

# The Relationship Between the Perceived Motivational Climate on High School Soccer Teams and Athlete Self-Efficacy, Cognitive Anxiety, and Somatic Anxiety While Playing

By Logan McGee<sup>1</sup>

<sup>1</sup>University of Minnesota – Twin Cities

**Abstract:** Youth participation in sport can play an integral part in growth, such as advancing social skills (Weiss et al., 2018). Youth sport researchers (Côté & Fraser-Thomas, 2007) argue that the primary focuses for youth athletes should be fostering enjoyment, promoting skill acquisition, and encouraging character growth. However, research has demonstrated that youth sport participation is on the decline due to failure to meet these components (Dunn et al., 2022; Ommundsen et al., 2006). A large factor in determining youth participation is the motivational climate that leaders create in sport settings. Specifically, a large body of literature has suggested that ego-involving climates elicit negative motivational and performance outcomes, whereas caring, task-involving climates are seen to create positive outcomes (Fry & Moore, 2019; Hogue et al., 2013). However, there is a gap in the literature looking at youth soccer athletes' perceptions of the motivational climate and state anxiety measures. This study explores the relationship between such motivational climates and psychological outcomes (i.e., self-efficacy, cognitive and somatic anxiety) in youth soccer athletes (N= 27, Mage=15.64, SD=1.13). Results indicated that caring, task-involving climates were significantly associated with higher levels of self-confidence and lower somatic anxiety, whereas ego-involving climates demonstrated a strong positive relationship with somatic, and cognitive anxiety, and a strong negative relationship with self-confidence. Findings demonstrate that fostering a caring, task-involving climate can benefit athletes' mental preparedness. This can be used to implement evidence-based and theoretically guided interventions for coaches, bolstering youth athletes' participation and enjoyment in all environments.

## **The Relationship Between Perceived Motivational Climates and Self-Efficacy, Cognitive, and Somatic Anxiety in Youth Soccer Athletes**

Youth sport participation is on the decline, with the average adolescent leaving organized sport by the age of 11 (Aspen Institute, 2019). This decline is perceived as alarming to many sport psychology researchers, as kids' socialization into sport can be attributed to their sport enjoyment (Visek et al., 2015). Additionally, as evidenced by reviews, increasing social pressures and physical demands to perform can negatively affect youth enjoyment in sport participation (Crane & Temple, 2014). Specifically, youth sport programs are becoming increasingly specialized at young ages. With higher costs and perceived pressures to perform from coaches and parents, children are dropping out due to heightened anxiety—including performance and social anxiety—which are key factors in understanding youth sport disengagement (Dunn et al., 2022; Ommundsen et al., 2006).

Coaches play an integral role in whether athletes continue to participate in sports, with meta-analyses (Braithwaite et al., 2011) and reviews (Harwood et al., 2015; Fry & Moore, 2019) showing the motivational climate leaders create largely affect participants' cognitive, affective, and behavioral responses (such as self-efficacy). Nicholls (1984, 1989) proposes that a motivational climate can be either task- or ego-involving and is shaped by leaders' feedback and the way in which they structure their activities. Task-involving climates (TICs) include emphasizing the importance of maximal effort and personal improvement. In TICs, cooperation among individuals is valued, every

individual plays an important role, and mistakes are seen as inevitable and necessary for learning. Conversely, ego-involving climates (EICs) are achievement contexts where leaders structure their environment around normative standards (see Table 2). In this climate, mistakes are punished (e.g., you lost a game despite playing your best, so the coach is benching you next practice), an overemphasis on winning and performance is valued (e.g., hypercompetitive environments), and praise is reserved for the most successful talented performers. In addition to the importance of TICs, Achievement Goal Perspective Theory (AGPT) researchers worked to expand upon Nicholls' work by emphasizing the importance of relatedness and positive relational components in TICs. Specifically, Newton and colleagues (2007) created the caring climate scale, which posits that leaders should create an environment that is interpersonally welcoming, valuing, respectful by fostering a sense of belonging for all individuals in sport and physical activity settings. Eventually, the caring component of the motivational climate was incorporated into Nicholls' work to form a caring, task-involving climate (CTIC, see Table 2).

