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Goal Orientation and How a Task or Ego Mentality Can Affect the Enjoyment for College Hockey Players

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GOAL ORIENTATION AND HOW A TASK OR EGO MENTALITY CAN
AFFECT THE ENJOYMENT FOR COLLEGE HOCKEY PLAYERS

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Master's Project

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Abstract

The purpose of this study is to examine goal orientation in college hockey players and how a task or ego orientation can affect enjoyment. The Task and Ego Orientation Sport Questionnaire (TEOSQ) surveys were used to determine goal orientation as either task or ego, and a scaled score of how much they enjoy participating in college hockey. After surveying ($N=28$) male college hockey players in the American Collegiate Hockey Association that play for a medium sized University in North central United States, 23 were categorized as having a Task Goal Orientation, and 5 were Ego Goal Orientation. The results of PACES test showed that the ego group had a mean score of 72.6, and the mean score for the task group was 83.4. A t-Test: Two-Sample Assuming Unequal Variances was performed to determine if there was a significant difference in the enjoyment scores of task and ego oriented players. The results proved the hypothesis that there was a significant difference between the two orientations in regard to their enjoyment. If a college hockey athlete has a task orientation, then they will enjoy participating and playing college hockey more than an athlete with an ego orientation. Conversely, ego oriented players will leave hockey earlier and have less enjoyment playing the sport.

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I would also like to thank the Bowling Green State University's Division II Men's Ice Hockey program, especially Andrew Savage, without them this project would not have happened.

Lastly, I would like to thank my girlfriend Taylor Gambetta, who helped me more than anyone with her ability to keep me focused, confident, and working hard throughout my project process.

Self Reflection

I chose to do my study focusing on goal orientation and enjoyment levels in hockey players. When I started working at the BGSU Ice Arena, I was asked to help assist in a youth hockey program and enjoyed my experience of teaching kids from beginner to advanced levels. I eventually became passionate about teaching hockey lessons, coaching, and teaching fundamental skills to hockey players of all ages. I started teaching a Youth hockey camp at the rink and am now one of the head coordinators of the youth camps.

I began thinking about my hockey career and noticed how some kids in the classes only cared about being the fastest in drills, or quickest to the puck. They would lack the focus on the significance of the drill and ignore the purpose of tight turns, or complete stops. Then I noticed that there were kids in the camps that wouldn't be the fastest, but were actually doing the drill correctly and it was amazing to see them develop fundamental skills and improve. It got me thinking as to why all these children were so worried about being the fastest, the first one done, and the quickest to do a lap, when there was no race, or competition at all. The kids signed up to develop skills that can be utilized later to become faster, stronger, and quicker. I would often stop the drills and explain that it doesn't matter if you are the first one done, and stressed that if you were finishing too fast, that you are not doing the drill correctly, I also stressed that the drill is meant to focus on details, precision skating, balance, and form.

My topic was focusing on goal orientation and how it can affect enjoyment in college hockey players. I played hockey my whole life and have coached for four years. Goal orientation is in every athlete. If I could see these patterns of enjoyment, development, and goal orientation in eight year olds in my camps, surely it would be present in athletes who have stuck

with the game and played through college. My thoughts were that these goal orientations were developed at a young age and stuck with the player through youth, high school, and now college.

The hardest part for this project was narrowing down my topic and hypothesis. I had so many ideas with enjoyment, goal orientation, parent involvement, coach's behavior, and goal orientation. I was advised to keep things simple and landed on focusing solely on goal orientation and how a task or ego mentality can affect enjoyment for college athletes. I did not have any trouble finding research on this topic, but some of the best articles were difficult to find. I was really intrigued reading through my articles and it definitely got me thinking in new ways. After reading my articles it sparked some ideas on who I wanted to study, what type of study I would do, and I realized I had the foundation of my paper.

I believe that I have an interesting topic and I believe it is a topic that can be further researched. I was excited telling my friends, family, and roommates what I was working on and what I was discovering through my research. I put in a lot of time coming up with plans, typing up multiple drafts, and making sure this study was something I was proud of. I believe I was able to get excited about this project because hockey is something I have a passion for. I put that passion into my readings, research articles, literature review, and my presentation. Overall, I am very glad on how my project has progressed over my time in grad school at BGSU. I have been improving since day one and that is something I am proud of. I enjoyed this project because I enjoyed the topic and enjoyed challenging myself to find answers that some people wouldn't think twice about. Hockey is life to me, I live and breathe it, so it was only fitting I would do my master's project on something I was this passionate about.

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Introduction

In the United States, it is estimated that approximately 62% of high school students participate on at least one school or nonschool sport team (Pate, Trost, Levin, & Dowda, 2000). The motivation for participating in sport is related to desired performance goals and enjoyment. Although coaches are likely to emphasize that dedication, confidence, and commitment are essential for athletic success, one factor that is closely related, but whose presence is largely left to certain factors is sport enjoyment. Enjoyment has been cited as a primary reason for initiating and maintaining involvement in sport (Weiss & Chaumeton, 1992). Enjoyment has been found to be a primary predictor of sport commitment (Carpenter & Coleman, 1998; Scanlan, Simons, Carpenter, Schmidt, & Keeler, 1993). Motivation in the performance of sport is well described by goal orientation. A variety of studies has shown that type of goal orientation, task or ego, has an effect on sport motivation and, consequently, enjoyment. Examining the relationship between enjoyment and goal orientation enables researchers and practitioners to understand motivations behind participation in sport.

The athlete is conditioned by perceptions of personal goals (Lameiras, J., Almeida, P., & Garcia-Mas, A., 2014). Some of these behaviors are good, reflecting positive aspects of play such as interaction with teammates, opponents, and officials and respect for the game rules (LaVoi & Stellino, 2008). Weiss and Williams (2004) summarized the reasons why individuals participate in sport. They suggested that participate, specifically youth, for reasons of physical competence/adequacy (i.e., improve skills, achieve goals), social acceptance (i.e., make new friends, team atmosphere), and enjoyment (i.e., energy release, excitement). Once they enter higher levels of competition, each athlete tends to start to display a particular goal orientation. Goal orientation can be broken down into either task or ego orientation.

