comparison of the effects of goal setting and knowledge of results on learning volleyball service of female students " found that although the level of motivation in some of the tests was significant, in general it can be stated that motivational strategies (goal setting, motivation, knowledge of results) in learning volleyball service among female students were not effective.

Ahmad *et al.*, (2011) in a study entitled "The effect of goal setting on learning a task of perceptual - motor in adolescent mental retardation", they found that the lack of goal setting condition with respect to the goal setting in the acquisition and learning of criteria task among children with intellectual disability was beneficial. It seems that the use of goal setting for teens with intellectual disability to learn the sport duties complicates learning the process of motor task. Pouneh and Hossein (2012) in a paper entitled "The effect of short-term and long-term goal setting on the acquisition and retention of skills in basketball free throw," concluded that the short-term and long-term goal setting on the acquisition and retention of skills in basketball free throw has a significant effect ($p < 0/05$) and comparing the acquisition and retention scores of the two groups showed the group of long-term goal setting were significantly better than the group of short-term goal setting in the acquisition and retention phases.

Rabertz *et al.*, (1998) found that athletes who use this skill (goal setting) have less anxiety, better concentration, more confidence and ideal performance. The best performance is achieved when the athletes set goals for themselves and assess how to achieve it in every exercise session and match.

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Galon and Vard (1995) studied 5 tennis players regarding goal setting and found that goal setting indirectly influenced the results, in which it has reduced the quantity of inappropriate behavior during intervention stages. In another research, Ansi (2002) evaluated goal setting and its impact on the performance of Italian athletes at a new assignment. Goal setting group was more likely to do homework. Morgan (2007) proved in a study that if the goals are far-reaching and long term, as the athlete sees his progress in the short term, achieving to the goal is impossible. Goal setting influenced on the functional behavior of five rugby men. Goal setting was given in two forms in the season of competitions and the results showed a positive impact of goal setting on facilitating assignments. Zavier *et al.*, (2008) in a study titled "meditational mechanisms affecting the performance of endurance athletes" concluded that the likelihood of not achieving these goals can threaten the people and may lead to feelings of being helpless especially if the targets are very difficult to determine. Having high self-efficacy to achieve goals and maintaining motivation is essential. Pepjin and Maria (2011) in a study titled " goal setting and motivational responses in Tennis: Is the kind of exercise important?" Concluded that the goal setting may also vary according to exercise condition to competition atmosphere and the type of sport can affect on the relationship between goal setting and trying and enjoying. Ishiah *et al.*, (2013) in a study entitled: "goal setting and motivation for sport participation of Olympic athletes, especially developing athletes," concluded that there are significant differences between the goal setting of athletes in the Olympics and the others.

MATERIALS AND METHODS

Research Methodology

The present study is descriptive -correlation that was conducted by the field method. The population of the present study included women's futsal teams in the Premier League, there were ten teams and each team consisted of ten members and the total number was 150 persons in 2013. The athletes were those individuals who regularly participated in the above mentioned teams. Since the number of members of the population in the present study was few, the total number of samples is taken into account. Measurement tools included the individual characteristics of the members of women's futsal teams in the league. Participation Motivation questionnaire (Gill *et al.*, 1983) contains 30 items of Likert five -scale value, the options varied from completely disagree to strongly agree choices. It includes components of reputation, status-seeking, skills, learning and development, important people, thrill-seeking and competition, energy drain, belonging to a Friend. Questionnaire Task-oriented and self-oriented of Nichols (1983) consists of 13 questions of Likert five-scale with five options varied from absolutely disagree to strongly agree with components of Task-oriented and self-oriented. Cronbach's alpha and retest were used for computing the reliability of measurement tools. Fifteen players were selected; they were asked to complete questionnaires and then after two weeks, they completed the questionnaire a second time. The inter-rater reliability of the first stage of the questionnaire was calculated using Cronbach's alpha. Alpha value obtained for participation motivation Questionnaire was 0.628. Task-oriented and self-oriented Questionnaire equaled to 0.818 and the correlation coefficient obtained for Participation Motivation Questionnaire was 0.86. Task-oriented and self-oriented Questionnaire equaled to 0.91. So the Pearson correlation test can be used to assess the relationships between intended variables. There is a significant relationship between the components of the motivational factors of female futsal players.