There is a close theoretical relationship between the motivational climate that leaders impose and the antecedents that increase self-efficacy (see Table 3). The self-efficacy theory (Bandura 1995, 1997) describes one's confidence in one's ability to perform specific tasks. Specifically, Bandura postulates that specific antecedents can positively influence one's self-efficacy (i.e., mastery & vicarious experiences, physiological/emotional states, verbal/social persuasion, imagery, and visualization). Research has suggested that self-efficacy is

linked to increased motivation, effort, and persistence, just as CTICs are (Bandura, 1995, 1997; Harwood et al., 2015). Previous literature has also supported that mastery or CTICs is strongly associated with higher amounts of self-efficacy (Kavassanu & Roberts, 1996). Additionally, high amounts of self-efficacy have been strongly linked to positive performance among both adults and children in competitive settings (Mortiz et al., 2000; Wurtele, 1986), which highlights the importance of having confident and efficacious athletes. Moreover, increasing self-efficacy in youth athletes is especially important, as it is linked to enjoyment, decreased stress, and adaptive coping skills in performance settings (Besharat et al., 2011).

There is an established link suggesting a connection between self-efficacy and positive motivational climates; however, coaches are not always convinced by the evidence shown in coaching clinics or educational settings that summarize the literature (Kavassanu & Roberts, 1996). Although previous research has explored the relationship between the imposed motivational climate and self-efficacy in soccer contexts, such a connection has not been thoroughly explored across different high school communities. The current study looks to expand upon these gaps in the literature and contribute to the field by highlighting the advantages of creating supportive environments with youth athletes.

The purpose of this study was to look at the relationship between the perceived motivational climate in youth soccer players and their levels of self-efficacy in addition to their levels of cognitive and somatic anxiety. It was predicted that participants who perceived the

climate as caring and task-involving would be associated with higher levels of self-efficacy and lower levels of cognitive and somatic anxiety. Conversely, it was predicted that those who perceived the climate as ego-involving would be associated with lower levels of self-efficacy and higher levels of cognitive and somatic anxiety. Procedures were conducted in accordance with ethical standards for research with human subjects; however, this study did not require IRB approval.

## Method

### Participants

High school student-athletes (N = 27; males = 25, females = 2) were recruited from three local high schools across the Midwest via communication with the coaching staff and Activities Director of each respective team to complete a brief survey. The participants (Mage = 15.64, SD = 1.13) were not compensated for participating and identified as 70.60% Caucasian, 11.8% Asian/Pacific Islander, 8.82% Hispanic, 5.88% African American, and 2.94% Native American (see Table 1).

### Procedure

Data collection took place on random afternoons throughout 2024 within a week of the teams completing their soccer season. I traveled to each participating school and met them at the teams' convenience. Participants in this study did not represent the accumulation of all players from each team, respectively, rather the amount of participants who volunteered. An introductory script was read upon arrival, and consent was obtained from each respective team (i.e., coaches and present players). Following the consent process and the introduction, coaches were asked to leave the room to ensure that each athlete felt comfortable providing honest

responses about their perceived environment. Participants then received a link to a survey, via Qualtrics software, which took around 15 minutes to complete.

After completion of the survey, coaches were allowed to reenter the room. All participants were debriefed on the purpose of the investigation and given the opportunity to ask any questions to the experimenters. Coaches and athletes were also offered a summary of the results, which would be made available to them following the completion of the study. To garner the most honest participation, athletes were assured during the survey that their responses were confidential and did not affect their participation on the team.