An individual that is task-oriented defines success and evaluates performance based on task mastery, development of skills, gaining knowledge, exerting maximum effort, and achieving the best performance. An individual with an ego-orientation assesses performance in comparison with others; i.e., success is a superior or equal performance, with less effort when compared to others (Duda, 2001; Roberts, 2001). Additionally, athletes with high ego orientation tend to demonstrate less concern for “the process of competitive sport” than their low ego-oriented counterparts (Duda et. al., 1991, p. 85). In team sports, athletes' goals may focus on the task (enhancing performance, developing better skills, etc.) or on ego (being better than the others, achieving superiority, etc.) (Lameiras, Almeida, & Garcia-Mas, 2014). Task orientation is associated with improving the physical and tactical skills of the athlete (Balaguer, et al ., 2002), high self-efficacy (Çetinkalp & Turksoy, 2011), greater acceptance by teammates (Standage, Duda, & Pensgaard, 2005), and the strong conviction that effort and cooperation lead to success. In this orientation, the purpose of sport is to promote a work ethic and cooperative relationships (Whitehead, Andree, & Lee, 2004). Was as ego orientation is associated with the belief that deceptive strategies lead to success and that the purpose of sport is the enhancement of one's own fame and social status (Garcia-Mas& Vicens, 1995 ; Duda & Hall, 2001 ; Roberts, 2001 ; Smith, et al ., 2006).

Goal orientation is important for athletes because it can lead to completely different attitudes, lifestyles, and mentalities for the athlete. A task oriented athlete defines success and failure in terms of self-referenced criteria and focuses on mastery and learning of tasks. In comparison, an ego oriented athlete defines success through normative standards and strives to outperform others and demonstrate superiority (LaVoi & Stellino, 2008). Task and ego orientations refer to general dispositions, and task and ego involvement refer to goal states in

specific situations (Nicholls, 1989). The problem with goal orientation is depending on if an athlete is task or ego oriented; it can also have an effect how long they play, and how much they enjoy participating in organized sports. Given that enjoyment and motivational climate are established predictors of sport participation, they may also be useful in predicting outcomes such as positive and negative personal development (MacDonald, Cote, Eys, & Deakin, 2011).

MacDonald, Cote, Eys, and Deakin have found that negative experiences were most strongly predicted by an ego climate and other referenced competency (2011). This proves that there is a problem with athletes and how some are ego oriented, and some are task oriented and this can influence other factors such as enjoyment. Items eliciting the extent to which respondents enjoy playing, are happy while playing, have fun, and like participating in their sport (Scanlan, Carpenter, Schmidt, et al., 1993) have been correlated with other dependent variables to ascertain the relationship between enjoyment and its predictors.

A task or ego oriented mentality can be forced upon by a parent, coach, or their overall upbringing. Achievement goal theorists (e.g., Ames, 1992; Nicholls, 1989) suggest that children's goal orientations can be altered through the systematic delivery of task and ego-directed reinforcement from significant others. Additionally, goal orientations sources are derived through "affiliating with peers and having positive social interactions with adults that revolve around the mutually shared sport experience" (Scanlan & Lewthwaite, 1986, p. 33). Positive interactions with peers and adults significantly influence the nature of the sport experience and contribute to levels of enjoyment for athletes (Babkes & Weiss, 1999; Brustad, 1988; Ommundsen & Vaglum, 1991; Power & Woolger, 1994). Parents and coaches yell to their child words of advice, encouragement, cheers, and the decisions they should make on the ice. Sometimes they can even yell at the referees or opposing team. In a motivating climate created

by the coach, a focus on the task is related with teamwork: the individual and the team progress together in their performance (Balaguer, Duda, Atienza, & Mayo, 2002; Boixadós, Cruz, Torregrosa, & Valiente, 2004; Skijesol & Halvari, 2005; Ponseti, Palou, Borràs, Vidal, Cantallops, Ortega, *et al.*, 2012). A greater task orientation is associated with more fun, satisfaction, commitment to practice, learning, efforts invested, and less performance anxiety (Cervelló, Jiménez, Del Villar, Ramos, & Santos-Rosa, 2004).

Experiences of learning and improving skills, exerting effort, and excitement associated with competitive sport have also been consistently reported in recent research as being enjoyable to athletes (Bakker et al., 1993; Boyd & Yin, 1996; Scanlan et al., 1989). Task orientation involves the purposes of gaining skill or knowledge and performing one's best. Thus, as athletes reach higher levels of competitive sport, it seems likely that task-orientation is more likely to foster sustained participation in sport. Hockey, for example is a very fast paced, aggressive, intense, dangerous, and hard hitting sport. This study will focus primarily on college hockey players. However, it is important to have an understanding of possible sporting experiences in hockey prior to reaching the college level. There is going to be a mix of ego oriented and task oriented athletes on every team. This study strives to consider if enjoyment is influenced by the determined goal orientations of college hockey players at a medium sized University in North central United States.

Review of Literature

A variety of studies has shown that type of goal orientation has an effect on sport motivation and enjoyment. Motivation in the performance of sport is well described by goal orientation. A person that is task-oriented defines success and evaluates performance based on task mastery, development of skills, gaining knowledge, exerting maximum effort, and achieving

the best performance. An athlete with an ego-orientation assesses performance in comparison with others; i.e., success is a superior or equal performance, with less effort when compared to others (Duda, 2001; Roberts, 2001). Additionally, athletes with high ego orientation tend to demonstrate less concern for “the process of competitive sport” than their low ego-oriented counterparts (Duda et. al., 1991, p. 85). In team sports, athletes' goals may focus on the task (enhancing performance, developing better skills, etc.) or on ego (being better than the others, achieving superiority, etc.) (Lameiras, J., Almeida, P., & Garcia-Mas, A. (2014). Task orientation is associated with improving the physical and tactical skills of the athlete (Balaguer, *et al.* , 2002), high self-efficacy (Çetinkalp & Turksoy, 2011), greater acceptance by teammates (Standage, Duda, & Pensgaard, 2005), and the strong conviction that effort and cooperation lead to success. In this orientation, the purpose of sport is to promote a work ethic and cooperative relationships (Whitehead, Andree, & Lee, 2004).

