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# INFLUENCE OF THE MOTIVATIONAL CLIMATE CREATED BY COACH IN THE SPORT COMMITMENT IN YOUTH BASKETBALL PLAYERS

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KEY WORDS: motivation, commitment and basketball

ABSTRACT: This study aims to measure the relationships between motivational climates created by coaches with respect to sport commitment in young participants. The sample was formed by 285 male and female basketball players, ranging in age from 11 to 16 years old that completed questionnaires which assessed motivational climate and sport commitment. Results showed that athletes' commitment is positively associated with players' perception of a mastery climate created by coaches and negatively related with the perception of a performance climate.

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## Introduction

One of the principal concerns in the youth sport is to get a longer and enjoyment practice, and in this case, the role of the coach is crucial to achieve a high sport commitment (García Calvo, Leo, Martín, & Sánchez, 2008).

Several works focused on the perception of a mastery climate found that this variable was related with enjoyment, satisfaction and positive affect (Boixadós, Cruz, Torregrosa, & Valiente, 2004; Sousa, Arevalo, Ramis, Torregrosa, Vilches, & Cruz, 2006). Furthermore, the perception by athletes that coach gives them feedback, positive instructions and social support, helps to maintenance a persistence in the sporting practice (Smith, Fry, Ethington, & Li, 2005), and a lower tendency to dropout behavior (Balaguer, Duda, & Crespo, 1999). On the contrary, different studies demonstrated that performance climate created by coaches were associated with less social support and more feedback orientated to punishment (Smith et al., 2005), which led to the sport dropout (Cervelló, Escartí, & Guzmán, 2007). Thus, the main purpose of this research is to examine the relationship between sport commitment and perception of motivational climate created by coaches.

## Method

### Participants

The sample was composed of 285 male ( $n = 149$ ) and female basketball players ( $n = 135$ ) who ranging in age from 11 to 16 years old ( $M = 12.87$ ;  $SD. = 1.21$ ).

### Intruments and procedure

*Coaches' motivational climate.* We used the Perceived Motivational Climate in Sport Questionnaire (PMSQ-2; Newton, Duda, & Yin, 2000).

*Sport Commitment.* We used the Sport Commitment Questionnaire (SCQ; Scanlan, Simons, Carpenter, Schmidt, & Keeler, 1993).

To carry out the collected data, we asked for permission to parents and athletes to take part in the research. We used 15.0 SPSS statistical program to analyze the outcomes.

## Results

Table 1 shows higher scores in mastery climate created by coach than performance climate. Regarding commitment's factors, we highlighted that commitment, enjoyment, personal investments and the involvement had greater values, and alternative opportunities and social constraints showed lower scores.

As can be seen in table 2, we point out the

	<i>M</i>	<i>SD.</i>	$\alpha$
Mastery climate	4.12	.71	.86
Performance climate	1.70	.89	.70
Commitment	4.41	.70	.72
Enjoyment	4.59	.73	.89
Alternatives	2.32	1.13	.79
Social constraints	2.64	1.22	.91
Investments	4.17	.93	.72
Involvement	4.13	.87	.69

Table 1. *Descriptive Statistics.*

	Commitment	Enjoyment	Alternatives	Social constraints	Investments	Involvement
Mastery climate	.39(**)	.52(**)	-.16(**)	.05	.39(**)	.43(**)
Performance climate	-.12(*)	-.36(**)	.36(**)	.27(**)	-.08	-.27(**)

Table 2. Correlations among the studied variables.

Variable	$\beta$	R <sup>2</sup>	t	p
Step 1		.10		
Mastery climate	.32		9.55	.00
Step 2		.12		
Mastery climate	.25		6.51	.00
Performance climate	.14		3.62	.00

Table 3. Regression analyses

positive relationships between mastery climate and factors related with the commitment, such as involvement, investments, enjoyment and commitment, and negatively associated with alternatives activities. Contrarily, performance climate was positively related with social constraints and involvement participation, and negatively associated with commitment, enjoyment and involvement.

In Table 3 we took sport commitment as dependent variable in the regression analysis, and found that mastery climate created by coach was a positive strong predictor of the sport commitment (10 %).

### Discussion

Through the data analyses, we emphasize that perception of a mastery climate created

by coach had an influence on the athletes' sport commitment. Thus, perception of a mastery climate created by coach is going to promote greater enjoyment, commitment, involvement and personal investments. Moreover, this is highlighted by the prediction of the sport commitment through the performance climate created by coach. This is corroborated by Boixadós et al. (2004) and Sousa et al. (2006) studies, where they found that these learning environments generated enjoyment, satisfaction and positive affect. However, performance climate created by coach led to the contraries effects (Smith et al., 2006), that is to say, they are attractive by other activities and increase the dropout behavior (Cervelló et al., 2007).

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