### **Psychological Questionnaires**

#### *Motivational Climate Perceptions*

The 21-item Perceived Motivational Climate in Sport Questionnaire (PMCSQ; Seifriz et al., 1992) and the 13-item Caring Climate Scale (CCS; Newton et al., 2007) were utilized to assess perceptions of the motivational climate and environment that the athletes' coaches and leaders were implementing throughout the season. Participants answered questions related to their experiences throughout the soccer season based on a 1 (strongly disagree) to 5 (strongly agree) Likert scale, using the prefixes "On this soccer team..." and "Throughout the season..." respective to each questionnaire. Example items of the task and ego-involving items, respectively, from the study include "... athletes try to learn new skills" and "... doing better than others is important." An example caring item is "... the coaches were kind to athletes." The order of the sample items follows this structure, reflecting the task, ego-involving, and caring dimensions as outlined. Subscale

scores for task-, ego-, and caring climates were calculated by averaging the responses to all items within each respective scale.

#### *Anxiety*

Anxiety measurements were assessed using the cognitive and somatic anxiety subscales of the Competitive State Anxiety Questionnaire – 2 (CSAI-2; Martens et al., 1990). The stem "As an athlete on this team..." was used. Somatic anxiety in the context of this study included physical manifestations of stress throughout the athlete (e.g., feeling a pit in the stomach). One example of somatic anxiety includes "... I feel jittery." Cognitive anxiety refers to worry, doubt, or apprehension that athletes may feel within the context of their sport. An example of a cognitive anxiety item is "... I have self-doubts." The scales range from 1 (Not at all) to 4 (Very much so), where each subscale included nine items. Composite scores for cognitive anxiety, somatic anxiety, and self-confidence were determined by taking the mean of the items for each respective subscale.

#### *Self-Efficacy*

Self-efficacy (SE) was assessed using the Self-Efficacy in Soccer measure developed by Bray et al. (2004). Twelve independent skill questions on a scale of 0-100% assess self-efficacy in soccer-specific contexts using the stem "My confidence in my ability to... is: \_\_\_\_ %". An example item is "My confidence in my ability to dribble past an opponent is: \_\_\_\_ %". Responses across the 12 items were averaged to compute an overall score. These twelve questions were created to align with Bandura's recommendations for measuring self-efficacy by ensuring questions were characteristic of the antecedents for self-efficacy itself (Bandura, 1995, 1997). Self-efficacy was also assessed using

the nine-item self-confidence subscale from the CSAI-2 (Martens et al., 1990). Although state self-confidence is operationally defined by Martens et al. (1990) differently than Bandura's (1997) definition of self-efficacy, they are both considered measures of self-efficacy in sport performance contexts (Bandura, 1997; Weinberg & Gould, 2014). An example of this subscale is "As an athlete on this team... I'm confident because I mentally picture myself reaching my goal." Scores on the self-confidence subscale were calculated as the mean of the nine items.

### **Analysis**

Prior to the analysis, descriptive statistics were computed (see Table 1). Assumptions for Spearman's correlation—including the absence of outliers and appropriate data scaling—were met (i.e., normality, skewness, collinearity, and kurtosis). Visual inspection and normality checks revealed that the somatic anxiety subscale (CSAI-2) was negatively skewed, while the Caring Climate Scale was positively skewed, each deviating from a normal distribution. As the sample size was less than  $N=30$  and the data was skewed, non-parametric tests for bivariate correlations were conducted with all variables in accordance with recommendations from Bonnett et al., (2000).

To test the hypotheses, Spearman's rank-order correlations were conducted among all study variables to assess bivariate relationships, along with linear regression analyses. All alpha levels were set to  $p < .05$ .

## **Results**

### **Statistics**

An examination of all statistics demonstrated that the athletes, collectively, perceived their coaches to create a caring

climate, along with a moderately task- and ego-involving climate (see Table 4). Additionally, athletes reported moderate to high levels of cognitive anxiety, self-confidence, and self-efficacy, but moderate to low levels of somatic anxiety.

