



ELSEVIER

Contents lists available at ScienceDirect

Human Movement Science

journal homepage: www.elsevier.com/locate/humov

Full Length Article

Configurations of actual and perceived motor competence among children: Associations with motivation for sports and global self-worth



Farid Bardid^{a,b,1}, An De Meester^{b,*,1}, Isabel Tallir^b, Greet Cardon^b, Matthieu Lenoir^b,
Leen Haerens^{b,*}

^a School of Education, University of Strathclyde, 16 Richmond St, Glasgow G1 1XQ, UK

^b Department of Movement and Sports Sciences, Ghent University, Watersportlaan 2, 9000 Ghent, Belgium

ARTICLE INFO

Article history:

Received 18 May 2016

Revised 29 August 2016

Accepted 5 September 2016

Available online 14 September 2016

Keywords:

Motor competence

Perceived motor competence

Children

Global self-worth

Motivation

Sport

ABSTRACT

The present study used a person-centred approach to examine whether different profiles based on actual and perceived motor competence exist in elementary school children. Multilevel regression analyses were conducted to explore how children with different motor competence-based profiles might differ in their autonomous motivation for sports and global self-worth. Validated questionnaires were administered to 161 children (40% boys; age = 8.82 ± 0.66 years) to assess their perceived motor competence, global self-worth, and motivation for sports. Actual motor competence was measured with the Körperkoordinationstest für Kinder. Cluster analyses identified four motor competence-based profiles: two groups were characterized by corresponding levels of actual and perceived motor competence (i.e., low–low and high–high) and two groups were characterized by divergent levels of actual and perceived motor competence (i.e., high–low and low–high). Children in the low–low and high–low group displayed significantly lower levels of autonomous motivation for sports and lower levels of global self-worth than children in the low–high and high–high group. These findings emphasize that fostering children's perceived motor competence might be crucial to improve their motivation for sports and their global self-worth. Teachers and instructors involved in physical education and youth sports should thus focus on both actual and perceived motor competence.

© 2016 Elsevier B.V. All rights reserved.

1. Introduction

Promoting physical activity in children is considered an important strategy to address the issue of overweight and obesity (Robinson et al., 2015; Stodden et al., 2008). Several underlying factors that promote engagement in games, sport and other types of physical activity have been identified in previous research (e.g., Babic et al., 2014; Bailey, Cope, & Pearce, 2013; Logan, Webster, Getchell, Pfeiffer, & Robinson, 2015; Sterdt, Liersch, & Walter, 2014). One of these is motor competence (Clark & Metcalfe, 2002; Gallahue, Ozmun, & Goodway, 2012). *Motor competence* refers to the ability to execute diverse motor tasks in a skilful manner, which includes the coordination of both gross and fine motor skills (Gallahue et al.,

* Corresponding authors.

E-mail addresses: A.DeMeester@UGent.be (A. De Meester), Leen.Haerens@UGent.be (L. Haerens).

¹ Farid Bardid and An De Meester share first authorship for this paper.

2012; Haga, 2008). The role of motor competence in children's physical activity levels has been conceptualized in a theoretical model by Stodden et al. (2008; recently revised by Robinson et al. (2015)). Numerous studies have confirmed the proposed positive relationship between children's motor competence and their physical activity levels (e.g., Holfelder & Schott, 2014; Logan et al., 2015; Lubans, Morgan, Cliff, Barnett, & Okely, 2010).

Stodden and colleagues also stipulated that the reciprocal and developmentally dynamic relationship between motor competence and physical activity is mediated by factors such as health-related fitness and perceived motor competence across childhood. The identification of perceived motor competence as a crucial intervening factor, explaining how actual motor competence impacts children's physical activity, has led to recent literature investigating the relationships between actual and perceived motor competence during childhood. For instance, studies of Barnett, Ridgers, and Salmon (2015) and Liong, Ridgers, and Barnett (2015) found a positive association between actual and perceived motor competence in early (4–5 years) and middle (7–8 years) childhood. Given that children who are less competent and have low perceived competence, are less likely to be physically active (Khodaverdi, Bahram, Stodden, & Kazemnejad, 2015), it is imperative to further examine the interrelationship between these factors from different perspectives to inform future intervention programs in terms of program goals and instructional approach, and thus bring forth positive changes to engagement in physical activity.