Table 1: Ranking of organizational commitment

Subscale	Mean ratings
Reputation and authority vested	2029
Skills, learning and development	1039
Key people	2031
Belonging to friends and sociality	1098
Discharge	2054
Sensation seeking and competition	2018

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Table 2: Friedman test statistic

Number	150
The chi-square statistic	52.584
Degrees of freedom (df)	2
The significance level (sigma asymptotic)	0.000

In the above tables, it can be seen that the degrees of freedom equals to 2, Significance level of the test is 0.000, it is less than 0.05 and thus the null hypothesis is accepted. This means that from the view of the respondents, six subscales in the measurement are different. There is a significant relationship between types of goal setting of women futsal players.

Table 3: Ranking of the goal setting

Subscale	Mean ratings
Task-oriented	3:17
Self-oriented	1:07

Table 4: Friedman test statistic

Number	150
The chi-square statistic is	240.281
Degrees of freedom	3
The significance level (sigma asymptotic)	0.000

In the above tables, it can be seen that the degrees of freedom equals to 3, Significance level of the test is 0.000, it is less than 0.05 and thus the null hypothesis is accepted. This means that from the view of the respondents, two subscales in the measurement are different. There is a significant relationship between the method of goal setting of self-oriented and the components of participation motivation of Iranian women futsal players in the premier league.

Table 5: Correlation coefficients of self-oriented with the components of participation motivation

Goal setting	Participation motivation	correlation coefficient (r)	significance level (sigma)	number of samples (n)
Self-oriented	Reputation, position seeking	0.305	0.003	150

According to Table 6, it is observed that a significant relationship exists between self-oriented and participation motivation subscales (Reputation, position seeking). Since the significance level is lower than 0.05, the correlation coefficient is positive and thus the relationship is direct and significant. There is a significant relationship between self –oriented goal setting and the factors motivating participation (skills, learning, development) in Iranian women's futsal players of premier league.

Table 6: Correlation coefficients of self-oriented with the components of participation motivation

Goal setting	Participation motivation	correlation coefficient (r)	significance level (sigma)	number of samples (n)
Self-oriented	skills, learning, development	0.398	0.000	150

According to Table 6, it is observed that a significant relationship exists between self-oriented and subscales such as skills, learning and development. Since the significance level is lower than 0.05, the correlation coefficient is positive and thus the relationship is direct and significant. There is a significant

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relationship between the method of self-oriented goal setting and the factors motivating participation (important individuals) in Iranian women's futsal players of premier league.

Table 7: Correlation coefficients of self-oriented with the components of participation motivation

Goal setting	Participation motivation	Correlation coefficient (r)	Significance level (sigma)	Number of samples (n)
Self-oriented	important individuals	0.634	0.000	150

According to Table 8, it is observed that a significant relationship exists between self-oriented and subscales of important individuals (participation motivation). Since the significance level is lower than 0.05, the correlation coefficient is positive and thus the relationship is direct and significant. There is a significant relationship between the method of self-oriented goal setting and the components of motivating participation (group-oriented and belonging to a Friend) in Iranian women's futsal players of premier league.

Table 8: Correlation coefficients of self-oriented with the components of participation motivation

Goal setting	Participation motivation	Correlation coefficient (r)	Significance level (sigma)	Number of samples (n)
Self-oriented	group-oriented and belonging to a Friend	0.341	0.000	150

According to Table 9, it is observed that a significant relationship exists between self-oriented and subscales of group-oriented and belonging to a Friend (participation motivation). Since the significance level is lower than 0.05, the correlation coefficient is positive and thus the relationship is direct and significant. There is a significant relationship between the method of self-oriented goal setting and the components of participation motivation (energy evacuation) in Iranian women's futsal players of premier league.

Table 9: Correlation coefficients of self-oriented with the components of participation motivation

Goal setting	Participation motivation	Correlation coefficient (r)	Significance level (sigma)	Number of samples (n)
Self-oriented	energy evacuation	0.610	0.000	150

Table 10: Correlation coefficients of self-oriented with the components of participation motivation

Goal setting	Participation motivation	Correlation coefficient (r)	Significance level (sigma)	Number of samples (n)
Self-oriented	Excitement seeking, competition	0.545	0.000	150

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According to Table 10, it is observed that a significant relationship exists between self-oriented and subscales of energy evacuation (participation motivation). Since the significance level is lower than 0.05, the correlation coefficient is positive and thus the relationship is direct and significant. There is a significant relationship between the method of self-oriented goal setting and the components of participation motivation (excitement seeking, competition) in Iranian women's futsal players of premier league.

