

EFFECTS OF MOTIVATIONAL CLIMATE ON THE DEVELOPMENT OF AMOTIVATION FOR SPORT IN YOUNG HANDBALL PLAYERS

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Abstract

Motivation as a main driver of human behavior plays an important role in the daily life of the individual. Lack of motivation leads to a withdrawal from activities such as sports. Interpersonal relations in adolescence have a relevant role in the development of motivation, with motivational climate formed by significant others (ego oriented or task oriented motivational climate) that shapes the type of motivation. This study examines the predictive role of motivational climate in the development of amotivation in young handball players. The sample consisted of 26 handball players from Vojvodina, average age of 12 years, who trained handball at least one year. Of instruments we used Perceived Motivational Climate in Sport Questionnaire (PMCSQ, Duda & Whitehead, 1998), and Sport Motivation Scale (SMS, Pelletier et al., 1995). Results of regression analyzes indicate that the motivational climate is a significant predictor of amotivation for sport ($F(2)=5.93$, $p=.01$) and that it explains 38% of variance. Ego-oriented motivational climate has singled out as an individual predictor of amotivation ($\beta=.51$, $p=.02$). The paper analyzes the practical and theoretical implications of the results.

Key words: amotivation, motivational climate, handball, adolescence, dropping out of sport.

ЕФЕКТИ МОТИВАЦИОНЕ КЛИМЕ НА РАЗВОЈ АМОТИВАЦИЈЕ ЗА СПОРТ КОД МЛАДИХ РУКОМЕТАША

Апстракт

Мотивација као покретач људског понашања има значајну улогу у свакодневном животу индивидуе. Недостатак мотивације доводи до одустајања од активности попут бављења спортом. Међуљудски односи у периоду адолесценције имају значајну улогу у развоју мотивације, па тако мотивациона клима коју формирају значајни други, а која може бити усмерена на постигнуће или учење, обликује врсту мотивације адолесцента. Ово истраживање за предмет има амо-

тивацију за спорт код младих рукометаша и предикторску улогу перципиране мотивационе климе у тиму на развој амотивације. Узорак се састојао од 26 рукометаша, просечног узраста од 12 година, који тренирају рукомет минимум годину дана у различитим рукометним клубовима са територије Војводине. За процену мотивационе климе коришћен је *Упутник за процену мотивационе климе* (PMCSQ, Duda & Whitehead, 1998), а за процену амотивације коришћена је супскала из *Упутника за процену мотивације за спорт* (SMS, Pelletier et al., 1995). Резултати регресионе анализе показују да је мотивациона клима значајан предиктор амотивације за спорт ($F(2) = 5,93$, $p = 0,01$) и да објашњава 38% варијансе, а да мотивациона клима усмерена на постигнуће представља значајан индивидуални предиктор амотивације ($\beta = 0,51$, $p = 0,02$). У раду су размотрене практичне и теоријске импликације добијених резултата.

Кључне речи: амотивација, мотивациона клима, рукомет, адолесценција, одустајање од спорта.

INTRODUCTION

During adolescence about 35% of young people annually drop out of sports (Fraser-Thomas, Cote, & Deakin, 2008; Petlichkoff, 1996). Dropping out of sports at the time when sport has an important role in the development of an adolescent (Bredemeier et al., 1986; Martinsen & Stephens, 1994; Sallis & Patrick, 1996) but also in the development of professional athlete careers (Cote, Baker & Abernethy, 2003; Fraser & Cote - Thomas, 2007), has aroused the interest of psychologists. Young people who drop out of sport are at the risk of engaging in risky behaviors (Sallis & Patrick, 1996) and having poorer mental and physical health (Cecchini et al., 2014; Feltz & Ewing, 1987, Haug et al., 2009). Earlier studies have found that active involvement in sport contributes to greater self-esteem, development of emotional regulation (Bredemeier et al., 1986; Feltz & Erwing, 1987; Martens, 1988; Ewing & Seefeldt, 2002) and acts as a protective factor for cardiovascular and psychosomatic symptoms (Cecchini et al., 2014; Haug et al., 2009).