A high ego orientation is associated with strong beliefs that superior skills and deceptive strategies lead to success; in this orientation the purpose of sport is to enhance one's social status. Ego orientation is also linked to increased anxiety and reduced commitment to practice (Smith, Balaguer, & Duda, 2006). Individuals who tend to approach sport with the goal of demonstrating superior normative ability are described as predominantly ego-oriented (Dunn & Dunn, 1999). Ego orientation is associated with the beliefs of enhancing social status (Treasure & Roberts, 1994) and gain financial reward (Carpenter & Yates, 1997), while deception (Roberts, Treasure, & Kavussanu, 1996) and taking an illegal advantage (White & Zellner, 1996) are the causes of success in sport.

Task and ego goal profiles in sport have been examined in male and female athletes

Castillo, Tomas, Balaguer, Fonseca, Dias, and Duda (2009) looked at Task and Ego Orientation in Sport Questionnaire. The researchers main purpose of this study was to determine the extent to which the TEOSQ is equivalent (i.e., invariant) across cultures, specifically across Spanish and Portuguese adolescents. The second purpose is to test the differences in the factor latent means across the two countries (Castillo, Tomas, Balaguer, Fonseca, Dias, & Duda, 2009). The study used participants from Spain and Portugal to obtain results from two different countries to compare questionnaire answers. The Spanish sample had responses to the TEOSQ obtained from 2473 adolescents (49.1% males, 50.9% females). Ages ranged from 13 to 18 years ($M = 15.4$ years; $SD = 1.41$). The age distribution was as follows: 13 years old (17%), 14 years old (2.8%), 15 years old (28.6%), 16 years old (28.3%), 17 years old (18%), and 18 years old (5.3%), Castillo et al., (2009). The Portuguese sample was specifically selected so that it matched the Spanish sample as closely as possible in terms of demographic variables such as gender, age, and grade level. Responses to the TEOSQ were obtained from 2486 high school students (45.9% males, 54.1% females). Ages ranged from 13 to 18 ($M = 15.4$ years; $SD = 1.43$). The age distribution was similar to the one obtained in the Spanish sample: 13 years old (17%), 14 years old (2.8%), 15 years old (28.4%), 16 years old (27.9%), 17 years old (18.1%), and 18 years old (5.8%), Castillo et al., (2009).

Based on the results, this study shows that the relationship was found to be positive and statistically significant for the Spanish ($\phi = .12; p < .01$) and Portuguese ($\phi = .9; < .01$) sample. It appears that in our study the two latent variables were correlated, but to a small degree, Castillo et al., (2009). The results revealed factor mean scores for Spanish adolescents to be slightly higher than those for their Portuguese counterparts on the two TEOSQ factors (task and ego orientation) (Castillo, Tomas, Balaguer, Fonseca, Dias, & Duda, 2009).

There is also a focus on the relationship between goal orientation and the perception of motivational climate of parents. Bergin and Habusta (2004), they investigated the relationship between parent and play dispositional goal orientation associated with playing youth hockey. Achievement goal approaches to motivation (e.g., Ames, 1992; Nicholls, 1989) assume that individuals strive to demonstrate ability or competence in achievement situations. A salient achievement situation that provides individuals with the opportunity to demonstrate competence in a public domain is competitive sport (Dunn & Dunn, 1999). Goal orientations are related to their perceptions of the goal orientations of important people in their lives, like their parents (Bergin & Habusta, 2004). The goal of the study was to see which goal orientation was more prevalent in youth hockey players and if it was the same as their parents orientation. The data from this study are congruent with the assertion that parents socialize their children's goal orientation and that ego orientation may be more salient and easily communicated than task orientation (Bergin & Habusta, 2004).

The participants that the researchers used in their study used a total of 123 male players from the Toledo, Ohio area. The participants completed the Task Ego Orientation Sport Questionnaire (TEOSQ) which consists of a series of 13 questions; 7 questions evaluate task and 6 evaluate ego. The dependent variables in their study were player's rating of self, parent's perception of son's goal orientation, parent's goal orientation for son, and player's perception of parent's goal orientation for son. The independent variables were the group of athletes who were task oriented and also the group of athletes who were ego oriented. Based on the survey results show that for every pair of ratings, the rating for task orientation is higher than the rating for ego orientation (Bergin & Habusta, 2004).

In the discussion and conclusion part of the researchers study, they state that their data show that the ratings are higher for task orientation than for ego orientation (Bergin & Habusta, 2004). Parents and athletes agree that they are more interested in learning and mastering hockey skills than they are in appearing to be better than the other players (Bergin & Habusta, 2004). Parents who are involved regularly in their children's hockey teams have similar goal orientations. It is very interesting that task orientation was higher in every part of their ratings (Bergin & Habusta, 2004).

Achievement goal orientation, parental influence, and the parent-initiated motivational climate was studied by LaVoi and Stellino (2008) in article dealing with the relation between perceived parent-created sport climate and competitive male youth hockey players' good and poor sport behaviors. Their study's primary purpose was to explore youth athletes' perceptions of the parent-created sport climate using the achievement goal (both situational and dispositional) and parental-influence theoretical frameworks in combination to predict athletes' good and poor sport behavior (LaVoi & Stellino, 2008). There were 259 male youth hockey players ranging from 10 to 16 years old. They measured demographics, goal orientations using the TEOSQ, parent-initiated motivational climate, and perceived parental influence, and also good and poor hockey behaviors (LaVoi & Stellino, 2008). When measuring the poor sport behaviors, the play and talk tough was the dependent variable, and goal orientations and perceived parental dimensions of created sport climate were the independent variables (LaVoi & Stellino, 2008). When measuring good sport behaviors, concern for opponents was the dependent variable, and perceived parental dimensions and goal orientations were the independent variables (LaVoi & Stellino, 2008).