According to Table 10, it is observed that a significant relationship exists between self-oriented and all the subscales of participation motivation. Since the significance level is lower than 0.05, the correlation coefficient is positive and thus the relationship is direct and significant. There is a significant relationship between the method of other-oriented (task-oriented) goal setting and the components of participation motivation (Reputation, position seeking) in Iranian women's futsal players of premier league.

Table 11: Correlation coefficients of task-oriented with the components of participation motivation

Goal setting	Participation motivation	Correlation coefficient (r)	Significance level (sigma)	Number of samples (n)
task-oriented	Reputation, position seeking	0.245	0.000	150

According to Table 11, it is observed that a direct relationship exists between task-oriented and the subscales of reputation and position seeking. Since the significance level is lower than 0.05, the correlation coefficient is positive and thus the relationship is direct and significant.

There is a significant relationship between the method of other-oriented (task-oriented) goal setting and the components of participation motivation (skills, learning and development) in Iranian women's futsal players of premier league.

The results showed that the relationship between task-oriented and scales such as skills, learning and development is direct and significant. Since the correlation coefficient is positive and the significance level is lower than 0.05, therefore the relationship is direct and significant.

There is a significant relationship between the method of other-oriented (task-oriented) goal setting and the components of participation motivation (group-oriented and belonging to a Friend) in Iranian women's futsal players of premier league.

The relationship between task-oriented and the important people is direct. Since the correlation coefficient is positive and the significance level is lower than 0.05, therefore the relationship is direct and significant.

There is a significant relationship between the method of other-oriented (task-oriented) goal setting and the components of participation motivation (energy evacuation) in Iranian women's futsal players of premier league.

The results showed that there is a significant relationship between task-oriented goal setting and the subscales such as reputation, position seeking, skills, important people, energy evacuation, excitement seeking, competition of participation motivation and this relationship between subscales such as reputation, position seeking, energy evacuation, excitement seeking and competition is direct. Since the correlation coefficient is positive and the significance level is lower than 0.05, therefore the relationship is direct and significant.

However on the relationship between Task-oriented and important individuals, it can be seen that correlation coefficient is negative and thus the relationship is reversed and significant. It means that the more task-oriented of an individual increases, the less participation motivation in sports activities due to important individuals decreases and vice versa.

There is a significant relationship between the method of other-oriented (task-oriented) goal setting and the components of participation motivation (excitement seeking and competition) in Iranian women's futsal players of premier league. The results showed that the relationship between task-oriented and the subscales such as excitement seeking and competition is direct. Since the correlation coefficient is positive and the significance level is lower than 0.05, therefore the relationship is direct and significant.

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DISCUSSION AND CONCLUSIONS

Increasing the level of performance in different activities such as professional, industrial, educational and sporting have long been of interest to researchers. On the other hand, there are various considerations to increase the performance level and learning skills, one of them is goal setting. Goal setting is a motivating instrument that makes somebody attempt more, understand some good results and plan a set of actions to achieve those results by using incentive - cognitive effects.

Using the method of goal setting, an individual defines goals for himself and then he tries to achieve them. In other words, goal setting defined as forecasting positive results of an action or taking series of actions and then planning to achieve those results. Martinez (1991) defines the goal setting as: Systematic approach to formulate goals and strive to achieve these objectives which is effective in Progressing and developing confidence and earning aptitude. In other words, the goal setting is to understand some favorable results and planning a series of actions to achieve the goal or deciding a dream that a person tries to achieve it through regular effort.

Achieving the goals show some hope for athletes that they have chosen the right path towards success. Based on research findings, the conditions having goal setting is more effective than the conditions without goal setting and it is consistent with the findings of many researchers, including Gallon and Vard (1998) and Boyce *et al.*, (2011) and it is inconsistent with the results of some research.

Goal setting is a motivational technique that is utilized continuously. Using the technique of goal setting, an individual defines goals and then tries to achieve them. In other words, the goal setting is to predict positive results of an action or series of actions and to plan to achieve those results. All complex human activities are done with a certain level of arousal directed toward the target. Motivation is a key element in motivated behavior.

Increased arousal improves learning and performance level to a certain extent. It is believed that the optimum level of motivation likely makes strong the long-term memory consolidation processes. Motivation is an important factor in the process of skill acquisition. Motivation encourages us to participate in sport and its continuation.

It is suggested to the national team coaches and officials to consider the psychological preparation besides selection of team members based on technical criteria.

It is suggested to coaches and officials of club teams to pay attention to psychological skills training especially goal setting for the purpose of achieving a better conclusion of the team performance in addition to teaching technical and tactical skills.

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