Previous studies investigating relationships between actual and perceived motor competence mainly used a variable-centred approach. Such an approach describes the associations between these variables (Magnusson, 1988) and thus provides an overall picture of the average relationship between actual and perceived motor competence (e.g., Barnett, Morgan, van Beurden, & Beard, 2008; Khodaverdi, Bahram, Khalaji, & Kazemnejad, 2013). However, a variable-centred approach does not indicate whether, and to what extent, some children have divergent levels of actual and perceived motor competence. Although many children start to perceive their motor competence more accurately as they shift from early to middle childhood (Harter, 1999), correlations between actual and perceived motor competence in previous studies are far from perfect (e.g., Fliers et al., 2010; Khodaverdi et al., 2015; Raudsepp & Liblik, 2002) suggesting that for some children, there might be a misalignment between their actual and perceived motor competence. In this respect, a person-centred approach, which identifies groups of individuals who share particular attributes or relations among attributes (Magnusson, 1988), may provide new insights. To this date, only two studies (De Meester et al., 2016; Weiss & Amorose, 2005) have adopted this approach to detect profiles based on similar levels of actual and perceived motor competence. Weiss and Amorose (2005) identified five profiles of children who differed in age, actual and perceived competence, and accuracy of their perceived competence; two profiles (33% of the total sample) were characterized by overestimation of motor competence (i.e., relatively higher levels of perceived motor competence than actual motor competence) and three profiles (67%) were characterized by accurate estimation of motor competence (i.e., corresponding levels of perceived and actual motor competence) in a sample of American 8- to 14-year olds. De Meester et al. (2016) found similar results in their study among Belgian 13- to 15-year olds with two overestimation profiles (51%) and two accurate estimation profiles (49%). Underestimators (i.e., relatively lower levels of perceived motor competence than actual motor competence) were identified in neither one of these studies. With the exception of a part of the sample in the study of Weiss and Amorose, a person-centred approach has not yet been used to determine whether motor competence-based profiles exist in elementary school children.

Another important underlying factor in physical activity and sports participation that can contribute to a better understanding of the dynamic relationship between motor competence and physical activity, is *motivation*. Indeed, numerous studies have already demonstrated the importance of optimal motivation in terms of continued participation in physical activity and sports (Pannekoek, Piek, & Hagger, 2013; Teixeira, Carraca, Markland, Silva, & Ryan, 2012), yet relationships with actual motor competence have less frequently been investigated. In the current study, the concept of motivation was approached from the perspective of Self-Determination Theory (SDT, Deci & Ryan, 2000), a well-known and commonly used theory in various research areas such as education, health care and sports. SDT distinguishes between different types of motivation. Autonomous motivation involves the regulation of behaviour with the experiences of volition, psychological freedom, and reflective self-endorsement and is considered the most optimal form of motivation (Vansteenkiste, Niemiec, & Soenens, 2010). The second type of motivation is controlled motivation, which refers to the pressured engagement in an activity. Autonomous motivation and controlled motivation are contrasted with amotivation, which exists when people lack intentionality or engage in behaviours for unknown reasons (Deci & Ryan, 2000). According to SDT, perceived competence is one of three basic psychological needs (apart from autonomy and relatedness) that is to be satisfied in order to obtain optimal motivation (Deci & Ryan, 2000). Several studies in the psychological literature indicated a positive relationship between perceived motor competence and motivation for sports (e.g., Bagoien & Halvari, 2005; Klint & Weiss, 1987), indicating that children who feel more competent, will accordingly have higher levels of autonomous motivation for sports. In contrast, far less research has looked into the relationship between actual motor competence and motivation for sports. De Meester et al. (2016) found that Belgian eighth-grade adolescents (mean age = 14 years old) with low levels of both actual and perceived motor competence had significantly lower levels of autonomous motivation for physical education than adolescents with higher levels of actual and/or perceived motor competence, yet studies among younger children are lacking.

Prior studies furthermore demonstrated that, apart from motivation, children's *global self-worth* (Noordstar, van der Net, Jak, Helders, & Jongmans, 2016; Rose, Larkin, & Berger, 1997; Schoemaker & Kalverboer, 1994) might also be an important factor to consider in relation to their participation in physical activity (Babic et al., 2014). Global self-worth is defined as the overall evaluation of how much one likes oneself as a person and is happy with the way one is leading one's life (Harter, 2012). Rose and Larkin (2002) found that, in a sample of Australian 8–12 year old children, perceived motor competence

Download English Version:

<https://daneshyari.com/en/article/5042037>

Download Persian Version:

<https://daneshyari.com/article/5042037>

[Daneshyari.com](https://daneshyari.com)