Models that explain the process of dropping out of sports primarily consider the motivation of athletes as a key aspect of this process (Vallerand, Deci & Ryan, 1987; Vallerand & Losier, 1999; Vallerand & Rousseau, 2001). Such models have proved to be relevant and effective in explaining dropping out (Gould, 1987; Weiss & Chaumeton, 1998; Sarrazin & Guillet, 2001 by: Sarrazin et al., 2002) and in predicting participation in sports (Vallerand, Deci & Ryan, 1987; Vallerand & Losier, 1999; Vallerand & Rosseau, 2001). Motivation represents a hypothetical construct, and consists from internal or external forces that form the initiative, direction, intensity and duration of behavior (Vallerand, 2007). Motivation for sports has a relevant role in a life of a professional athlete, but primarily it has an important role during the early years of training, where intrinsic motivation predicts determination and dedication to continue doing sports (Biddle et al., 1999; Sarrazin et al., 2002; Sol Avareza et al., 2012), as well as high achievement in sport.

Deci and Ryan (1985), and later Vallerand and colleagues (1992) proposed three levels of intrinsic motivation in accordance with the self-determination theory where intrinsic motivation represents the highest level of self-determination. They proposed three types of intrinsic motivation: intrinsic motivation for learning; and intrinsic motivation to accomplish; intrinsic motivation for stimulation. When it comes to extrinsic motivation authors proposed four types according to the theory of self-determination (Deci & Ryan, 2000): external regulation; introjected regulation; identified regulation, and integrated regulation.

As an addition to the intrinsic and extrinsic motivation, the authors define amotivation as a form of motivation that is not on the continuum of neither intrinsic nor extrinsic motivation, a motivation that is similar to the construct of learned helplessness. This form of motivation occurs when people have the perception that there is no contingency between actions and outcomes, when they feel incompetent and do not know why they play sports (Deci & Ryan, 2000).

Researchers found that type of motivation has a predictive role of one's behavior and intentions like the intention to drop out or the intention to continue sports (Vallerand, 1997). Amotivation in sports describes an athlete who is not sure why he does sport anymore, an athlete who once had different motivation for engaging and continuing sport, but during the development years in sport, where with each year demands and expectations get bigger, in combination with social factors, developed amotivation. Social context in sport can be viewed from the aspect of significant others and the conditions they form. The most important social factors that have the undeniable role in the athlete's life are parents, coach and teammates. These significant others with their behavior also affect the formation of the motivation of the athlete, which then influence the behavior and intentions of the athlete (Vallerand, 1997).

For a better understanding of motivation in sport, the researchers turned to theories that are based on the socio-cognitive approaches where the person is seen as someone who designs its own activities and is responsible for their activation (Vesković, 2012). With understanding that man is an active being, there is a need to understand the context of the achievement (Roberts et al., 2007). The Achievement Goal Theory, one of the socio-cognitive theories (Duda & Hall, 2001), assumes that individuals can be oriented to learning and developing skills or ego-oriented where the focus is on the achievement alone (not on the hard work). The basic idea of the Achievement Goal Theory (AGT) is that every individual is directed toward a specific goal in order to demonstrate competence and to avoid the assessment by others or personal judgment of incompetence (Nicholls, 1989).

In psychology of sport, constructs that postulates the AGT are of great importance for understanding the behavior of athletes, such as motivation, determination, devotion, efficiency, burn-out, etc. (eg. Smith,

Gustafsson & Hassmen, 2010). In addition to individual dispositions that the AGT emphasizes, important construct for psychology of sport is a motivational climate, which refers to the situational context of motivation.

Social Factors and Motivation for Sports

Motivational climate refers to the perception of social cues and expectations of others that encourage the development of goal orientations, and encourages participation in the activity itself on the basis of these goal orientations (Vazou, Ntoumanis, & Duda, 2006). The author Ames defines two types of motivational climate. The first motivational climate, task-involving climate, is focused on learning, and the other, ego-involving climate is focused on achievement (Ames, 1992), both motivational climate are in line with the AGT. Task-involving climate rewards and encourages training and mastering tasks with skill, commitment and effort, provides social support and understanding from significant others. Ego-involving climate encourages social comparison and achievements, the focus is on a sense of superiority, with no support from significant others, but with criticism and rejection from the significant others in case of a failure. Both motivational climates exist simultaneously, depending on the situation and needs that are excited at that moment.