Based on the results of the study, the sample of male youth hockey players scored high on task orientation and moderate on ego orientation (LaVoi & Stellino, 2008). Task orientation was positively correlated with good sport behaviors and negatively correlated with poor sport behavior (LaVoi & Stellino, 2008). Ego orientation was not correlated with any of the parent sport climate variables. Task orientation had positive correlations with parent climates. In conclusion this study provides evidence that can be used to create a positive climate for youth sports (LaVoi & Stellino, 2008).

MacDonald, Cote, Eys, and Deakin (2011) investigated the role of enjoyment and motivational climate on positive and negative personal development of team sport participants. A sample of 510 athletes between the ages of 9 and 19 completed questionnaires MacDonald et al., (2011). These questionnaires were focused on positive and negative personal development, enjoyment, and motivational climate MacDonald et al., (2011). The hypothesis of this study was linking high rates of enjoyment and a task climate to positive personal development. Conversely an ego climate was found to be the strongest predictor of negative personal development, which supports the second hypothesis of the study MacDonald et al., (2011). The personal development of athletes was investigated using step wise multiple regressions. Five models, using each subscale of the YES-S as a dependent variable, were tested with two subscales of the MCSYS and six subscales of the SEYSQ as independent variables to determine which predicted positive and negative personal development MacDonald et al., (2011).

Based on the results, the study shows that mean values of the YES-S demonstrate that youth experiences were quite positive but that athletes also faced negative experiences. The climate in which these activities took place were mainly task oriented and athletes reported high levels of enjoyment on all subscales MacDonald et al., (2011). Task orientation is positively

related to the view that sport is for personal development (Treasure & Roberts, 1994) and success is attributed to motivation and effort (Roberts et al., 1996). Self-referenced competency and task climate are complimentary concepts and deal with reaching one's potential by achieving personal performance benchmarks MacDonald et al., (2011). Across the positive domains of the YES-S, results identified affiliation with peers, effort expenditure, self-referenced competency, and task climate as the important predictors of personal development in youth sport participants MacDonald et al., (2011).

Wiersma (2001) studied the conceptualization and development of the sources of enjoyment in youth sport questionnaire, his article was designed to test the sources of enjoyment in youth sport model proposed by Scanlan and Lewthwaite (1986) through the development of a quantitative measuring instrument using content and construct validation methods. The Sources of Enjoyment in Youth Sport Questionnaire (SEYSQ) was tested using an exploratory factor analysis of 286 athletes aged 12 to 18, from which 6 interpretable factors emerged (Wiersma, 2001). Typically, items eliciting the extent to which respondents enjoy playing, are happy while playing, have fun, and like participating in their sport (Scanlan et al., 1993) have been correlated with other dependent variables to ascertain the relationship between enjoyment and its predictors (Wiersma, 2001).

Based on the overall results of the study, it can be determined that the most salient sources of enjoyment for this sample reflected those gained through self-derived perceptions of competence and the excitement of competition (Wiersma, 2001). The two most important sources of enjoyment for the athletes in this study represent personal performance mastery and competitive challenge, in which intrinsic processes are underscored (Wiersma, 2001). In many competitive programs, social interaction is frequently limited to times away from practice or

competition. Providing opportunities for affiliation during practice and emphasizing teammate support during competition may result in a more enjoyable environment for adolescents at a time in which social development is critical (Wiersma, 2001). Based on the conclusion of the article, the tenability of the six-factor model and the second-order factor structures of the sources of enjoyment in youth sport were supported. The investigation served as an important initial step in the validation of an instrument to measure the relative importance of various aspects of sport that youth participants consider enjoyable (Wiersma, 2001).

Task and ego goal orientations reflect two different achievement theories, differential beliefs about the causes of success, as well as different views about the purpose of participation. Task orientation is positively related to the view that sport is for personal development (Treasure & Roberts, 1994) and success is attributed to motivation and effort (Roberts et al., 1996). Ego oriented athletes may become so focused upon the end result that their moral concerns about the means of achieving those ends may decline. Ego oriented athletes may be inclined to endorse the use of illegal or unsportsmanlike behaviors in their efforts to achieve the desired competitive victory (Stephens & Bredemeier, 1996). Canonical correlation results revealed that athletes with moderate to high ego orientation and low task orientation endorsed unsportsmanlike behaviors and advocated certain aggressive injurious behaviors that were intentionally directed at opponents. High ego orientation was correlated with athletes' endorsements of verbal intimidation and injury-causing behaviors that force an opponent to miss the rest of the game or season. Previous research (Silva, 1983) has shown that athletes involved in high-contact collision sports (e.g., football, ice hockey, and rugby) often legitimize the use of rule-violating behaviors in sport more than individuals involved in sports with less physical contact (e.g., soccer, basketball, and baseball). High task orientation would be associated with higher levels of

sportsmanship (compared to low task-oriented athletes). Task and ego orientation scores were entered as independent variables. Table 4 reveals that task orientation was positively related to players' respect and concern for social conventions in hockey; players with higher levels of task orientation were more likely to have a greater respect for social conventions in hockey than players with lower levels of task orientation. Players with higher levels of task orientation had on average, higher levels of respect for rules and officials than players with lower levels. Players with higher levels of ego orientation were more likely to have lower respect for the rules and officials than players with lower levels.

Ihsan Sari, Jelena Ilic, and Milovan Ljubojevic examined Turkish basketball players and compared task and ego orientation along with general self esteem. They looked for differences between male basketball players from 13 to 17 years old. The players were from Turkey and Montenegro and it was interesting to see the different goals, motivational factors, and self esteem results from respective cultural backgrounds. The results showed that Turkish basketball players had higher ego orientation (Means: 3.58-3.03) and general self-esteem (Sari, Ilic, & Ljubojevic, 2013). Task- and ego-goal orientations are considered as orthogonal dimensions (Duda, 2001) and a person can be high or low in either or both. Highly task oriented athletes regard their success in a sports environment as a personal improvement in their skills and mastery through their effort. They are generally willing to improve their performance, and they value learning and development. In contrast, ego-oriented athletes tend to evaluate their accomplishment with reference to the performance of others. They feel successful only when they outperform others (Baric & Horga, 2006).