Spearman's rank-order correlations revealed a strong positive correlation between a task-involving climate and self-confidence, and a strong negative correlation with somatic anxiety. Task-involving climates only had a small negative correlation with cognitive anxiety; however, caring climates were significantly related to cognitive anxiety ( $\rho = -.43, p < .05$ ), suggesting a moderate negative relationship. Conversely, ego-involving climates demonstrated a strong positive relationship between cognitive and somatic anxiety. Additionally, ego-involving climates demonstrated a strong negative relationship with self-confidence. Across both climates, neither the task- nor ego-involving climates were significantly associated with self-efficacy, with the differences being negligible.

### **Linear Regression Analysis**

A multivariate linear regression analysis across both the caring climates, task-, and ego-involving climates as a predicting variable found that task-involving climates were only a significant predictor of lower somatic anxiety scores, ego-involving climates were only a significant predictor of lower self-confidence, and caring climates were only a significant predictor of greater self-confidence (see Table 5). All other variables were not significantly predicted by either task- or ego-involving climate.

## **Discussion**

The main goal of this study was to survey youth soccer athletes across Midwestern high school teams and determine whether the athlete-perceived motivational climate was associated with psychological outcomes (i.e., self-efficacy, cognitive anxiety, and somatic anxiety).

It was hypothesized that youth soccer athletes who perceived the motivational climate as more caring and task-involving would have greater amounts of self-efficacy and lower amounts of both anxieties. Additionally, it was hypothesized that those who perceived the motivational climate as ego-involving would be related to greater amounts of anxiety and lowered self-efficacy. Results indicated that athlete perceptions of CTICs were significantly associated with lesser somatic anxiety, and greater self-efficacy (as measured by the CSAI-2, but not cognitive anxiety).

Moreover, results showed that athlete perceptions of EICs were significantly associated with greater cognitive and somatic anxiety and lowered self-efficacy. Across both climates, self-efficacy—as measured by the SE in Sport Measure from Bray and colleagues (2004)—was not significantly related to either climate. To further investigate these relationships, a regression analysis was conducted on the predictive strength of the climates on self-efficacy and anxiety outcomes. The results found EICs to be a significant predictor of lower self-efficacy where caring climates were significant predictors of greater self-efficacy (as measured by the confidence subscale of the CSAI-2). Additionally, task-involving climates were found to be a significant predictor of lowered somatic anxiety.

Previous literature on motivational climate and psychological outcomes—specifically self-efficacy, cognitive, and somatic anxiety in youth athletes—provide greater insight to the current body of research in this area. The literature overwhelmingly supports leadership styles that emphasize the importance of self-improvement, effort, valuing athletes, and seeing mistakes as the learning process (i.e., CTICs), in contrast to those that are hypercompetitive, normative, and punitive (i.e., EICs) (Braithwaite et al., 2011; Harwood et al., 2015; Fry & Moore, 2019). The guiding theoretical frameworks (i.e., AGPT, and Self-Efficacy Theory) work in tandem to explain such outcomes. Specifically, athletes in achievement settings similar to CTIC are more likely to meet antecedents necessary to feel efficacious in a task (e.g., mastery experiences like successfully learning new skills and social support from coaches or teammates), which continue to cyclically perpetuate a cycle of advantageous outcomes (Bandura, 1995, 1997; Harwood et al., 2015). Importantly, the creation of positive climates is important in bolstering athlete self-efficacy, which in turn is found to be a significant predictor of sports performance (Moritz et al., 2000; Wurtele, 1986).

Although this study's focus was purely psychological, previous literature (Hogue, 2020) denoted that physiological markers of stress (e.g., cortisol) can be blunted in CTICs and may be the result of a protective mechanism, demonstrating the merit of welcoming climates. As a result, it is reasonable to suggest that somatic manifestations of anxiety may be blunted when athletes perceive a CTIC. Generally, the opposite effect is true for those in EICs; individuals are more likely to feel

negatively evaluated, judged, and less autonomous (Dickerson & Kemney, 2004), which can spike physiological markers of stress and hinder self-efficacy (Harwood et al., 2015).