During adolescence the influence of significant others is at its peak. There is a strong need for belonging and being accepted, where the social support from peers has the most value (Wigfield, Byrnes, & Eccles, 2006). Entering into a sport team, adolescent has to form new interpersonal relationships with teammates and coach. In most situations teammates are the same age and represent social group where the same rules apply as those in the school social group. It is desired to be accepted, and it is desired to have a support from teammates.

If motivational climate within a team is focused on the learning, those needs are fulfilled. The teammates do not see each other as competitors, they give support to one another and encourage every member to try and do his or her best. Every team member has a sense of belonging; there is a strong sense of social support (Vazou, Ntoumanis, & Duda, 2006). On the other hand, if teammates encourage competition between them, laugh when one member makes a mistake, and don't try to help each other to be better but count who scored the most points, motivational climate in that team is focused on the achievement (Vazou, Ntoumanis, & Duda, 2006). The theory of social learning gives as an example of how we learn certain behaviors. In the team, adolescents see teammates as models and internalize values and attitudes of the group (Bandura, 1989). They learn how to behave during practice, during the game, and outside the court. If teammates promote motivational climate focused on learning or achievement, the athlete will internalize those behaviors and start to encourage the same values as others, changing his or hers behavior and motivation in the process.

Previous research has linked the impact of peer relationships on personal experience of competence, moral principles, behavior and emotions in young athletes (Fraser-Thomas et al., 2008; Smith, 2003). Studies have shown that task-oriented motivational climate created by teammates has a significant effect on the development of intrinsic motivation and that the ego-oriented motivational climate shapes extrinsic motivation and amotivation (Burstard & Partridge, 2002, Jõesaar, Hein & Hagger, 2011; Jõesaar & Hagger, 2012; Ntoumanis & Vazou, 2005; Vazou, Ntoumanis, & Duda, 2006), where amotivation is associated with the intention to drop out from sport (Biddle et al., 1999; Sarrazin et al., 2002; Sol Avareza et al., 2012). If teammates are focused on helping and stimulating each other to do their best, with emotional support when a teammate makes a mistake, athletes will have a higher level of enjoyment for sport (Carr, Weigand, & Hussey, 1999; Vazou, Ntoumanis, & Duda, 2006) as well as higher level of self-confidence (Fraser-Thomas et al., 2008; Smith, 2003) which contribute to the decision to stay in the sport, and to the development of internalized intrinsic motivation. The intention is a proximal predictor of behavior (Ajzen & Fishbein, 1980; Ajzen, 1985, 1996), especially in sports (Kimiecik, 1992). Studies have found a connection between intrinsic motivation with the intention to continue doing sports as well as with the longevity of participation in sports (Pelletier et al., 1995; Sol Avrez et al., 2012; Vallerand, 1997; Vallerand & Losier, 1999; Ryan, 1995, Deci & Ryan, 1995; Sarrazin et al., 2002).

In addition to peers who have a significant role in the development of the individual, an important role in the life of a young athlete has a coach (Alvarez et al., 2012; Poczwadowski, Barotto, & Jowett, 2006; Sarrazin et al., 2002). The coach represents a new attachment figure for athlete. The coach's style of team management has an impact on the team and on the each member individually. The task-involving motivational climate created by the coach develops athlete's intrinsic motivation and a sense of competence (Blanchard & Vallerand, 1996; Gillet et al., 2010; Stein, Bloom & Sabiston, 2012; Sarrazin et al., 2002; Vazou, Ntoumanis, & Duda, 2006). If the coach himself is ego-oriented, and encourages the ego-involving motivational climate, athletes will develop extrinsic motivation and amotivation (Blanchard & Vallerand, 1996; Gillet et al., 2010; Stein, Bloom & Sabiston, 2012; Sarrazin et al., 2002; Vazou, Ntoumanis, & Duda, 2006). Athletes develop amotivation in the ego-involving motivational climate created by coach, because they learn that training is a merely a means to a victory (Gillet et al., 2010; Nicholls, 1989), and they do not see success as a personal endeavor due to the low level of control and a small personal investment in the process (Duda & Hall, 2000). They are under the pressure to maintain a high level of confidence that is not based on personal skills and investment (Ryan & Deci, 2000). The quality of the coach-athlete relationship and motivational climate that coach creates are relevant factors in the decision making process about continuing to do sports (Fraser-Thomas, Cote, & Deakin, 2008).