Task goals are related to mastering new skills or improving performance standards. Task-oriented individuals are motivated primarily by their personal developments and learning

new skills. On the other hand, ego-oriented individuals value proving their abilities (Dweck & Leggett, 1988). They are motivated by beating an opponent and prefer to do so with less effort (Mallett & Hanrahan, 2004). Task-oriented athletes believe that success is linked to working hard and trying to achieve one's best, whereas ego-oriented individuals believe that success is achieved by superior abilities (Duda, Fox, Biddle, & Armstrong, 1992). Task orientation (TO) is positively related to adaptive psychological and behavioral responses (i.e. satisfaction, challenge, enjoyment and investment) (Sari, Ilic, & Ljubojevic, 2013). Stephens (1998) reported that athletes with a high task/low ego orientation experienced more enjoyment in soccer and importance and utility value than low-task/high-ego and low-task/low-ego athletes (Stuntz & Weiss, 2009). In contrast, ego-orientation (EO) was found to be related to more negative responses in general (Walling, Duda, & Chi, 1993).

Task-oriented individuals try to expend their effort in order to improve their best performance, while ego-oriented individuals perceive achievement as outperforming their opponents and obtaining positive evaluations from their environments (Duda & Nicholls, 1992; Jagacinski & Nicholls, 1987). Success is evaluated by one's own performance and their personal development. On the other hand, ego-oriented individuals evaluate success or failure by comparing their performance with the performance of others (Sari, Ilic, & Ljubojevic, 2013).

The Turkish basketball players had significantly higher scores on ego orientation and self-esteem than the Montenegrin players. However, the Montenegrin players scored significantly higher on task orientation (Sari, Ilic, & Ljubojevic, 2013). Task orientation appears to be important as a predictor of self-esteem. Higher task orientation could contribute to the athletes' general self-esteem and opinion about themselves (Sari, Ilic, & Ljubojevic, 2013). The finding is optimistic since an earlier research indicated that low TO and high EO scores

corresponded to an endorsement of unsportsmanlike play/cheating (Duda, Olson, & Templin, 1991). Previous research findings suggested that it is necessary to minimize EO and increase TO in athletes. However, minimizing EO seems to be a challenging task since high EO is indispensable if someone wants to be a successful athlete in highly competitive environments (Sari, Ilic, & Ljubojevic, 2013).

Deborah Kendzierski and Kenneth DeCarlo (1991) examined the reliability and validity of the Physical Activity Enjoyment Scale (PACES). The article had two studies within their research. In Study 1, each subject rode an exercise bicycle under control and external focus conditions. The PACES had high internal consistency in both conditions (Kendzierski & DeCarlo, 1991). As predicted, subjects reported enjoying the exercise more, as measured by the PACES, in the external focus condition. Moreover, there was a significant negative correlation in the control condition between subjects' PACES scores and their scores on a measure of boredom proneness. In Study 2, each subject rode an exercise bicycle and jogged on a minitrampoline in separate sessions; each then chose one of these activities for their third session. Again, the PACES had high internal consistency (Kendzierski & DeCarlo, 1991). And, as predicted, there was a significant relationship between subjects' PACES ratings (completed after each activity) and their choices of activity. Test-retest reliability was high for jogging and moderate for bicycling (Kendzierski & DeCarlo, 1991).

One relatively unexplored factor is the extent to which an individual enjoys doing the physical activity involved in his or her exercise program. Several researchers have suggested that feelings of enjoyment may play an important role in exercise adherence (Dishman et al., 1985; Heinzelmann & Bagley, 1970; Martin & Dubbert, 1982; Wankel, 1985). Enjoyment of a physical activity has also been considered to be an important variable in regard to participation in

sport (Kendzierski & DeCarlo, 1991). Enjoyment has been cited as a primary reason for initiating and maintaining involvement in sport (Weiss & Chaumeton, 1992). The researchers developed a way to measure the enjoyment and physical activity in youth sports. They developed a series of questions called PACES. The present research constituted two construct validation studies of the Physical Activity Enjoyment Scale (PACES), an 18-item measure developed in the hope of providing an instrument that could be used to assess the extent to which an individual enjoys doing any given physical activity, regardless of whether the activity is done for exercise or for sport (Kendzierski & DeCarlo, 1991). These two studies provided preliminary evidence of the validity of the PACES as a measure of enjoyment of a (specific) physical activity (Kendzierski & DeCarlo, 1991). The PACES has promise as a measure of the extent to which an individual enjoys doing a physical activity. If the PACES is ultimately found to be a valid and reliable measure of the extent to which an individual enjoys doing a physical activity, it would provide the necessary tool for examining the relationship between enjoyment and exercise adherence, as well as for identifying variables that affect individuals' enjoyment of both exercise and sport. Such research might eventually form the basis for interventions designed to increase individuals' enjoyment of such activities. (Kendzierski & DeCarlo, 1991).

Based on all the articles reviewed, it is obvious that goal orientation and enjoyment are major mutually influenced factors of sports. Enjoyment or fun is reported to be a primary motivation for engaging in youth sports (Gill, Gross, & Huddleston, 1983; Gould, Feltz, & Weiss, 1985). Development, social acceptance, life skills and lessons, and having fun are all integral parts that make up organized sports today. Numerous articles research enjoyment and goal orientations and study if an athlete is a task or an ego goal orientation. There are many surveys and questionnaires that have been distributed to research the level of enjoyment and

reasons why athletes continue to play sports. After reading and reviewing these articles my conclusion is that there will always be ego oriented athletes and also task oriented athletes. Depending on an athlete's goal orientation, it can affect how long they play the sport, and also how much they enjoy participating in sports all together.

