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Competitive and Recreational Youth Sport Structures and Gender: A Study of Goal Orientation, Intrinsic Motivation and Self-Efficacy

A Thesis Presented
to the
School of Kinesiology
Lakehead University

In Partial Fulfilment
of the Requirements for the
Degree of Masters of Science
in
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by
Keltie MacDonald

Abstract

The purpose of this study was to examine youth sport participant's achievement goal orientation, intrinsic motivation and self-efficacy in relation to their gender and the sport structure they participate in, competitive or recreational. Situational factors that might influence the climate were also measured. Intrinsic motivation was assessed with the Intrinsic Motivation Inventory (IMI) while goal orientations were assessed with the Task and Ego Orientation in Sport Questionnaire (TEOSQ). Self-efficacy was assessed with both quantitative and qualitative methods. Structure types were checked using the Perceived Motivational Climate in Sport Questionnaire (PMCSQ) in order to ascertain the motivational philosophy of the team. Qualitative data was collected from the coaches of each team regarding their motivational style and coaching certification. Questionnaires were administered to 161 boys and girls. Thirty of these participants were interviewed to gain qualitative data regarding their self-confidence in soccer. A 2 X 2 (gender X structure) factorial ANOVA revealed a significant difference for intrinsic motivation. The competitive league participants had greater scores of overall intrinsic motivation, and greater scores in the three IMI subscales for interest/enjoyment, perceived competence and effort/importance. Paired sample t- tests revealed task orientation to be significantly greater than ego orientation in all participants as well as perceived mastery. The coaches of the competitive structure were all highly qualified, each having obtained Level 3 certification in the National Coaching Certification Program. Contradictory to other studies, this study suggests

that athletes in a competitive situation can be more intrinsically motivated than recreational structures. The results suggest that both the recreational and competitive sport structures were perceived as mastery-based. The highly qualified coaches may have contributed to the perception of the competitive league being mastery-based. The present study also found no gender differences in self-efficacy, which does not support past research.

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Introduction

Children are exposed to a variety of sporting activities during their lives. The sport structures (recreational or competitive) in which these activities are based may emphasize different philosophies and goals and therefore influence the athlete's perception of the sport. Some sport organizations build their programs with the goals of competition and winning as a priority; other programs emphasize participation and fun. Different motivational climates can encourage or discourage children from continuing in their chosen sport.

Generally, a competitive sports league places great importance on winning. Success is determined by social comparison and focuses upon external criteria. Perception of success depends on how well the player does compared to others. On the other hand, recreational sport structures generally avoid comparisons with peers and base the perception of success upon personal improvement. Fortier, Vallerand, Briere, and Provencher (1995) suggested that "It appears that in a competitive structure the focus is more on winning-something extrinsic to the sport than in a recreational structure, where athletes probably play for fun rather than to win at all costs" (p.32). Although the two sport structures often promote these two unique philosophies, situational factors such as the coach's goals and reward systems may influence the structure's motivational environment differently.

The perceived motivational climate of a sport structure may influence an individual's achievement goal orientation which is defined as an athlete's

predisposition to approach or avoid a competitive situation. It can also affect one's intrinsic motivation, motivation that comes from within and is not determined by external rewards, and self-efficacy, which is synonymous with an individual's belief that he/she is competent and can succeed at a specific task.

Achievement Motivation

Nicholls (1984) defines achievement motivation as the way in which children come to view their own perceived ability. There are two ways of defining success according to this theory: either through task or ego involvement. Task involvement is based on learning, improvement, and meeting the demands of the activity. Perceived success or competence is self-referenced and the individual's experience of personal improvement is the key. Ego- involvement implies superiority over others. Success within this type of orientation is defined as the favourable comparison of one's own ability (White & Duda, 1994).

According to Nicholls (1984), the perception of ability varies developmentally and is dependent upon personal dispositions and situational factors. Before the age of six, children do not use information from social comparison sources as a method of evaluating their success in completing a task. When a young child perceives that a positive relationship exists between the concepts of ability and effort the child is said to have a task orientation. A task motivational orientation is characterized by: personal perceptions of success, persistence in face of failure outcomes, selection of moderate and realistic tasks, and intrinsic motivation (Duda, 1987).

After the age of seven, the child becomes ego oriented, and begins to view perceived ability in terms of how other children perform. Nicholls (1984) suggests that no longer is success found in just performing the task better than it was performed the last time; now the child must perform it better than other children do. Ego motivation orientation is marked by peer comparison, dropout in response to failure, selection of easy or difficult tasks (in order to avoid failure or to have an excuse if failure occurs) and extrinsic motivation.

After the age of 11 or 12, either a task or ego involved disposition may be adopted, depending on the situation, and the perceived motivational orientation of the climate. Environmental factors, such as the presence of an audience, competition, the coach's expectations, and other evaluative cues that influence the child to focus on social comparison will result in an ego-oriented disposition. Situations that focus on personal mastery, improved personal performance and de-emphasize social comparison, will promote a task oriented disposition. Nicholls suggested that children fluctuate between these two perceptions of ability, depending upon their environment.

Recent studies support Nicholls' theory that states that different climates have different effects on the ego-orientation of children (Goudas, Biddle, Fox, & Underwood, 1995; Theeboom, DeKnop, & Weiss, 1995). Environments that are perceived by the child to emphasize self improvement and skill development support the development of a task orientation. Perceptions of motivational climates that promote social comparison and winning promote an ego-orientation.

Motivational climates also affect continuance in sport. Smith, Smoll, and Curtis (1979) found that children who participated in a positive and encouraging sporting environment exhibited a greater desire to continue their participation than their counterparts who played in an environment that did not provide positive reinforcement.

Duda (1989) suggested that it is essential to examine how children process the game or actual sport experience and to examine the child's understanding of demonstrated effort, task difficulty, and task performance. She stated that developmentally based sport research should emphasize the potential impact of situational factors on motivation. Differences in the child's emphasis on self-referenced or normative ability must not be assumed to occur due to age. Differences could indicate more pressure being applied in the situation to compete and to socially compare themselves with others in the athletic domain. Duda (1987) argued that based on Nicholl's theory (1984), children who participate in highly evaluative and competitive sport organizations, rather than in leagues that are recreational and participation oriented, would be more likely compare their ability with others as they grow older.

Intrinsic Motivation

Intrinsic motivation can be defined as doing an activity for itself, out of interest, and for the pleasure and satisfaction derived simply from performing it (Deci & Ryan, 1985). The positive effects of engaging in an activity for the pure pleasure and satisfaction of the experience, similar to a task orientation

environment, increases one's intrinsic motivation and leads to the individual wanting to re-experience those feelings. The development of an athlete's intrinsic motivation is one of the ultimate goals of youth sport programs (Cox, 1998). It is based on the individual's need to be competent and self-determining in his/her surroundings (Deci, 1975). "By actively engaging in the environment, by taking on and conquering challenges that are optimal for their capacities, people often feel a sense of personal efficacy" (Ryan, Vallerand, & Deci, 1984, p. 232). The rewards for those kinds of activities are the good feelings and thoughts that accompany them. Self-confidence is linked to these positive feelings and a higher incidence is found within a mastery motivational climate.

Conversely, extrinsic motivation is based on performing an activity for an external reward. The Cognitive Evaluation Theory (Deci & Ryan, 1985) suggests that external rewards can lead to a reduction in intrinsic motivation by de-emphasizing the original goal of participation for pure enjoyment. Ego involvement reflects a type of personally created control which results in the belief that one's behaviour is externally regulated (Duda, Chi, Newton, Walling, & Catley, 1995). "Contrary to intrinsic motivation, extrinsic motivation pertains to a wide variety of behaviours where the goals of action extend beyond those inherent in the activity itself" (Fortier et al., 1995, p. 25).