METHODOLOGY

Research Problem

Considering the role of significant others on the development of motivation in young athletes, this research examines the effects of perceived general motivational climate on amotivation, as a potential risk factor for dropping out of sport. Studies have showed that an ego-oriented motivational climate leads to the development of amotivation (Blanchard & Vallerand, 1996; Gillet et al., 2010; Stein, Bloom & Sabiston, 2012; Sarrazin et al., 2002; Vazou, Ntoumanis, & Duda, 2006; Jõesaar, Hein & Hagger, 2011; Jõesaar & Hagger, 2012; Ntoumanis & Vazou, 2005). Determining the role of motivational climate represents a relevant start in the understanding of the process of dropping out of sport. In the crucial formatting years for young athletes, where they have to decide if they want to continue doing sports that may lead them to the professional carrier as an athlete, almost 50% of young athletes drop out of sports (Fraser-Thomas, Cote, & Deakin, 2008; Petlichkoff, 1996). During adolescence, sports have a protective role in developing unstable mental health, problem and risky behaviors, substance abuse, and overweight problems (Cecchini et al., 2014; Feltz & Ewing, 1987, Haug et al., 2009) which is why it is important to examine the effects of social factors on the process of dropping out of sports within young athletes. This age group of athletes was selected on the basis of the earlier researches and on the basis of the Developmental Model of Sport Participation (Cote & Fraser-Thomas, 2007) where young athletes transition from the sampling stage to the specialization stage at the age of 12 (Cote & Fraser-Thomas, 2007) with an intention to do one sport and to master skills and techniques that the chosen sport demands. Research showed that at this age young athletes drop out of sport in large numbers (Fraser-Thomas, Cote, & Deakin, 2008; Petlichkoff, 1996).

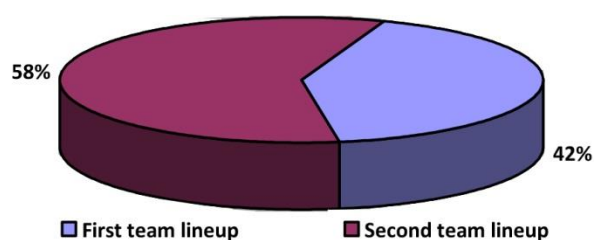
From the defined research problem the goal of this research is to determine the predictive role of the perceived motivational climate on amotivation for sports of young handball players.

Sample and Procedure

The sample consisted from 26 young male athletes from handball clubs in Vojvodina, Serbia, average age of 12 years. Only athletes who trained handball at least one year and more were taken into account. The average time spent in training handball was 31 months. Young athletes filled out the questionnaires anonymously, during the summer camp in July of 2015. Data was analyzed with SPSS 16.

Table 1. Characteristics of the sample

	Frequency	Percent
Center	5	19.2
Left and right backs	9	34.6
Goalkeeper	3	11.5
Wing	9	34.6



Graph 1. Percentage of players who play in first and second lineup

Variables

Variables used in this research:

- ego-oriented motivational climate defined by the summary score from the questionnaire PMCSQ;
- task-oriented motivational climate defined by the summary score from the questionnaire PMCSQ;
- amotivation defined by the summary score from the questionnaire SMS;