The purpose of this study is to focus on college hockey players' goal orientation and the athletes' enjoyment in college hockey at the Division II level. The emphasis is on which type of goal orientation the college hockey players display and how much they enjoy participating in the sport. The independent variable will be the goal orientation mentality for ($N=28$) college hockey players from a medium sized University in the North central United States Division II men's ice hockey team. The player's goal orientation will be measured by the Task and Ego Orientation Sport Questionnaire (TEOSQ). The dependent variable will be the level of enjoyment measured through the Physical Activity Enjoyment Scale (PACES). Based on my findings, problem, and literature, it was determined that hypothesized for this study is if a college hockey athlete has a task orientation, then they will enjoy participating and playing college hockey more than a player with an ego orientation. Conversely, ego oriented players will leave hockey earlier and have less enjoyment playing the sport.

Method

Participants

Two questionnaires were distributed to ($N = 28$) male college ice hockey players that play in the American Collegiate Hockey Association at the Division II level for a medium sized University located in North central part of the United States. The ages of the players who took the questionnaires ranged from 18 year old freshmen to 24 year old seniors. I reached out to the team's president and informed him about my research study. I gained permission from him to

visit the team before a practice to conduct my study. I asked the team's president for the team to arrive at the rink an hour before practice to conduct the research.

Measures

The inventory of 28 male college Division II ice hockey players from a medium sized University located in North central United States will be given two questionnaires with a series of questions. Each player was distributed a numbered packet which included a consent form, and the two questionnaires. The details of each questionnaire are explained in the Procedure section. See Appendix A and B for question examples. The athletes first took the Task and Ego Orientation in Sport Questionnaire (TEOSQ). Duda and Nicholls (see Duda, 1989; Duda & Whitehead, 1998) developed the TEOSQ to assess individual differences in proneness for emphasizing task and ego involving criteria for defining success in athletic settings.

Psychometric tests on the scores gathered by TEOSQ across various populations have shown the instrument is supported by evidence of reliability and validity and characterized by a two-dimensional factor structure that replicated previous work with the English version of this instrument (see Duda & Whitehead, 1998).

TEOSQ consists of a series of 13 questions; 7 questions evaluate task orientation and 6 questions evaluate ego orientation. Respondents answer of a 5-point Likert-type scale that is represented by the following answers: strongly disagree (1), neutral (3), and strongly agree (5) (Bergin & Habusta, 2004). The TEOSQ measures subjective criteria for success and dispositional attitudes across situations rather than in specific situations like a single game or training session (Duda & Hall, 2001). The TEOSQ will be used to measure if the athlete has a goal orientation of either task or ego. After completing the Task and Ego Orientation in Sport Questionnaire, the participant will then move onto the PACES questionnaire.

The Physical Activity Enjoyment Scale (PACES) is an 18-item measure (see Appendix B) developed in the hope of providing an instrument that could be used to assess the extent to which an individual enjoys doing any given physical activity, regardless of whether the activity is done for exercise or for sport (Kendzierski & DeCarlo, 1991). The (PACES) will be used to measure the enjoyment level for the college hockey players. Participants will have an hour to review the study, and to complete both questionnaires.

Procedures

Our first steps were to gain the permission from HSRB, and the medium sized University's Division II Men's Hockey team to conduct the research. After receiving approval from HSRB and the team President, I then arranged a date and time to meet with the team for participation. There was an initial meeting with the team's president and captain to explain the purpose of the study and requesting the team's permission to conduct the research. After the meeting with team president and captain, putting together the packets of surveys and preparing for my meeting with the team to go over the study was the next step. Before any data collection could occur, letters of information and consent were typed up for me to present to the team. This letter informed players on the team what the study was about and why I wanted to meet with them. The packet consisted of four papers. The first paper was a consent form, acknowledging that with this form, they agree to participate in the study and that I am allowed to use their scores in my research. The next page was the TEOSQ, the third page was the PACES, lastly there was a debriefing form that thanked them for participating and had information about any questions or concerns that they might have. When the team agreed to participate, arrangements were made to go over the study and distribute questionnaires. The team called a mandatory team meeting, about an hour and a half before a practice. During this mandatory team meeting, we went over

the specific details of the study and also what is expected of them. If any player did not want to participate in the questionnaire, they were allowed to dismiss themselves from the meeting at that time. It was made clear that if at any time during the questionnaire if the athlete did not feel comfortable, that the athlete can withdraw at any moment without consequences. Every team was given the same number of meetings, and the same amount of time to complete the questionnaires. During these meetings, any questions asked by athletes were addressed and answered immediately. The total amount of time needed for explaining the study and completing the questionnaires took an hour and a half. A follow up meeting occurred after the results were calculated and to thank the organization for participating and helping with this study.

The reason our participants will include the medium sized University Division II Men's Ice hockey team located in North central United States is because the participants need to be able to understand the differences between the two goal orientations. They also needed to be mature enough to possess skills and attitudes about these goal orientations. The independent variable in this study is the college ice hockey player's mentality, and the dependent variable is the level of enjoyment. The TEOSQ is one of the most widely used instruments in sport psychology (Bergin & Habusta 2004). Based on the questionnaires results, it will show what type of goal orientation the college hockey player has adapted. Studies show the affects of both task and ego orientation and how it can affect enjoyment for the athletes. Negative experiences were most strongly predicted by an ego climate and other-referenced competency MacDonald et al., (2011).

The PACES participants answer on a 7-point Likert-type-scale. The PACES questions can be seen below. This survey will show the extent the athlete is enjoying playing youth ice hockey each and every weekend. The completed questionnaires may answer the question of if

they want to continue with the choices they are making or if they want to pursue something other than college ice hockey. This survey will show why they enjoy playing hockey, is it because they score a lot of goals? Is it because they enjoy being on a team with friends? Or, is it because they want to continue to play hockey throughout college and maybe be fortunate enough to compete at a national level?