Deci (1975) found, in some instances, rewarding someone for performing an interesting task will reduce the interest or intrinsic motivation for that task. An extrinsic reward that is strong, salient, and expected encourages athletes to

attribute their participation to external causes and can reduce intrinsic motivation. A second type of effect that extrinsic rewards can have is informational in nature. It is a type of external reward which provides feedback to the person and enhances that person's sense of competence and self-determination, which in turn increases intrinsic motivation.

Intrinsic motivation and achievement goal orientation have been found to affect each other (Walling, Duda, & Chi, 1993). Individuals who hold a mastery orientation also participate due to intrinsic motivation because they are self-referenced and self-determined. They also tend to be more self-confident because they feel more in control. On the other hand, individuals who have an ego orientation tend to have decreased intrinsic motivation due to the controlling aspects of their involvement. Nicholls (1989) stated that ego involvement by its defining features is incompatible with intrinsic motivation. The ego involved individual views achievement striving as a means to an end, in other words, the demonstration of superior ability.

Children who have high task orientation are more apt to be intrinsically motivated than are children who adopt a high ego orientation (Fox, Goudas, Biddle, Duda, & Armstrong, 1994). Fortier et al. (1995) found that recreational athletes had higher levels of intrinsic motivation than their competitive league counterparts. Duda et al. (1995) suggested "that people, as a function of how they tend to subjectively define success and judge how competent they are at athletic activities, are more or less likely to find sport intrinsically motivating" (p. 55). Their study found

that task orientation corresponded to greater scores on the Intrinsic Motivation Inventory (IMI) (Ryan, 1982), an instrument used to assess intrinsic motivation.

Self-Efficacy

Bandura (1986) defines "self-efficacy" as an individual's belief that he/she can succeed at a specific task and is competent at that task. Bandura purports that self-efficacy is enhanced by successful performance, vicarious experience, verbal persuasion, and emotional arousal. Most importantly, successful performance increases expectations for future success while failure lowers expectations of success. Bandura proposed that self-efficacy is necessary for competent performance.

The development of self-efficacy in young athletes in a sport specific situation is closely associated with the level of success that they are able to experience. A strong predictor of future self-efficacy is past personal performance. Self-efficacy can be enhanced when performance has been oriented to process and mastery rather than to outcome and success (Treasure, Monson, & Lox, 1996). Compared with people who doubt their capabilities, those who exhibit high self-efficacy generally work harder, persist in the task longer, and achieve at a higher level (Cox, 1998).

Nicholl's (1984) developmental theory of achievement motivation supports the notion that a mastery perspective will enhance one's perception of perceived ability and in turn, will increase one's self-confidence. Situational factors, especially positive coaching behaviours in sport have been found to have the biggest impact

upon children who began the season with the lowest levels of self-confidence (Smith, Smoll, & Curtis, 1979).

Gender Differences

Research investigating achievement goal orientations has found differences between genders. Males are more likely to place a greater emphasis on ego involved goals in the athletic context than are females. Males also tend to be more concerned with winning and in demonstrating their ability in competitive contexts than females are, especially at high levels of competition. Females are more negatively affected by external factors and social comparisons, and males are often more competitive and "win" oriented than girls (Corbin, 1981; Gill, 1986; Duda, 1987; White & Duda, 1994).

Certain circumstances may be perceived differently by male and females, such as whether an activity is gender-role appropriate or not. For example, football is considered to be a male-appropriate sport, synchronized swimming a female-appropriate activity and swimming a neutral activity. Lirgg (1991) found that females do show lower self-confidence than males when performing male-appropriate tasks, but, when the tasks are gender neutral, they do not. In comparison to men, women have lower levels of self-efficacy if they believe the task is something that is unchangeable, however, if the woman believes that the task can be learned and acquired, self-confidence will increase (Lirgg, George, Chase, & Ferguson,1996).

Kavussanu and Roberts (1995) found that women who perceived individual

improvement and learning as their most important objectives, reported high self-efficacy. Men reported high self-efficacy when they perceived their ability to be greater than others.

Previous research on the role of gender in achievement behaviour reported that females avoid competition because it conflicts with the traditional feminine image. Researchers have suggested an explanation for this phenomena, stating that males are socialized differently and are less likely to exhibit "fear of success" in competitive situations (Horner, 1972). Recent research has found that gender differences in goal orientation in sport exist, but are not necessarily related to traditional socialization theories. Males have greater ego-orientation scores and lower task-orientation scores than females regardless of sport structure. Males also have increased ego orientation in competitive sport involvement (Duda, 1988; Gill, 1986; White & Duda, 1994).

Females perceive mastery and cooperation to be the most important purposes of sport participation, whereas males believe that enhanced competitiveness, social status, and career opportunities are most important (Duda, 1989). Therefore, motivational sport climates that encourage task involvement and mastery are climates in which both females and males will participate in with the highest levels of self-efficacy.

Sport Structure

Children are generally involved in two kinds of sport: recreational or competitive. Recreational leagues are usually based on the philosophy of playing

for fun, for participation and not necessarily just to win. Competitive leagues focus more on winning something extrinsic to the sport and place greater emphasis on performance outcomes (Fortier et al., 1995). However, both structures can be influenced by situational factors such as parents, coaches, and the league's philosophy. "Existing work on goal perspectives suggests that whether one is in a state of task or ego involvement is a function of dispositional differences and situational factors" (Seifriz, Duda, & Chi, 1992, p. 377). Most educational research on situational factors has emphasized how the existing goal structure in the classroom relates to students' perceptions and behaviours. Ames and Archer (1988) suggested that motivational climate in a learning structure is assumed to be a function of the goals to be achieved, the evaluation, and the reward process. In addition, how the individuals are requested to relate to each other in a particular setting is also an important aspect of the climate.

Wankel and Kriesel (1985) found that some of the most important enjoyment factors for youth sport participants were: excitement of the sport, personal accomplishment, and improvement of skills. Social items of being on a team and being with friends were consistently of intermediate importance. Extrinsic factors such as winning and getting rewards were identified as least enjoyable by the same participants. Depending on the perceived motivational environment and the outcome, the child may be encouraged to continue in the sport or drop out. "The development of an athlete's intrinsic motivation and self-confidence is the ultimate goal of youth sport programs" (Cox, 1998 p. 262).

Recreational Sport

Recreational sport usually emphasizes a mastery-type environment, one which promotes skill improvement and self-referenced development. Social comparison is not included in the evaluation process. It tends to be "more informal, self-directed participant-oriented and focussed on skill development and the exercise itself" (Duda, 1989, p. 45).

Competitive Sport

Martens (1971, p. 8) defined a competitive situation as : "a situation in which the comparison of an individual's performance is made with some standard in the presence of at least one other person who is aware of the criterion for comparison and can evaluate the comparison process". A greater emphasis is usually placed on performance outcomes and normative ability. Competitive sport structures often emphasize winning at all cost (Fortier et al., (1995).

Competition, that emphasizes winning as a main goal, may lead to a reduction in intrinsic motivation because of its controlling nature. When athletes compete only to compare themselves to others, the main reason for their participation is an external reward and not the joy of participation (Cox, 1998). Fortier et al. (1995) stated that: "It appears that in competitive structures, the focus is more on winning something extrinsic to the sport than in recreational structure, where athletes probably play for fun rather than to win at all cost" (p. 32). It was revealed in Fortier's study that competitive athletes showed less intrinsic motivation to accomplish things and less intrinsic motivation to experience stimulation than

recreational athletes. The study noted that various situational factors such as rewards, deadlines, threats, and surveillance that can be found in competitive situations can have negative effects on intrinsic motivation.

Few studies have examined recreational and competitive sport environments in a natural setting. Lloyd and Fox (1992) examined two adult aerobic classes and found that the externally referenced group significantly raised their ego-oriented scores after a 6 week period. Fortier et al. (1995) studied college athlete's in both a competitive and recreational league. Athletes in the recreational group were significantly more intrinsically motivated, and the study concluded that the results "are in line with laboratory studies on competition and give some weight to the possibility that sport structures influence sport motivation" (p. 34).