Instruments

The Sport Motivation Scale (SMS, Pelletier et al., 1995) consists from 28 items, with seven subscales that measure three types of Intrinsic motivation (intrinsic motivation to know, intrinsic motivation to accomplish things, intrinsic motivation to experience stimulation) and three forms of regulation for Extrinsic motivation (identified, introjected, external) and Amotivation for sports. For the purposes of this study, only the subscale Amotivation was taken into account. The subscale Amotivation consists from 4 items ($\alpha=.72$) that determines athletes ambivalence about doing sports, and if he lost his reason and motivation to continue doing sports. The athlete answers the question "Why do you practice your sport?" and marks on the five point Likert scale from 1 (Does not correspond at all) to 5 (Corresponds completely) if the given reason corresponds to his own reasons. In this research modification of the SMS consisted from translation of the scale from English to Serbian, and from narrowing the range of the answer from the seven point Likert scale to five point scale.

The Perceived Motivational Climate in Sport Questionnaire (PMCSQ, Duda & Whitehead, 1998) assesses players' perception of the motivational climate in the current team. The questionnaire taps behaviors of both coach and teammates and as outcome gives the athlete's perception of general motivation climate that dominates in the team. Original version consists from 21 items that form two dimensions: ego-oriented motivational climate (12 items, $\alpha=.88$) and task-oriented motivational climate (9 items, $\alpha=.44$). The athletes responded to the items on the five point Likert type scale ranging from 1 (strongly disagree) to 5 (strongly agree). In our research, after conducting internal confidence analysis of the questionnaire, question 15 had low weigh and with the elimination of the question from the subdimension task-oriented motivational climate the index of the internal confidence of the subdimension was higher ($\alpha=.52$).

The questionnaire about sport participation was constructed for the purposes of the research. It consisted from social-demographical questions such as age, time spent training handball, parents sport history, etc.

RESULTS

The young athletes achieve average score on the scale that measures amotivation, as well as on the scale that measures ego-oriented motivational climate, but achieve above average scores on the scale that measures task-oriented motivational climate (Table 2)

Table 2 Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Amotivation	24	4.00	16.00	8.04	4.00
Task-oriented motivational climate	26	26.00	40.00	34.50	3.67
Ego-oriented motivational climate	24	11.00	49.00	26.75	9.74

Amotivation is significantly correlated with both motivational climates. When an athlete perceives that motivational climate is ego-oriented he scores high on the scale for amotivation, but when he perceives that motivational climate is task-oriented he scores low on the scale for amotivation (Table 3).

Table 3. Correlations between variables

	1	2	3
Amotivation	*		
Ego-oriented motivational climate	.591**	*	
Task-oriented motivational climate	-.396*	-.376*	*

*p<.05 **p<.01

Predictive Role of Motivational Climate on Amotivation for Handball

In order to determine the predictive role of motivational climate in developing young athletes' amotivation for sports, regression analysis was applied with ego-oriented and task-oriented motivational climates as predictors and amotivation as a criteria.

Table 4. Results of regression analysis

	Sum of Squares	df	Mean Square	F	Sig.	R	R Square
Model	129.414	2	64.707	5.926	.010	.620	.384

The results show that motivational climate represents a significant predictor of amotivation for sports in young handball players, and that this model explains 38% of variance.

Table 5. Standardized coefficients of predictors

Model	Standardized Coefficients			Collinearity Statistics	
	Beta	t	Sig.	Tolerance	VIF
Ego-oriented motivational climate	.514	2.647	.016	.858	1.165
Task-oriented motivational climate	-.202	-1.042	.310	.858	1.165

Specifically, ego-oriented motivational climate significantly predicts amotivation of young handball players ($\beta=.514$, $p<.05$).