Design and Analysis

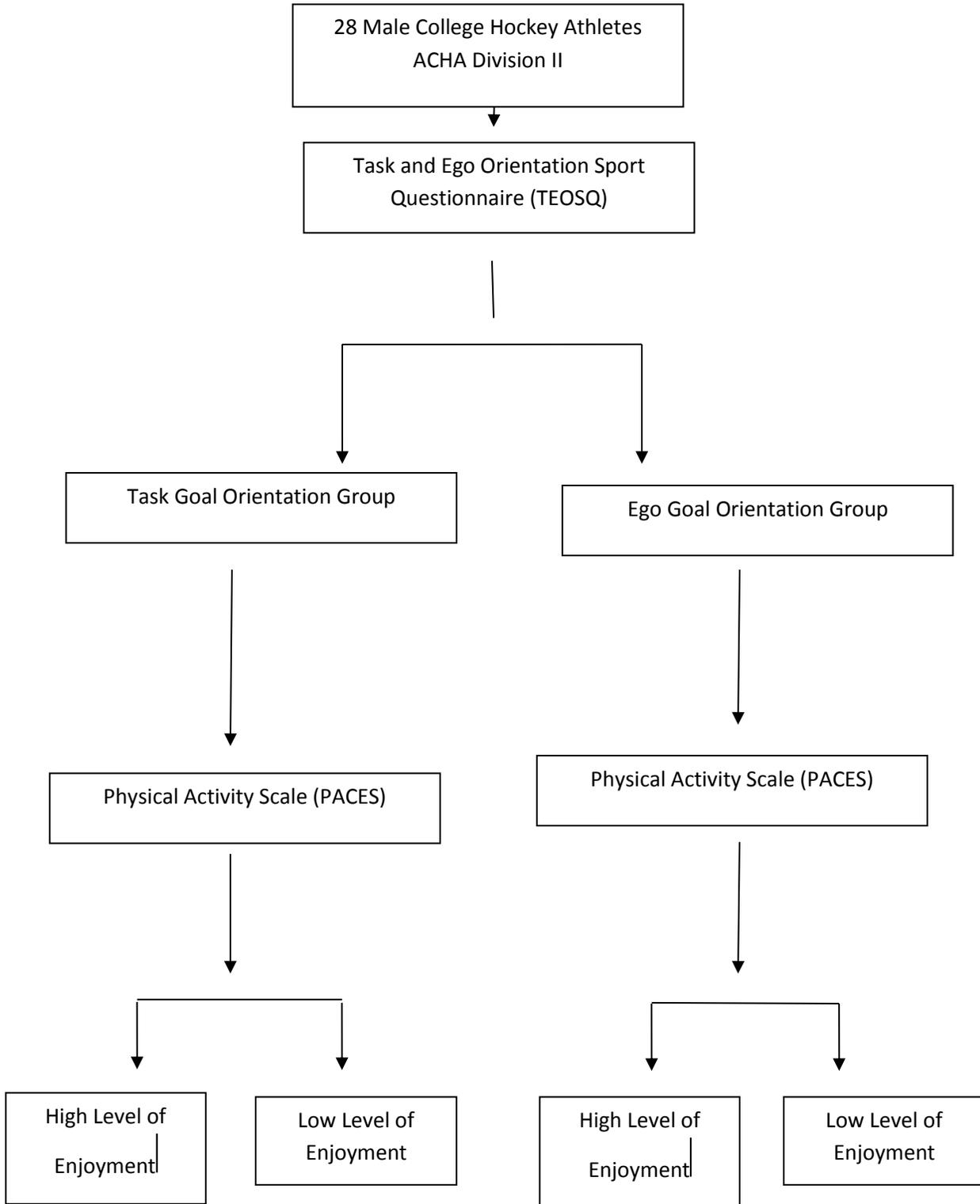


Figure 1. Flow Chart

Results

The results of the study will determine if there is a significant difference in enjoyment between college hockey players that have a task orientation and players that have an ego orientation. Conversely, a college hockey athlete with an ego orientation will leave the sport earlier and have less enjoyment playing hockey. The study will be measuring the dependent variable of enjoyment by using the independent variable of the two goal orientation groups (task or ego) and it was analyzed through a t-Test: Two Sample Assuming Unequal Variances as the statistical analysis. The null hypothesis is that there is no difference between the two groups (task and ego). A $p < 0.05$ will allow for a rejection of the null hypothesis.

The climate in which these activities took place were mainly task oriented and athletes reported high levels of enjoyment on all subscales, MacDonald et al., (2011). As shown in Table 1, after surveying ($n=28$) male college hockey players in the ACHA Division II level from a medium sized University in North central United States, 23 were categorized as having a Task Goal Orientation, and 5 were categorized as having an Ego Goal Orientation. The TEOSQ calculates whether an athlete is favorable towards task or ego goal orientation and the based on a 5 point scale, the average number for task orientation group was a 2.9, and the average number for ego orientation group was 4.2.

The same male college hockey players were then given the PACES test, and the results showed that the standard deviation for the ego group was 4.7 and the standard deviation for the task group was 2.0. As shown in Figure 2, the higher the number, the more enjoyment the youth athlete received from playing hockey. It was clear from the results that some do not enjoy playing the sport, and others absolutely love and cannot get enough of the game. Of the 28 participants, 23 were considered task, and 5 were considered ego. Of the 23 task players, they

scored an average of 83.4 on the enjoyment level and the average score for the 5 ego players was 72.6.

The t-test showed a significant difference in the results. The alpha value that was used in this research study was 0.05 between the enjoyment means of the task and ego groups. This t-test generated a p value of .0000013, which proved to reject the null hypothesis. Thus, there is a significant difference between hockey players with a task goal orientation and an ego orientation. The results in this study are in relation to Bergin and Habusta's, according to them, for every pair of ratings, the rating for task orientation is higher than the rating for ego orientation, (Bergin & Habusta, 2004). Enjoyment of physical activity was significantly correlated with task goal orientation, (Moore, Yin, Hanes, Duda, Gutin, & Barbeau, 2009).

Table 1.