Perceived Motivational Climate

Existing work on goal perspectives suggests that whether one is in a state of task or ego involvement is a function of dispositional differences and situational factors:

> To date, most of the research on goal perspectives has investigated individual differences in task and ego orientation and their cognitive, affective, and behavioural correlates. The role of athletes' perceptions of the situationally induced goal perspectives operating in sport on motivational variables has not been addressed (Seifriz, Duda, & Chi, 1992, p. 376).

The climate in which the child has to operate can influence the way that

he/she learns and the goal orientation that he/she internalizes. Nicholls (1984) suggests that the learning environment has a great effect on the child's perceived ability. The European Federation of Sport Psychology (1996) recommends that a mastery or task oriented motivational climate should be created: "A mastery oriented climate creates conditions favourable for the development of a child's initiative, independence, and self esteem" (p. 225).

Recreational and competitive leagues generally represent different motivational climates. However, situational variables such as the coach's and league's evaluation and reward system can influence the climate greatly. A highly competitive league may encourage a task involved perspective when skill improvement and intrinsic motivation are the major focus. Conversely, a recreational team may have a coach that emphasizes winning and social comparison, thereby creating an ego-oriented environment. Therefore, it is necessary to look beyond the sport structure and its' assumed goals, and examine the perception that the individual participants have regarding the achievement orientation of the team. "The coach or teacher and the organizers of youth sport programs are primarily responsible for establishing the climate and environment for youth sport participation" (Cox, 1998, p. 265). The climate created by the coach can be a powerful agent in determining whether a young athlete will increase in intrinsic motivation and self-confidence.

Ames and Archer (1988) investigated the relationship between the perception of motivational climate and motivational processes in high school classrooms.

Children that perceived a mastery oriented structure in the classroom were more likely to use effective learning strategies, choose challenging tasks, have positive attitudes, and perceive effort as the primary reason for success. In the performance based climate, the children perceived high ability as the reason for good performance and low ability when they experienced failure.

Kavussanu and Roberts (1995) studied the relationship between perceived motivational climate, intrinsic motivation and self-efficacy. Perceptions of mastery climate were positively associated with enjoyment, effort, perceived competence, and self-efficacy and were inversely related to tension. They found evidence of greater self-efficacy in individuals who were led to believe that a motor task or skill is learned. Links to mastery motivational climate and intrinsic motivation in a sport setting were revealed in the same study.

Purpose

The primary purpose of the present study was to determine if there is an association with sport structure and gender with achievement goal orientation, intrinsic motivation and self-efficacy in children involved in youth sport. Past research in this area has been done with college level athletes but not children. Specifically, it was hypothesized that recreational league participants would be more task-oriented, intrinsically motivated and self-efficacious.

The secondary purpose of this study was to assess the relationship between the participant's perception of the motivational climate of his/her team and the sport structure's goal and reward system. It was hypothesized that the recreational

league climate would be perceived as one that emphasized mastery goals and that the competitive league climate would be performance orientated.

Finally, the tertiary purpose of this study was to examine the salient situational factors within the sport structures such as the coaches' team goals, philosophies and qualifications which may influence the motivational perceptions of the participants.

Method

Participants

Participants were recruited from a local soccer club which provides both recreational (house league) and competitive (representative team) opportunities for the registrants. A total of 161 soccer players (n=74 males and n=87 females) volunteered to participate in the study. Sixty-two respondents were from the competitive league and 99 from the recreational league. Ages ranged from 10 to19 years. The local soccer club provides two different leagues. The house (recreational league) teams play once a week against other teams of the same age and gender. There are no practices and anyone can join the team. Recreational league players are not assigned to certain positions during the season (fall through spring). The representative (competitive league) teams are made up of players from the house league who are interested in also playing more often and at a higher, competitive level. These participants play once a week with their house league (recreational) team and in addition, they play at least once a week with their own representative team. The competitive teams travel out of town to compete at provincial and regional tournaments. Locally, each representative team plays other house leagues that are one age category above their own, so the challenge is greater. Participants have to earn a position on the competitive team by demonstrating a certain level of skill and ability to the coaches and managers. Representative team players have to practise several times a week. Players in the competitive league need to maintain their skill levels during the season, or they are

not allowed to play. The representative team participants play only certain positions and remain in those positions during the entire season.

Each team from the recreational and competitive league has a different coach. The coaching positions are on a volunteer basis. Some of the recreational teams are coached by two volunteers and the job responsibilities are shared.

Instrumentation

Achievement Goal Orientation

Dispositional motivation orientation was assessed using the Task and Ego Orientation in Sport Questionnaire (TEOSQ) developed by Duda and Nicholls (1992). This particular measure was designed to determine the criteria an individual uses to judge his or her success and competence. The measure includes two subscales, which measure both task and ego-orientation. Each participant was asked to respond to the statement "I feel most successful when..." and indicate his or her agreement on 13 items reflecting task and ego orientations to subjective success. Seven items reflect task orientation and 6 items reflect ego-orientation. Responses were scored on a 5-point Likert Scale from strongly disagree (1) to strongly agree (5). A mean score was calculated for both the task and ego scales. The TEOSQ has been found to be reliable and valid in the physical domain with an alpha coefficient of .72 (Duda & Nicholls,1992) (see Appendix A).

Intrinsic Motivation

The Intrinsic Motivation Inventory (IMI) (McAuley, Duncan, & Tammen, 1989; Ryan, 1982) was used to assess overall intrinsic motivation. It is a self report

questionnaire which examines four principal components of intrinsic motivation: interest/enjoyment, perceived competence, effort/importance, and pressure/tension. Items are scored on a 7-point Likert scale from strongly agree (1) to strongly disagree (7). A score is determined for each of the subscales and then summed to give an overall measure of intrinsic motivation. The present study was interested in both individual subscales scores and the cumulative scores.

The 16 item version of the IMI was used in this study. This version has been utilized and deemed reliable by McAuley et al., (1989) with a alpha coefficient of .85. Intrinsic Motivation Inventory items are generically worded so that researchers can substitute the activity or task of interest in the item structure. The IMI used in this study was reworded to refer to soccer (see Appendix A). The subscale interest/enjoyment signified the amount of interest and enjoyment experienced by the individual during his/her soccer play. The perceived competence subscale identified feelings of self-efficacy associated with ones' ability to play soccer. The third subscale, effort/importance, indicated how much effort the individual expended during regular soccer matches. Finally, the pressure/tension subscale measured the pressure and tension experienced by the participant during soccer games. Item #17 in this scale relates to self-efficacy and was added by the researcher.

Self-Efficacy

Self-efficacy was measured both qualitatively and quantitatively. Self-efficacy was measured by assessing the participant's self-efficacy in soccer through one question, on a Likert scale from 1 (strongly disagree) to 7 (strongly

agree) (see Appendix A, Section B, question #17). Information regarding self-confidence in soccer was also collected through an interview process

Perceived Motivational Climate

In order to capture the participant's perception of the motivational climate in his/her team and league, 12 questions from the Perceived Motivational Climate Questionnaire (Seifriz, Duda, & Chi, 1992) were used (see Appendix A, Section C).

Situational Factors - Coaching Qualifications and Team Goals

The coaches of each team were asked to respond to several written questions related to their coaching goals for the team, technical and theoretical sport education, and past experience in coaching. Win/loss records of each team were also recorded (see Appendix A, Section D).

Procedure

Approval for this study was obtained from Lakehead University's Ethics Advisory Committee and the Lakehead Express Soccer Club. An information package was then provided to each registrant during the fifth week of the regular season, before a regular house league game. The package included a cover letter explaining the purpose and requirements of the study along with a consent form for the participants, and also for the parent/guardian if the child was under 13 years (see Appendix B). The researcher was also available during that time to answer any questions about the study. The players were asked to return the signed consent forms before the eighth week of regular play.