### **Limitations**

There are a few notable shortcomings in this study. To begin, the sample size for this study was noticeably small. According to Fraenkel et al. (2023), the minimum sample size required to detect meaningful correlations between variables is  $N=30$ , where this study had a sample size of  $N=27$  athletes. As a result, the data may have been more homogenous and had little spread in the athlete's perceptions of the climate. Moreover, the generalizability of the findings is limited. This sample primarily included male soccer athletes from suburban high schools across the Midwest. As a result, this restricts the applicability of results to female athletes, other geographic regions, and youth participating in different sports. Although we did survey multiple teams, it is difficult to garner an accurate representation of the population with a small sample size. Future research should control for the nested structure of the data (i.e., the effects of each team).

The motivational climate implemented is orthogonal and commonly categorized as either caring, task-involving, or ego-involving; however, coaches may also implement a neutral climate that does not meet the characteristics of any one climate or blends the characteristics of multiple climates. The average score for both CTICs and EICs seems to indicate that a neutral climate was reported by most athletes in the study. Monteiro et al. (2018) showed that, among youth football players, environments lacking a clear caring, task-involving, or ego-involving climate may impact athletes'

motivation and effort. A lack of strength in either direction may indicate athletes neither reap the benefits of a CTIC nor respond as adversely as they might in an EICs when placed in a neutral climate.

Furthermore, self-efficacy was measured through both the CSAI-2 (Martens et al., 1990) and the Self-Efficacy in Soccer measure (Bray et al., 2004). The latter measure uses a percentage of confidence in ability to complete a soccer-specific task on a scale from 0-100. Although this scale has been utilized across studies and is specific to soccer athletes, the scale has not been validated. Such measures can be difficult for athletes to accurately respond to, as it may be difficult to understand what each cutoff for a percentage indicates (i.e., the measure is arbitrary). This can lead to a lack of precision and reduce the meaningfulness of the scale to participants, resulting in a central tendency bias (DeVellis, 2017; Furr, 2011).

A further limitation includes the reliance of single time point, self-reported data. This can introduce the possibility of shared method variance, which may influence observed associations between the motivational climate and the psychological outcomes studied.

### **Future Research Directions**

This study looked at the psychological associations with the perceived motivational climate in youth soccer. Future research can include investigations on motivational climate as a predictor for anxiety and self-efficacy outcomes in differing populations of soccer athletes. Specifically, elite athletes are more likely to have stronger buffering effects against the negative effects of EICs, whereas youth athletes may be susceptible to either climate. Moreover, future investigations could examine

trait anxiety as a predictor of state anxiety responses. This would allow researchers to control for confounds arising from the athletes' disposition, rather than their response to the climate.

While literature on the effect of motivational climate on psychological and physiological outcomes is well-established, no research has been conducted on motivational climate while comparing the responses of athletes of different socio-economic status (SES) as a moderating variable of climate (i.e., would influence the relationship between the motivational climate and its outcomes). Therefore, future research should study the effects of the motivational climate on youth soccer athletes throughout the season and include populations with differing socioeconomic statuses. Such research is important as sport is a universal activity with athletes from a variety of backgrounds. Determining if there is a moderating effect of SES on responses to motivational climates is important in practical applications of holistically tailoring intervention and coaching strategies to specific populations. This literature may also be important in addressing and mitigating negative stigmas that are tied to athletes of certain SES backgrounds.

It is reasonable to suspect that a lack of research in this area may be due to the large number of nuances and the interdisciplinary aspect of SES. Objectively, it is difficult to confine athletes into one group as a defining characteristic of an outcome. Therefore, further research must be conducted to establish a connection between motivational climate and the moderation of outcomes.

One way to begin research in this area is to use a mixed methods approach, combining semi-structured interviews with athletes work to create a theme of responses across SES, alongside quasi-experimental or cross-sectional studies. This would allow researchers to understand athletes' personal perceptions of the climate. It would also allow for researchers to manipulate the climate to experimentally test the results on the athletes and provide a more causal relationship between the variables. Additionally, it is important to construct a research team of various interdisciplinary backgrounds (e.g., sport psychology, psychology of stress and trauma, sociology). Finally, it is important to continue to implement other related theories (i.e., Self-Efficacy and Social Self Preservation Theory) into motivational climate research, as they offer different perspectives as to why athletes may respond differently in each climate.