Goal Orientations and Average Scores For Youth Hockey Players Based on the TEOSQ

TEOSQ Goal Orientation Results		
	Task	Ego
Male Hockey Players	23	5
Average Score	4.2	2.9
PACES Enjoyment Results		
Group	Mean Score	Standard Deviation
Task	83.4	2.0
Ego	72.6	4.7

Discussion

According to Nicholls (1989), there are individual differences in the means by which people strive to demonstrate competence; namely, task or ego goal orientations. Our data shows that the ratings are higher for task orientation than for ego orientation. Hockey is a team sport and is not about the individual's abilities to show that they can perform better than others. It is a team sport and according to Bergin and Habusta, "task goals define success in terms of learning and effort," (2004, p. 385). It is important to have players be task oriented so that they can focus on the overall effort and learning abilities of the team, and not focus solely on the individual's talent and innate abilities.

This study proves and supports the idea that goal orientation is related to enjoyment. It also proves that if you have an ego goal orientation, that you will enjoy playing hockey less than someone who has a task goal orientation. This study also supports previous literature and studies, such as MacDonald et al, (2011) study about enjoyment; "results suggest that creating an environment that encourages peer affiliation, and personal achievement can result in the positive personal development of youth sport participants," (p. 32). Sports needs to be enjoyable to all participants regardless of age; thus, looking at college players can have implications for other ages. It is important that an atmosphere is created that the participants can be able to enjoy being around teammates, have fun playing the sport, and ultimately learning techniques and skills to better themselves and this will become the means to the end goal of winning. That will teach them to have the right goal orientation, and also to increase enjoyment levels for future years.

Some limitations and suggestions for this study were that we only tested college male hockey athletes. Another limitation was that we only tested one medium sized University in North central United States. Some suggestions for future research could be to test female hockey

players, test a different city or league, or test different age divisions. It would be interesting to see if these patterns are the same throughout the Squirt, Pee Wee, and Bantam divisions. It would also be a good suggestion to see if goal orientation and enjoyment follow these statistics throughout the country, or in different countries. A future researcher could even take this same study, but change the sport. A study that tests the results of goal orientation in other sports could answer some interesting questions on how we perceive athletics and goal orientations.

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Appendix A

Task and Ego Orientation Sport Questionnaire

“I feel most successful in sport when...”

1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree

I am the only one who can do the play or skill	1	2	3	4	5
I learn a new skill and it makes me want to practice more	1	2	3	4	5
I can do better than my friends	1	2	3	4	5
The others cannot do as well as me	1	2	3	4	5
I learn something that is fun to do	1	2	3	4	5
Others mess up “and” I do not	1	2	3	4	5
I learn a new skill by trying hard	1	2	3	4	5
I work really hard	1	2	3	4	5
I score the most points/goals/hits, etc.	1	2	3	4	5
Something I learn makes me want to go practice more	1	2	3	4	5
I am the best	1	2	3	4	5
A skill I learn really feels right	1	2	3	4	5
I do my very best	1	2	3	4	5

Appendix B

Physical Activity Enjoyment Scale

Please rate how you feel at the moment about the physical activity you have been doing.

I enjoy it	1 2 3 4 5 6 7	I hate it
I feel bored	1 2 3 4 5 6 7	I feel interested
I dislike it	1 2 3 4 5 6 7	I like it
I find it pleasurable	1 2 3 4 5 6 7	I find it unpleasurable
I am very absorbed in this activity	1 2 3 4 5 6 7	I am not at all absorbed in this activity
It's no fun at all	1 2 3 4 5 6 7	It's a lot of fun
I find it energizing	1 2 3 4 5 6 7	I find it tiring
It makes me depressed	1 2 3 4 5 6 7	It makes me happy
It's very pleasant	1 2 3 4 5 6 7	It's very unpleasant
I feel good physically while doing it	1 2 3 4 5 6 7	I feel bad physically while doing it
It's very invigorating	1 2 3 4 5 6 7	It's not at all invigorating
I am very frustrated by it	1 2 3 4 5 6 7	I am not at all frustrated by it
It's very gratifying	1 2 3 4 5 6 7	It's not at all gratifying
It's very exhilarating	1 2 3 4 5 6 7	It's not at all exhilarating
It's not at all stimulating	1 2 3 4 5 6 7	It's very stimulating
It gives me a strong sense of accomplishment	1 2 3 4 5 6 7	It does not give me any sense of accomplishment
It's very refreshing	1 2 3 4 5 6 7	It's not at all refreshing
I felt as though I would rather be doing something else	1 2 3 4 5 6 7	I felt as though there was nothing else I would rather be doing

Appendix C

HSRB Approval Letter



Office of Research Compliance

DATE: December 19, 2014

TO: Michael Harrington

FROM: Bowling Green State University Human Subjects Review Board

PROJECT TITLE: [677485-2] Goal Orientation and How a Task or Ego Mentality Can Affect the Enjoyment for College Hockey Players

SUBMISSION TYPE: Revision

ACTION: APPROVED

APPROVAL DATE: December 18, 2014

EXPIRATION DATE: November 12, 2015

REVIEW TYPE: Expedited Review

REVIEW CATEGORY: Expedited review category # 7

Thank you for your submission of Revision materials for this project. The Bowling Green State University Human Subjects Review Board has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

The final approved version of the consent document(s) is available as a published Board Document in the Review Details page. You must use the approved version of the consent document when obtaining consent from participants. Informed consent must continue throughout

the project via a dialogue between the researcher and research participant. Federal regulations require that each participant receives a copy of the consent document.

Please note that you are responsible to conduct the study as approved by the HSRB. If you seek to make any changes in your project activities or procedures, those modifications must be approved by this committee prior to initiation. Please use the modification request form for this procedure.

You have been approved to enroll 30 participants. If you wish to enroll additional participants you must seek approval from the HSRB.

All UNANTICIPATED PROBLEMS involving risks to subjects or others and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. All NON-COMPLIANCE issues or COMPLAINTS regarding this project must also be reported promptly to this office.

This approval expires on November 12, 2015. You will receive a continuing review notice before your project expires. If you wish to continue your work after the expiration date, your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date.

Good luck with your work. If you have any questions, please contact the Office of Research Compliance at 419-372-7716 or hsrb@bgsu.edu. Please include your project title and reference number in all correspondence regarding this project.