During the eighth week of soccer play, the participants with signed consent

forms were asked to complete an information sheet regarding demographics and the three scales. These were completed individually after their game, in a team setting in the locker room. The questionnaires included questions relating to the player's achievement goal orientation, intrinsic motivation, self-confidence, and the perceived motivational climate of his/her team. The recreational players were asked to respond to the questions like they would playing in the house league and the competitive players were asked to respond as they would when they were playing on the competitive team. The respondents were encouraged to ask the researcher about anything they found unclear or did not understand about the questionnaire. At the end of the session they were each thanked and given a candy.

A qualitative component was included to provide insight into the self-confidence of the soccer players. Participants for the interviews were randomly chosen from the recreational and competitive teams with an equal number of males and female. A total of 30 participants were chosen after regular scheduled games and were interviewed. The interviews were conducted 2 to 4 weeks after the questionnaire sessions (weeks 10-12), after a regular team game.

The participants were asked to respond to an open-ended question regarding their self-confidence in soccer. The house league players were asked to respond to the question to reflect the feelings they have when they play in house league and the competitive league players were asked to respond as they would when playing in a competitive league game. Two prompts were used by the interviewer if it was deemed necessary. The prompt questions were: " What situations make your self-

confidence increase?" and "What situations make your self-confidence as a soccer player decrease"? The players were then thanked for their time and were given a candy. All interview conversations were taped and transcribed. The transcriptions were evaluated by both the researcher and another graduate student for common themes to avoid bias. A minimum of five similar responses was required to create a theme.

The coach's questionnaire was filled out by the coach after a regular game. The coach's questionnaire data was identified only by his/her team's category (age and structure).

Design

A 2 x 2 (gender by structure) factorial ANOVA design was used to determine significant differences among the relationships of sport structure and gender with achievement goal orientation, intrinsic motivation, perceived motivational climate, and self-efficacy. Paired sample t-tests were done between the two subscales of the TEOSQ and the PMCSQ to determine differences and similarities between the task and ego subscales and the mastery and performance subscales, respectively.

Common themes noted from the participants' interview regarding self-confidence in sport were analysed according to sport structure and gender. Qualitative data collected from the coaches interviews were analysed and compared to the structure that he/she coached in. The perceived motivational climate questionnaire was used as a tool to check the motivational environment of the recreational and competitive sport structures.

Results

Gender and sport structure were analysed quantitatively on three separate dependent measures: achievement goal orientation, intrinsic motivation, and self-efficacy. Self-efficacy was also measured using qualitative analysis, by interviewing 30 participants representing both levels of gender and structure. Perceived motivational climate was measured to assess the environment of the structure that the players participated in. Lastly, coaches of each team were asked to complete a questionnaire regarding their primary goals for the team, qualifications, and coaching background.

Achievement Goal Orientation

Achievement goal orientation was measured using the TEOSQ. The TEOSQ items were scored on a Likert scale from 1 (strongly disagree) to 5 (strongly agree). Means and standard deviations were used to identify the two subscales in the goal orientations measure. Participants in both the recreational and competitive structures were significantly higher in task-orientation than ego-orientation (t (152) = -15.97, p < .001). Mean scores and standard deviations for gender and structure are presented in Table 1.

Table 1 Means and Standard Deviations for Achievement Goal Orientation

Goal Orientation	Males (n = 74)		Females (n = 87)	
	M	SD	M	SD
Task Orientation				
Recreational	28.74	5.30	28.50	5.30
Competitive	29.58	6.20	31.24	3.12
Ego Orientation				
Recreational	17.02	6.01	13.51	5.00
Competitive	18.44	6.64	14.82	6.16

A 2 (gender) X 2 (structure) factorial ANOVA was conducted for both task and ego orientation. A main effect was identified for gender indicating that males were significantly higher in ego-orientation than females ($F(1,140) = 10.53$, $p < .001$). There was no main effect for structure or interaction effect. There was no relationship for task orientation with gender or structure.

Intrinsic Motivation

Intrinsic motivation was measured using the Intrinsic Motivation Inventory (IMI) and its four subscales. Overall intrinsic motivation and IMI subscale means and standard deviations can be found in Table 2. A 2 (gender) x 2 (structure) factorial ANOVA was conducted with overall intrinsic motivation as the dependent variable. Results revealed a significant main effect for structure, indicating that competitive participants were more intrinsically motivated than their recreational

counterparts (F (1,157) = 14.577, p < .001). There was no main effect for gender or interaction effect.

Table 2 Means and Standard Deviations for Intrinsic Motivation

Intrinsic Motivation	Males (n = 74)		Females (n = 87)	
	M	SD	M	SD
Overall Intrinsic Motivation	78.78	9.82	78.95	7.59
Recreational	77.31	7.75	76.40	7.54
Competitive	81.33	12.41	82.74	5.98
Interest/Enjoyment				
Recreational	25.00	3.69	25.11	2.90
Competitive	25.74	4.68	26.97	1.56
Perceived Competence				
Recreational	21.88	3.87	20.43	3.29
Competitive	24.18	4.75	22.14	3.02
Effort/Importance				
Recreational	23.53	4.43	22.66	3.49
Competitive	25.59	4.02	26.38	2.03
Pressure/Tension				
Recreational	17.31	4.24	16.98	3.50
Competitive	18.46	3.68	17.32	4.47

IMI subscales

For the "interest and enjoyment" subscale, a main effect was identified for structure ($F(1, 158) = 6.570$, $p < .05$). Participants in the competitive league found the interest and enjoyment they experienced in soccer significantly higher than their recreational counterparts. There was no main effect for gender or interaction effect. A main effect for both gender ($F(1, 154) = 8.355$, $p < .01$) and structure ($F(1, 154) = 10.957$, $p < .001$) was discovered for the "perceived competence" subscale: males perceived themselves as being more competent than the females did; and the competitive participants' mean scores were significantly higher in perceived competence than those of the recreational group. No interaction effect was observed. For the "effort/importance" subscale, a main effect was observed for structure ($F(1, 155) = 23.27$, $p < .001$). Competitive league players placed significantly more effort and importance on their game of soccer then the recreational participants did. No main effect for gender or interaction effect was noted. No main effects or interactions were found in the "pressure and tension" subscale.

Self-Efficacy

Self-efficacy was measured using two methods. The first was a single question measuring the individual's self-efficacy to play soccer. A 7-point Likert scale was used with the highest rating (7) indicating greatest degree of self-efficacy. The mean score of the total sample was 5.70 ± 1.27, with a range of scores from 5.42 to 5.89. Mean scores and standard deviations are described in Table 3. A

2 (gender) X 2 (structure) factorial ANOVA was conducted for self-efficacy. No main effects or interaction effects resulted.

Table 3 Means and Standard Deviations for Self-Efficacy

Self-Efficacy	Males (n = 74)		Females (n = 87)	
	M	SD	M	SD
Recreational	5.89	0.98	5.42	1.39
Competitive	5.81	1.61	5.77	1.09

Perceived Motivational Climate Sport Questionnaire

The PMCSQ was used to measure the participant's perception of their league's motivational climate. The questionnaire was used as a measure to check the motivational emphasis of the structure. The questionnaire consisted of 12 questions, six that measured a mastery-motivational environment and six that measured a performance-type motivational climate. The questions are scored on a Likert scale, from 1 (strongly disagree) to 5 (strongly agree). The measurement produces a score for both subscales, perception of a mastery climate and perception of a performance climate. A low score indicates a low perception of the particular climate, and a high score signifies a high perception of the climate. The range for both subscales is 6 to 30. The mean score for perceived mastery climate was 25.32 $\pm$ 3.62 while the mean score for perceived performance climate was 16.30 $\pm$ 5.44. Males and females scored significantly higher in perceived mastery

climate than in perceived performance climate, (t = 15.61 (153), p < .001) (see Table 4).