Additionally, although there is much research on the relationship between the motivational climate and self-efficacy, little has been done on trait self-efficacy as a moderator and mediator of psychological outcomes (Bandura, 1995, 1997). Thus, future studies may investigate the effect of self-efficacy as a moderating and mediating variable between the motivational climate and psychological outcomes.

### **Implications**

This study highlights the benefits of coaches who create positive and empowering climates in contrast to hyper-competitive and more authoritarian climates. As a result, this research may provide objective support towards evidence-based and theoretically-guided interventions with coaches, leaders, parents, and

athletes to better the experiences of athletes. Specifically, leaders may apply coaching education workshops, parent-athlete meetings, and mental skills training sessions to implement CTICs, or psychological skills rooted in CTICs (Harwood et al., 2003; Heydari et al., 2018). For example, Mosewich et al. (2019) led a self-compassion workshop with female athletes and found that intervention groups demonstrated higher self-compassion and lower self-criticism. Additionally, researchers have implemented CTIC approaches to imagery interventions, finding that such interventions may increase sport confidence and resilience (Callow et al., 2001). Coaches have also been able to

successfully implement mental toughness skills in athletes by utilizing strength-based approaches (Gordon & Gucciardi, 2011).

An integral component of sport psychology is the betterment of the community. The Association for Applied Sport Psychology's mission is "to help performers improve their mental health and performance by providing resources and advancing the field of mental performance" (Association for Applied Sport Psychology, n.d.). By advancing the field through novel research and disseminating findings to coaches and athletes, sports psychology can continue to grow and encourage youth sport participation.

<b>n = 27</b>	<b>Male</b>	<b>Female</b>	<b>Non-Binary</b>	<b>Other</b>	<b>Prefer Not to Say</b>
Gender	25 (93.3%)	2 (6.66%)	0 (0%)	0 (0%)	0 (0%)

  

<b>n = 27</b>	<b>African American (Black)</b>	<b>Caucasian (White)</b>	<b>Asian/Pacific Islander</b>	<b>Hispanic/Latina</b>	<b>Native American</b>
Number (%)	2 (5.88%)	24 (70.6%)	4 (11.8%)	3 (8.82%)	1 (2.94%)

  

<b>n = 27</b>	<b>Scale</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Age	–	14.00	17.00	15.64	1.13

Note: N = 27 (Male = 25, Female = 2); \* $p < .05$ , \*\* $p < .01$ ; athletes may identify as multiple ethnicities, where the sum is > 30.

**Table 1.** Demographic Characteristics of Participants

<i>Characteristic</i>	<i>Caring, Task-Involving Climate</i>	<i>Ego-Involving Climate</i>
<i>Focus on Individual Effort and Improvement</i>	Emphasizes personal effort and self-improvement. Athletes should compare progress relative to their own past performance.	Emphasizes normative comparison, with success defined by winning or outperforming others.
<i>Teamwork and Cooperation</i>	Promotes teamwork, collaboration, and respect. Athletes support growth and celebrate group achievements.	Prioritizes individual achievement over cooperation, encourages rivalry between teammates.
<i>Coach's Role</i>	Coaches act as supportive mentors, valuable others in providing encouragement and constructive feedback.	Coaches emphasize winning at all costs, praising star athletes and outperforming others.
<i>Emotional Environment</i>	Athletes feel supported and valued regardless of outcome.	Stressful environment with increased pressure and anxiety, as athletes fear judgment and potential exclusion based on performance.
<i>Response to Mistakes</i>	Mistakes are seen as learning opportunities, with encouragement to keep trying. Feedback is improvement-based rather than judgment.	Mistakes are criticized, leading to feelings of shame or lowered self-worth; low tolerance for errors.
<i>Motivational Outcomes</i>	Encourages intrinsic motivation, where athletes participate for enjoyment and personal growth; linked with higher long-term engagement.	Fosters extrinsic motivation, where athletes are primarily motivated by rewards or status; can lead to burnout and disengagement in athletes.