DISCUSSION

Motivation as a construct that incorporates internal and external forces that give a person a strength and "fuel" to take actions and do various activities represent one of the most investigated and most influential constructs in psychology. Motivation for sport has an

important role in an athlete's professional life. Depending on the type of motivation, actions that athletes take differ, as do decisions and behaviors athletes exhibit. In sports, motivation for sports contributes to the performance of the athlete (Cox, 2005) and represents predictor of participation in sport as well as the dropping out of sports (Vallerand, Deci & Ryan, 1987; Vallerand & Losier, 1999; Vallerand & Rousseau, 2001). On the basis of the self-determination theory besides intrinsic and extrinsic motivation, a person can develop amotivation. Amotivation is considered as the non-regulatory type of motivation, and as such represents person with no internal or external forces that encourage one to do activities. This type of motivation in sports represents a risk factor for dropping out of sport, especially in adolescence (Biddle et al., 1999; Sarrazin et al., 2002; Sol Avareza et al., 2012). Almost 50% of young athletes drop out of sport annually (Fraser-Thomas, Cote, & Deakin, 2008; Petlichkoff, 1996). This large percentage calls out for researches to determine what influences the process of dropping out. In most studies, the process of dropping out of sports was viewed from the point of view of motivation and social factors that form an athlete's motivation for sports (Gould, 1987; Weiss & Chaumeton, 1998; Sarrazin & Guillet, 2001 by: Sarrazin et al., 2002).

Motivational climate is considered as a relevant social factor, which represents situational aspect of motivation that significant others form. In this research, our results show that motivational climate have significant role as a predictor of amotivation for sports in young handball players. More specifically, ego-oriented motivational climate predicts amotivation for sports of young handball players. If an athlete perceives that the motivational climate that coach and teammates form is ego-oriented, and perceives that only achievement is relevant and mistakes are not allowed, he or she will develop amotivation for sports. Ego-oriented motivational climate describes training as a means to an end and doesn't develop the sense of personal endeavor due to the low level of control and small personal investment in the training process and the game itself (Duda & Hall, 2000). Athletes with amotivation lack confidence in their technical skills due to the climate where coach and teammates don't pay attention to development of skills and do not value hard work, but only final product. Athlete is under a lot of pressure to maintain high level of confidence that ego-oriented motivational climate demands but doesn't provide. With a number of goals as a stimulator of confidence, the athlete struggles to maintain the self-confidence because that kind of confidence is not based on the personal skills and investment (Ryan & Deci, 2000).

Since Bandura, Piaget and Vygotsky, in the developmental psychology there has been a high understanding and appraisal of group dynamics and the influence of a group on the development of an individual. The group represents a model for learning different behaviors,

and gives one a opportunity to interact in the social system where member are equal by power such as a sport team. Vygotsky has highlighted the importance of peer interaction, where peers represent a model for skills which individual has to internalize and develop (Vygotsky, 1977, by: O'Donnell, 2006). Team members are a peer group from which an athlete learns and internalizes skills and values, and learns how to adapt and behave. If a team nurses the ego-oriented motivational climate, each member will internalise that belief system and behave in such order where friendship is not a number one priority, nor is a sense of belonging. During adolescence being accepted and being a part of the team is a developmental task that represents the basis for later interpersonal relationships (Trbojević & Petrović, 2014). If an athlete doesn't have a sense of belonging, and if he or she is surrounded with peers that do not award closeness and intimacy, the developmental task of establishing reciprocated friendship won't be achieved. Ego-oriented motivational climate highlights competition between teammates and contributes to the development of amotivation for sports during adolescence because it discourages intimacy between team members for which adolescences have a great need. Ego-oriented motivational climate created by teammates because of the belief system, the same way as the coach created ego-oriented motivational climate, develops amotivation for sports on the basis of encouraging achievement which is internalize only as number of goal and not as a sense of competence and well developed skills.

Motivational climate represents a model for young athletes and as such has a great role in developing internal value system and belief system, on which basis athletes develop the reason they do sports, and find meaning for their actions. The quality of the coach-athlete relationship as the quality of team mates relationship, and motivational climate that coach and teammates create are relevant factors in the decision making process about continuing to do sports (Fraser-Thomas, Cote, & Deakin, 2008). Besides parents, coach and teammates are second most influential figures in young athlete's life, and as such they contribute to the development of athletes emotional, social, cognitive and physical competences. These results provide an opportunity to show just how influential coach is in the process of development of a professional athlete. Coach defines the rules and demands of a team and each member, he or she develops the climate which young athletes internalize. The climate models motivation and motivation guides athletes behavior. During adolescence, the ego-oriented motivational climate is a risk factor for developing amotivation for sports, which is then a risk factor for dropping out of sport in the time when sports has a great role in the healthy development of an adolescent. This research can be a guideline for the seminars and education programs for coaches in order to stimulate task-oriented motivational climate in handball, and prevent dropping out of sports. Future research can expand the sample and involve girl handball players, and could compare the effects of motivational climate in different sports.