Table 4 Means and Standard Deviations for Perceived Motivational Climate

Climate	Males (n = 74)		Females (n = 87)	
	M	SD	M	SD
Mastery				
Recreational	25.70	2.56	25.94	3.57
Competitive	23.00	5.08	25.97	2.96
Performance				
Recreational	18.28	6.88	14.04	4.52
Competitive	17.96	4.87	15.82	3.27

A 2 (gender) x 2 (structure) factorial analysis of variance was conducted on the subscales of mastery and performance. A main effect was identified for gender for the subscale of perceived performance climate (F(1, 140) = 13.74, p < .001) which indicated that the boys perceived their team's motivational climate to place more emphasis on performance than the girls did. There was no main effect for structure nor was there an interaction effect (see Table 5). A main effect for both structure (F(1,140) = 5.953, p < .05) and gender (F(1,140) = 7.143, p <.05) was discovered for perceived mastery climate. An interaction effect was observed for gender by structure in relation to perceived mastery climate (F(1, 140) = 5.503, p < .05) (see Figure 1).

Table 5 Analysis of Variance of Perceived Motivational Climate

Perceived Motivational Climate	F	p
Mastery		
Gender	7.143	.008**
Structure	5.953	.016*
Gender X Structure	5.503	.020*
Performance		
Gender	13.744	.000***
Structure	.355	.552
Gender X Structure	1.442	.232

Note: *p < .05 **p < .01 ***p < .001

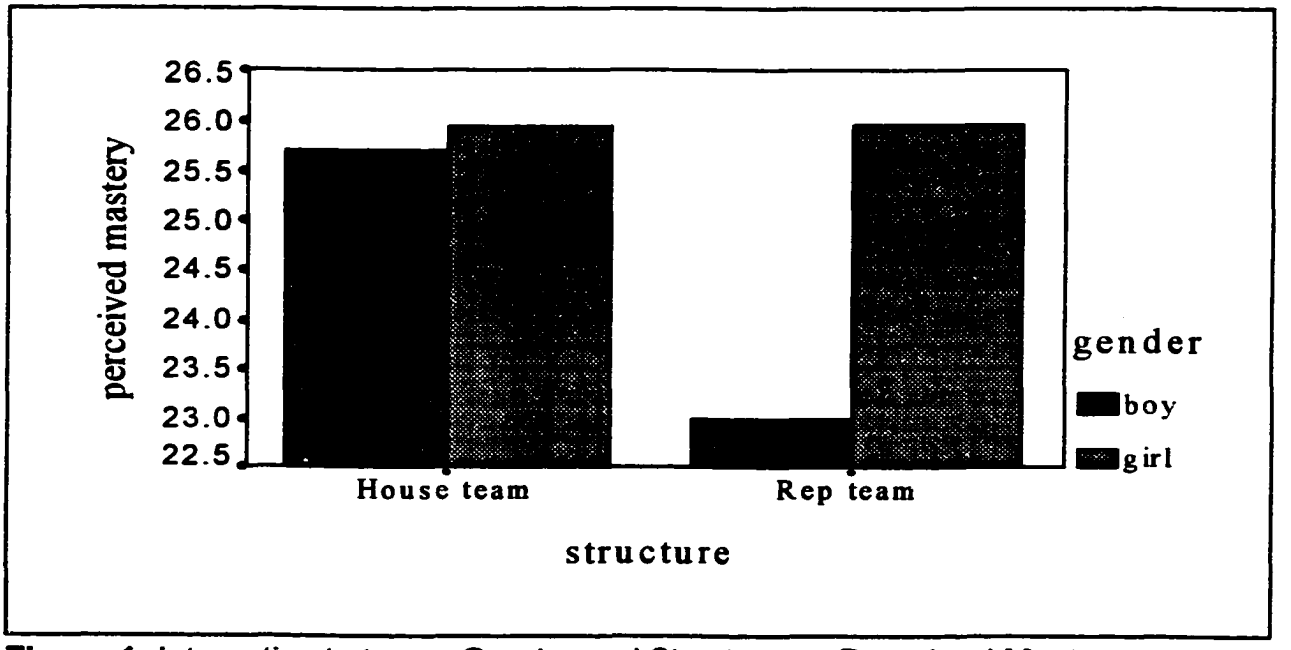

Figure 1 Interaction between Gender and Structure on Perceived Mastery.

Correlations

Simple correlations were calculated to determine the degree of relationship among achievement goal orientation, intrinsic motivation, the two perceived motivational subscales, and self-efficacy. Perceptions of a mastery-oriented climate were positively related to task-orientation ($r = .41$, $p < .001$). Perceptions of a mastery-oriented climate were also positively related to self-efficacy ($r = .40$, $p < .001$). Overall intrinsic motivation was found to be positively related to task-orientation, and to self-efficacy. Intrinsic motivation scores were positively related to the three subscales of intrinsic motivation: interest/enjoyment, perceived competence and, effort/importance (see Table 6).

Table 6 Correlations

	Task	Ego	IMI	Int/Enj	Effort	Per Com	Pres/ Ten	Self-Eff	Mast	Perf
Task	--	.08	.48***	.42***	.54***	.43***	.10	.43***	.41***	-.08
Ego		--	.08	-.02	.08	.18	.15	.07	-.18*	.42***
IMI			--	.69***	.75***	.65***	.47***	.37***	.32***	.18*
Int/Enj				--	.54***	.49***	.09	.38***	.31***	.09
Effort					--	.61	.05	.30***	.25**	-.01
PerCom						--	.11	.55***	.21**	.17*
Pres/Ten							--	.11	.13	.34
Self-Eff								--	.40***	.00
Mast									--	-.22*

Note. IMI = Intrinsic Motivation Inventory; Int/Enj = Interest/Enjoyment; PerCom = Perceived Competence; Pres/Ten = Pressure/Tension; Self-Eff = Self-efficacy; Mast = Mastery; Perf = Performance.

* $p < .05$ ** $p < .01$ *** $p < .001$

Coaches' Qualifications and Team Goals

Nine coaches from the representative or competitive teams and 16 coaches from the recreational or house league teams responded. All nine competitive team coaches had Level 3 certification in the Canadian National Coaching Certification Program (NCCP). This certification trains coaches as competent leaders of club sports programs. The technical aspect of the program emphasizes skills and drills of specific sports. The theoretical aspect emphasizes principles of coaching, safety, planning, and psychological considerations. The practical requirement relates to a

specific sport and has to be achieved in order to get the full level qualification.

The 16 recreational team coaches had a variety of qualification levels, from no coaching education to full Level 3 certification NCCP. Six coaches had completed some of the technical aspects of the NCCP program and three had completed some of the theory programs. Six of the coaches had no technical coaching education.

The goals of both recreational and competitive coaches were similar. Common responses to the question that asked what was the most important goal for their team were: fun and enjoyment, improvement of skills, improvement of the team, and an increased understanding of the game.

Six of the nine competitive team coaches had some background in coaching other sports, mainly in recreational leagues. The sports listed were volleyball and basketball. One coach had five years experience as a recreational hockey coach and two years experience coaching competitive hockey.

Nine of the 16 recreational coaches had coaching experience in other sports. Three had coached recreational league hockey, one had coached recreational ski racing, three had coached high school football and one had coached a competitive national track team. Another recreational league soccer coach had coached rugby at a national level as well as squash, track and volleyball in school (see Table 7).