**Table 2.** Characteristics of Caring, Task-Involving Climates (CTICs) vs. Ego-Involving Climates (EICs)

Theory	Constructs	Explanation of Motivation	Implications in Sport Psychology
<b>Achievement Goal Perspective Theory (AGPT)</b>	Motivational Climate: The environment (caring, task-involving vs. ego-involving) influences athletes' achievement motivation and experiences.	CTICs linked to intrinsic motivation; EICs linked to extrinsic motivation.	CTICs foster intrinsic motivation and persistence, while EICs are linked to maladaptive psychophysiological variables.
<b>Self-Efficacy Theory</b>	Refers to confidence in one's own ability to perform a task successfully in a specific situation; is influenced by past successes, vicarious experiences, social support, and emotional states.	Motivation is driven by self-confidence: athletes with higher self-efficacy are more likely to engage in challenging activities and persist through adversity.	Higher self-efficacy leads to greater psychological outcomes and enhanced performance. Low self-efficacy can lead to avoidance of challenges, participation, and worsened performance expectations. CTICs are important in fostering self-efficacy

*Note. This chart represents an overarching representation of three psychological theories commonly applied in sport settings to understand motivation and performance.*

**Table 3.** Theoretical Constructs and Definitions

Variables	1	2	3	4	5	6	7
1. Task PMCSQ	—						
2. Ego PMCSQ	-.55**	—					
3. Caring Climate	.74**	-.75**	—				
4. Cognitive Anxiety	-.26	.37*	-.43*	—			
5. Somatic Anxiety	-.59**	.53**	-.64**	.63**	—		
6. Self-Confidence (CSAI-2)	.53**	-.58**	.65**	-.44*	-.78**	—	
7. Self-Efficacy	-.07	-.19	.08	-.38*	-.52*	.62**	—
Mean (SD)	3.77	3.72	4.03	2.68	1.83	2.85	77.1
	(.54)	(.57)	(.90)	(.71)	(.63)	(.74)	(13.5)
Scale	[1-5]	[1-5]	[1-5]	[1-4]	[1-4]	[1-4]	[0-100]

**Table 4.** Spearman’s Rank-Order Correlations Among Task-Involving Climates, Ego-Involving Climates, Caring Climates, Cognitive Anxiety, Somatic Anxiety, and Self-Efficacy

Dependent Variable (Task)	Predictor (IV)	Std. Error	Beta (Standardized)	t	Sig.
Cognitive Anxiety (CSAI-2)	Task PMCSQ	0.114	-0.074	-0.860	0.747
	Ego PMCSQ	0.275	0.330	1.510	0.159
	Caring Climate	0.180	0.150	1.111	0.280
Somatic Anxiety (CSAI-2)	Task PMCSQ	0.221	-0.424	-2.240	0.034*
	Ego PMCSQ	0.214	0.294	1.520	0.133
	Caring Climate	0.190	-0.250	-1.684	0.110
Self-Confidence (CSAI-2)	Task PMCSQ	0.259	0.295	1.550	0.134
	Ego PMCSQ	0.246	-0.415	-2.190	0.040*
	Caring Climate	0.220	0.340	2.045	0.049*
Soccer Self-Efficacy	Task PMCSQ	5.884	-0.152	-0.645	0.537
	Ego PMCSQ	5.710	-0.165	-0.689	0.502
	Caring Climate	4.000	0.080	0.500	0.620

Note. \* indicates significance at the  $p < .05$  level

**Table 5.** Linear Regression with Caring, Task-Involving Climates, Ego-Involving Climates, Caring Climates as Predictors of Cognitive Anxiety, Somatic Anxiety, and Self-Efficacy.

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