CONCLUSION

This research highlights the importance of coach and teammates in adolescence in the development of motivation for sports, and gives guidelines for sport experts that work with young athletes.

Motivational climate represents an important predictor of the motivation for sports in adolescence. Primarily, ego oriented motivational climate created by coach and teammates greatly contributes to the development of amotivation for sports in adolescence. Creating an atmosphere where being better than teammates is important, as is the win itself, with no social and emotional support in the critical moments, has an impact on self image and the perception of ones competence in sports, demines ones needs and will to continue doings sports. It is necessary to have knowledge about the effects of coaches and peers created motivational climate on motivation in adolescence in order to individualize the training process of young athletes, prevent dropping out of sport and enable the stable self image, identity and mental health.

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ЕФЕКТИ МОТИВАЦИОНЕ КЛИМЕ НА РАЗВОЈ АМОТИВАЦИЈЕ ЗА СПОРТ КОД МЛАДИХ РУКОМЕТАША

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Резиме

Током адолесценције велики број спортиста одустане од спорта. За објашњење процеса одустајања од спорта наводи се да врста мотивације за спорт доприноси намери, а касније и одлуци да се напусти спорт или да се остане у спорту. На развој мотивације за спорт утичу бројни индивидуални и ситуациони фактори. Под ситуационим факторима у овом истраживању мисли се на мотивациону климу која се може посматрати као димензионални конструкт који се састоји од мотивационе климе усмерене на постигнуће и мотивационе климе усмерене на учење. Перципирање мотивационе климе подразумева тумачење социјалних знакова и очекивања значајних других која утичу на развој циљне

оријентације и мотивације. Поред интринзичке и екстринзичке мотивације за спорт, као конструкт који се не налази ни на једном континууму а који подразумева стање особе која нема интернализоване разлоге за бављење спортом, наводи се амотивација, која представља фактор ризика за напуштање спорта. Због развојног значаја спорта у периоду адолесценције, ово истраживање за предмет има предикторску улогу перципиране мотивационе климе у развоју амотивације код младих рукометаша. Узорак се састојао од 26 рукометаша, просечног узраста од 12 година, који тренирају рукомет минимум годину дана у различитим рукометним клубовима са територије Војводине. За процену мотивационе климе коришћен је „Упитник за процену мотивационе климе” (PMCSQ, Duda & Whitehead, 1998), а за процену амотивације коришћена је супскала из „Упитника за процену мотивације за спорт” (SMS, Pelletier et al., 1995). Истраживање је спроведено током јула 2015. године, када су млади рукометаши били на рукометном кампу. Резултати регресионе анализе показују да је мотивациона клима значајан предиктор амотивације за спорт ($F(2) = 5,93$, $p = 0,01$) и да објашњава 38,4% варијансе, а да мотивациона клима усмерена на постигнуће представља значајан индивидуални предиктор амотивације ($\beta = 0,51$, $p = 0,02$). Уколико тренер и саиграчи формирају климу где се негује конкуренција, критика и одбацавање услед неуспеха, млади спортисти ће развити амотивацију за спорт услед недостатка подршке и незадовољења основних психолошких потреба попут компетенције, аутономије и повезаности, које су од великог значаја у периоду адолесценције. Практичне импликације овог истраживања могу се огледати у осмишљавању семинара за тренере како би се едуковали о ефектима мотивационе климе на мотивацију за спорт као вид превенције одустајања од спорта у адолесценцији, када он има заштитну и значајну развојну улогу. Теоријске импликације овог истраживања односе се на проширење литературе о психологији спорта, као и на проширење схватања значаја међуљудских односа на развој мотивације.