Table 7 Summary of Coaches Qualifications, Goals and Coaching Background

	Recreational Coaches (n = 16)	Competitive Coaches (n = 9)
Qualifications	▸ 1 Level 3 NCCP ▸ 1 Level 2 NCCP ▸ 1 Level 1 NCCP ▸ 3 partial levels NCCP ▸ 10 - no coaching qualifications	▸ 9 Level 3 NCCP
Goals	▸ fun and enjoyment ▸ positive self-image ▸ development of skills ▸ understanding of game ▸ development of team	▸ fun and enjoyment ▸ develop skills and strategies ▸ improve as a team ▸ focus on goals ▸ development of players
Coaching Experience	▸ 3 recreational hockey ▸ 1 recreational skiing ▸ 3 high school football ▸ 1 competitive national track team ▸ 1 competitive national rugby team	▸ 6 recreational volleyball and basketball ▸ 1 recreational/competitive hockey

Self-Efficacy - Qualitative Analyses

Thirty participants were asked to respond verbally to a question that the researcher posed to them regarding their self-confidence in soccer. This represented 18.6% of the total sample. The question involved three parts: "How self-confident are you in soccer?"; "What situations help build your self-confidence when you play soccer?"; and "What situations take away from your self-confidence when you play soccer?" Interviews were done in small groups of three to four players from the same team. Their responses to the questions were taped and later

transcribed. The responses were categorized by type of response. A minimum of five responses was required to create a theme. Due to the overlap and inter-related nature of responses, they are not listed in a ranked order. Rather, they are described in a format which attempts to represent the major themes described in the participants' verbal opinions. The responses are however listed according to gender and structure and will be summarized at the completion of the list.

Recreational League - Girls

The girls all felt self-confident playing soccer. Situations that influenced their self-confidence positively were categorized as: coach's acknowledgement, team spirit, good individual performance, and positive audience response. The most common situations that affected the female recreational soccer players self-confidence negatively were criticism from parents, the audience, and coaching staff.

Coach's acknowledgement. The importance of acknowledgement from the coach was evident in responses such as: "When our coach makes positive statements and tells us that we've done well"; "when you hear the coach saying you did a good job"; and "my coach says you played really well". Coaches were described as influencing the player's self-confidence in this statement: "Sometimes I think that coach can get mad at you, but ours never does. He always stays positive no matter what and so that makes us feel good". Another response to coaching and self-confidence was: "Our coach is really good, he tells us what we've done wrong, but then he tells us how to fix it, he never yells".

Team spirit. Team spirit was described as something that helped boost self-

confidence amongst the players. The girls described encouragement from other team members as being very helpful. One under 16 player stated: "Our team gives each other encouragement too and helps to pump each other up". A common response from a number of under 14 female recreational players was: "My friends on the team make me feel good.... they encourage you when you've done well and when you've done your best".

Good individual performance. Successful individual performance was an important aspect of the soccer game. It was noted by several girls that practising before a game helped their performance and as a result it helped to improve their self-confidence. One under 12 player stated : "Practising before the game makes me feel good, it helps me know what I'm supposed to... trying my best makes me feel good and when my parents help me practise at home". Another common response regarding good performance and self-confidence was: "When I've had a good performance and I've scored a goal, that makes me more self-confident".

Positive audience response. The audience's response to the soccer game was identified by many of the girls as being an important factor in boosting self-confidence. This was evident in responses such as: "When we hear the audience cheer for us, that makes us feel good"; "When I hear the audience cheering, that makes me feel confident".

Criticism from the parents, the audience, and the coaches. Criticism from significant others and the audience was described as being detrimental to self-confidence. One female participant responded: "My mum's the coach and she may

say 'Oh, you let an easy one in', and I say 'Oh, thanks for the confidence booster'!... "We don't need to be told over and over again "Another participant added: "When some people tell you that you should have done this or that instead of what you did do... we already know when we haven't played well or missed the ball." One individual revealed that criticism isn't necessary: "We know when we've made a mistake or when another player has out-performed you, we don't need to hear it again!" One girl stated: "My coach never yells but I've seen other coaches that yell at their kids and you can tell they feel really bad ". It was noted in the interview that the audience created situations that decreased the girls' self-confidence. One under 16 female player described the audience: "Sometimes when we hear the audience telling you things that you've done wrong and yelling at you, that makes you feel bad".

Recreational League - Boys

The recreational league boys all felt fairly self-confident when they were they were playing another house league or recreational team. However, there were no common themes in the boys house league interview regarding situations that increased their self-confidence. The participants in this group provided information only about the situations that decreased their self-confidence: the posting of team standings at the soccer complex; criticism from parents and coaches; audience criticism, and poor team spirit.

Posting of team standings. Most of the boys agreed that when their team's standings were posted on the bulletin board at the soccer complex, it made them

feel badly because they were not doing well: "...when they post the listings of how all the teams are doing ... like if you are last, then the other teams spread the word that you're last and laugh". The players felt that it would be better if the results were not posted, because then no one would know. One player stated: "Maybe if they posted just the top two teams and left the rest".

Parental and coach criticism. It was evident that criticism from both parents and coaches decreased the boys' self-confidence. One male participant responded: "My parents yell too, and get mad if I don't play so well". Another boy said: "Every time I think I played pretty good, my dad corrects me on everything I did ... it makes me feel pretty crappy". Criticism from the coach or having to sit out after a poor performance also was described by the respondents as decreasing their self-confidence: "If the coach benches you because of something that you did, then you feel bad, ... yeah, you feel lousy!"

Audience criticism. The recreational boys agreed that the audience affected them negatively when it yelled and booed the boys: " I feel bad when they boo us". Another player stated: "Yeah, if you accidentally trip someone or miss a goal and the audience makes a bad remark toward you, that can make you feel bad".

Poor team spirit. Poor team spirit was a common cause for decreasing self-confidence in the players : " If you get a lot of support from your team members then that makes you feel good and if you don't that can make you feel bad". The recreational boys felt that their team did not have good team spirit. Several of them responded by saying: "Our team is bad. The goalie and others start yelling at you if

you make a mistake".

Competitive League - Girls

Self-confidence was positively affected in several situations. However, a common theme amongst the players was that their self-confidence was higher when they played house league teams. The situations that helped boost self-confidence were categorized as: playing house league teams, and successful individual performance. Common reasons for the competitive female players to lose self-confidence in soccer were: negative actions and remarks from the coach and unsatisfactory individual performance.

Playing house league teams. Playing the recreational teams was described as being less stressful and a boost to self-confidence. One under 16 player stated: "When I'm playing poorly, I'd rather be playing house league because there is not as much pressure to perform". Other responses included: "House league is more relaxed and fun, rep. team is more serious and so that my self-confidence is higher in house league games"; "I'm more uptight when I'm playing rep. team and when I'm not prepared or tired and I make mistakes, that affects my self-confidence."; " We like soccer in the rep. team but we're more confident in the house league games because it's much less stressful and we don't feel we have to perform at such a high level".

Successful individual performance. Good individual performance played a big role in boosting self-confidence for the competitive players. One girl responded: "When I play well, and when I contribute to the team, that has a positive effect on

my self-confidence as a soccer player". Another player added: "My performance the night of the game affects my self-confidence. If I can defend the ball or get a shot on net, that makes me feel good ".

Negative actions and remarks from the coach. The coach's negative behaviour and remarks towards the players decreased their self-confidence. One girl stated: "The rep. team coach is way more serious and competitive. We can continue to play and feel good if we play well, we get benched and have to sit out if we don't". Another added: "The coach gives us support when we're playing well, not so much when we're playing bad". Several other players agreed that the coach can have a negative effect on their self-confidence: "He snubs us if we don't play well and sometimes he'll take us off. He makes us sit out and doesn't play us, and that makes our self-confidence go way down".

Unsatisfactory individual performance. The competitive female players agreed that poor self-performance was a situation that detracted from the player's self-confidence. A common response evident during the interview was: "When I miss a shot on net or am unable to score, that decreases my self-confidence"; and "Mistakes mean more when you are rep. team and performance is more important. My self-confidence goes down more easily her when I make mistakes". A younger player (a goalie) added that poor performance detracted from her self-confidence in soccer: "When I let in a goal or when I'm not playing well, that makes me feel bad".

Competitive League - Boys

The male competitive players all felt very confident about their role as soccer

players. There were four main situations that helped improve their self-confidence during the game: encouragement from the audience, playing house league games, team spirit, and positive feedback from the coach. The male competitive players agreed that one thing in particular decreased their self-confidence: negative audience response. Overall however, the boys felt very confident as soccer players.

Audience encouragement. The positive response of the audience during the soccer games was important for some of the respondents: "I play better with lots of people watching... they pump me up when they're cheering for our team". Another participant added: "Coaches and other people can give you self-confidence too. If they give you praise when you've played well, that makes you feel good!"

Playing recreational teams. A common situation that helped to increase the boys' self-confidence was playing against house league teams. These situations were stated to be more relaxed, fun and less stressful: "I'm more self-confident when I play a house league team than when I play another rep. team... I have to try harder and I doubt myself a little more because the challenge is bigger with another rep team". Another boy agreed that he was much more confident playing house league teams: "Playing a house league team is way easier, it's not as challenging and I feel very confident". One player supported the common response by stating: "I'm more confident when I play in our house league team than when I play in our rep. team. You have to prove that you're a rep. team player, you have to play like one!"

Team spirit. The influence of team spirit on the competitive boys' self-confidence was evident. One boy responded by stating: "I think that my team helps my self-confidence... we encourage each other, they're good". The participant felt that his team's spirit was the same whether or not they won or lost: "We joke around, if we lose we say that we'll play better next time". An older competitive team player agreed about the importance of team spirit for self-confidence: "We 'psych' each other up and then we perform better, and that makes me feel good" Competitive league players travel for out of town games. Several of the boys interviewed felt that travelling helps their self-confidence too: "Travelling makes me feel confident. We travel together as a team and when we get to the out of town game, we feel pumped... like we made it here, let's go. We probably play more like a team when we're away than when we're at home".

Positive coaching feedback. Positive feedback from the coach provided a boost to the player's self-confidence. One boy stated: "Coaches and other people can give you self-confidence too. If they give you praise when you've played well, that makes you feel good". Similarly, another player said: "My coach helps my self-confidence when I'm playing... when you get off, he'll tell you what you did right and wrong and he'll tell you how to fix it". Another competitive player agreed, stating: "My coach makes me feel good actually, all the time, I've known him for three years".

Negative audience response. Negative remarks from the audience can affect the boys' self-confidence. One boy stated that although he enjoys having people

watching him play soccer, the audience can affect his self-confidence in a negative way if they're not cheering for his team: "Well, then they (audience) can affect you in a bad way too, they can blame the team for everything and knock you down". Another player added: "Sometimes if I miss a kick or something, I feel embarrassed when other people are watching" (see Appendix D: Table 9).

Discussion

The present study was designed to extend the research in the area of youth sport structures and gender and the relationship with achievement goal orientation, intrinsic motivation, and self-efficacy. In this study, the participants' perceived motivational climate was measured to confirm whether the climate of the structure they played in was one of performance or mastery. Past research involving competitive and recreational sport has assumed that competitive sport structures emphasize winning and outcome goals, and that recreational sport structures emphasize enjoyment and process goals. The present study also investigated the relationship of the dependent measures and situational factors ie: the coaches qualifications and philosophies.

The results illustrate that the competitive soccer league players perceived the climate of their structure to be mastery based, just as the recreational players did. The results also demonstrated that the players of both structures were significantly greater in task-orientation than in ego-orientation. There were no gender differences in self-efficacy in soccer, which was also unexpected. However, the competitive league players had significantly greater intrinsic motivation scores than their recreational counterparts. In addition, the coaches in the competitive league were all more highly qualified in a national coaching certification program than the recreational coaches.

These findings do not support Fortier's et al.'s (1995) study which examined competitive sport structures and intrinsic motivation. Fortier et al. (1995) found that

competitive college league players were less intrinsically motivated than their recreational counterparts. The study suggested that competitive sport structures are related to an undermining of athlete's intrinsic motivation and to increasing ego-orientation. Intrinsic motivation was measured by the Sport Motivation Scale (SMS) which assesses different aspects of motivation on a continuum from amotivation to external motivation and three types of intrinsic motivation: intrinsic motivation to know, to accomplish things and to experience stimulation (Fortier et al., 1995).

The present study measured intrinsic motivation using the IMI which does not gauge amotivation or extrinsic motivation. However, in comparison, the intrinsic motivation constructs in both inventories are similar. Specifically, Fortier et al. (1995) found that the competitive athletes demonstrated less intrinsic motivation to accomplish things and to experience stimulation. The present study found that the competitive players demonstrated greater intrinsic motivation in the effort and importance they placed on their sport and in the interest and enjoyment they had in playing.

Fortier et al. (1995) cited various situational factors that may have negative consequences on the player's intrinsic motivation. Rewards, deadlines, threats and surveillance have been found to decrease intrinsic motivation as has focussing on winning and beating someone else. A competitive sport structure that does use the aforementioned methods and focus may negatively influence the intrinsic motivation of the players. However, not all competitive structures can be assumed to encourage an ego-orientation style motivation.

Fortier et al.'s (1995) study did not measure perceived motivational climate nor did it measure any situational factors which may have influenced the perceived climate of the recreational or competitive structure. The competitive sport structure in the present study measured perceived motivational climate and it was perceived to be mastery-based, encouraging task-orientation and intrinsic motivation. Several factors which may have influenced the structure's climate were identified and examined. Firstly, an important situational factor that has been proposed to encourage sport participant's intrinsic motivation and self-efficacy are the methods used by the coach to affect performance and behaviour (Kavussanu & Roberts, 1996). In the present study, all the coaches of the competitive team had Level 3 certification in the National Coaching Certification Program. This program includes an educational component regarding the positive influence of mastery motivational climates upon intrinsic motivation. The sixteen coaches in the recreational league were not as qualified and only one had received Level 3 certification. In addition, coaches from both structures had similar goals and philosophies for their teams, emphasizing fun and self- improvement. Winning was not mentioned as an important outcome as would be expected in a competitive structure. Secondly, the competitive league players not only practised once a week, they also played in a house league team once a week, in addition to a weekly game with their competitive team. This allowed them time to practise new skills in a non-competitive situation, which could foster task orientation and a mastery climate. The competitive league schedule may also have allowed the players more time for

informational rewards from their coach, which has been suggested to have a positive effect upon intrinsic motivation

Gender differences were expected to occur, especially for self-efficacy. However, all participants in the present study had relatively high scores of self-efficacy and no significant differences between structure or gender were found. Past research has found that females, especially in competitive situations are often less self-confident in sport (Corbin, 1981; Gill, 1986; Duda, 1987; White & Duda, 1994). The female competitive league players did not perceive the climate they played in to be outcome or performance oriented. This may help to explain their ability to maintain high self-efficacy. Results from the qualitative analysis illustrated that players from both structures found that common elements affected their self-confidence in soccer. Individuals in the recreational and competitive structures described the same negative and positive factors that influenced their feelings of self-efficacy.

Both the recreational and competitive league studied in this present research provided an environment of which emphasizes self-improvement and mastery. The participants were all highly task-orientated and self-efficacious. However, the competitive league participants were significantly more intrinsically motivated than the recreational players. The atmosphere of the competitive league promoted a healthy competitive situation where winning was not as important as the mastery of skills and the process of learning. The present finding proposes that competitive sport structures are not necessarily outcome oriented and situational factors may

influence the climate which athlete's play in.

Few studies have investigated and compared recreational and competitive sport structures in the youth sport setting. In addition, little has been done to examine the variables that may be responsible for the unexplained variance in intrinsic motivation and self-efficacy in children in sport. Researchers in the area of motivation and goal orientation in sport have suggested the need for more work to be done with perceived situational goal structures to determine which dimensions of a motivational climate are most salient (Kavussanu & Roberts, 1995; Seifriz, Duda & Chi (1992). It has been recommended that research examine how a team's situational goal structure relates to the larger organizational climate. Research has also recommended that replications of studies regarding the relationship of perceived motivational climate to intrinsic motivation and beliefs about success in other sports (e.g. youth sport) be done, particularly be done at different competitive levels.

The present study has extended the work that has been done on youth sport and achievement goal orientation, intrinsic motivation and self-efficacy, and in addition, with gender. The study has examined competitive and recreational sport structures and determined that the climate of such structures must not be assumed to have a pre-judged set of goals and philosophies. In addition, the study also examined several situational variables which may influence the goals and the philosophies of these structures.

Future research should consider replications of the present study in other

sports. In addition, further investigation of other situational variables that can influence one's perception of motivational climate should be examined.

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Appendices

Appendix A

Participant Questionnaires

SECTION A

Please read each of the following statements carefully and indicate how much you personally agree with each statement. Circle the appropriate response.

I feel most successful when.....

		strongly disagree				strongly agree
1.	I'm the only one who can do the activity or skill.	1	2	3	4	5
2.	I learn a new skill and it makes me want to practice more.	1	2	3	4	5
3.	I can do better than my friends.	1	2	3	4	5
4.	The others can't do as well as me.	1	2	3	4	5
5.	I learn something that is fun to do.	1	2	3	4	5
6.	Others mess up and I don't.	1	2	3	4	5
7.	I learn a new skill by trying hard.	1	2	3	4	5
8.	I work really hard.	1	2	3	4	5
9.	I score the most points, goals, etc.	1	2	3	4	5
10.	Something I learn makes me want to practice more.	1	2	3	4	5
11.	I'm the best.	1	2	3	4	5
12.	A skill I learn really feels right.	1	2	3	4	5
13.	I do my very best.	1	2	3	4	5

SECTION B

Please read each of the statements listed below and indicate how much you personally agree with each statement by circling the appropriate response.

		strongly disagree						strongly agree
1.	I enjoy playing soccer very much.	1	2	3	4	5	6	7
2.	I think I am pretty good at soccer.	1	2	3	4	5	6	7
3.	I put a lot of effort into soccer.	1	2	3	4	5	6	7
4.	It is important for me to do well at soccer.	1	2	3	4	5	6	7
5.	I feel tense while playing soccer.	1	2	3	4	5	6	7
6.	I try very hard while I play soccer.	1	2	3	4	5	6	7
7.	Playing soccer is fun.	1	2	3	4	5	6	7
8.	I would describe soccer as a very interesting game.	1	2	3	4	5	6	7
9.	I feel pressure when I play soccer.	1	2	3	4	5	6	7
10.	I am anxious when I play soccer.	1	2	3	4	5	6	7
11.	I don't try very hard when I play soccer.	1	2	3	4	5	6	7
12.	After playing soccer, I feel pretty competent (able to do well).	1	2	3	4	5	6	7
13.	I am very relaxed when I play soccer.	1	2	3	4	5	6	7
14.	I am pretty skilled at playing soccer.	1	2	3	4	5	6	7
15.	Soccer holds my attention.	1	2	3	4	5	6	7
16.	I can't play soccer very well.	1	2	3	4	5	6	7
17.	I am very confident as a soccer player.	1	2	3	4	5	6	7

SECTION C

Please read each of the statements listed below and indicate how much you agree with each statement by circling the appropriate response.

		strongly disagree				strongly agree
1.	Our team is happy as long as we try hard.	1	2	3	4	5
2.	Our team focuses on skill improvement.	1	2	3	4	5
3.	Players are afraid to make mistakes.	1	2	3	4	5
4.	Winning is the most important part of soccer.	1	2	3	4	5
5.	Everyone wants to be the high scorer.	1	2	3	4	5
6.	Doing better than others is important.	1	2	3	4	5
7.	All players on the team have an important role.	1	2	3	4	5
8.	Even if we lose, our team feels good when we play well.	1	2	3	4	5
9.	The most important thing in the game is the final score.	1	2	3	4	5
10.	Our team feels good only when we beat the other team.	1	2	3	4	5
11.	Having fun is the most important part of playing soccer in this league.	1	2	3	4	5
12.	All the players get to play in the games.	1	2	3	4	5

Questionnaire Coding

Section A - Task and Ego Orientation in Sport Questionnaire (TEOSQ)

Task Items	Ego Items
#2	#1
#5	#3
#7	#4
#8	#6
#10	#9
#12	#11
#13	

Section B - Intrinsic Motivation Inventory (IMI) - subscales

Interest/Enjoyment Items	Perceived Competence
#1	#2
#7	#12
#8	#14
#15	#16 (reverse scoring)
Effort/Importance	**Pressure/Tension**
#3	#5
#4	#9
#6	#10
#7 (reverse scoring)	#13 (reverse scoring)

Section C - Perceived Motivational Climate Sport Questionnaire (PMCSQ)

Mastery Items	Performance Items
#1	#3
#2	#4
#7	#5
#8	#6
#11	#9
#12	#10

Appendix B

Coaching Questionnaire

COACHING QUESTIONNAIRE

DIVISION: TEAM:

1. How long have you coached soccer?

   a) recreational _____ b) competitive _____

2. Have you coached other sports?

   a) recreational _____ b) competitive _____

3. Is there a difference in coaching the two types of leagues?

4. Do you prefer one to the other?

5. What is the most important goal for you as a coach in this league?

6. Have you taken any coaching certification courses?

   If so, what is your current level in

   a) Technical component _____

   b) Theoretical component _____

7. What is your win/loss record to date?

Appendix C

Information Package and Consent Forms

November, 1999

Dear Participant,

I am conducting research on the relationship among achievement goals, motivation and sport confidence in different situations. I would appreciate your feelings regarding soccer.

The procedure for collecting data will be one session, after a regularly scheduled game during the the seventh or eighth week of the regular season. During the session, you will be asked to fill out three questionnaires which will take approximately 10 to 15 minutes of your time. Some of the participants will be asked to answer several verbal questions about goals and confidence in sport as well.

If you agree to participate in the study, please complete and bring the attached consent form to the next regularly scheduled game. I will be at that game to answer any questions you may have about the study.

All the information you provide will be strictly confidential. The questionnaires and results of the study will be stored by Dr. Joey Farrell, research advisor, at the School of Kinesiology for 7 years.

Your cooperation is greatly appreciated, thank you.

Sincerely,

Keltie MacDonald, HBA, BEd
Research Investigator

PARTICIPANT GENERAL INFORMATION

Division: _____

House League Name:_____ or Rep. Team Name:_____

Coach: _____ Coach:_____

(Please complete one of these only)

Number of Years Experience in House League Soccer: _____

Number of Years Experience in Rep. Team Soccer: _____

What other sports do you play?

Sport	League Level (Recreational or Competitive - please describe)	Number of Years

PARTICIPANT CONSENT FORM

I, _____(please print full name) hereby consent to participate in a research study of the relationship among goals, motivation and sport self-confidence in different sport situations conducted by Keltie MacDonald, a Lakehead University Graduate student in association with Dr. Joey Farrell, faculty advisor.

I understand that I will be asked to complete a set of 3 questionnaires during the eighth week of the soccer season which should take an estimated 10 to15 minutes to complete. I also understand I may be given several verbal questions regarding my goals and confidence in soccer which will take an additional 10 minutes of my time.

I also understand that the data derived from each individual participant will remain anonymous. I am aware that all participants will be debriefed and, upon request, receive a summary of the study. I acknowledge that the questionnaires and results of the study will be stored by Dr. Joey Farrell at the School of Kinesiology for 7 years.

SIGNATURE: _____

DATE: _____

PARENT/GUARDIAN CONSENT FORM

(for participants **under 13 years** old only)

I _____ agree to
(Print Full Name)
permit my

daughter/son _____ to participate
(Print Full Name)

in the study concerning sport participation conducted by Ms. Keltie MacDonald of the Kinesiology Department of Lakehead University.

I understand that participation by my child will involve completing 3 short questionnaires and possibly several verbal questions. I understand that all information collected is completely confidential and that the participation in this research study may be withdrawn at any time.

SIGNATURE: _____ **DATE:** _____

Appendix D

Supplemental Tables

Table 8 Analysis of Variance of Achievement Goal Orientation

Goal Orientation		F	p
Task			
	Gender	1.243	.267
	Structure	2.842	.094
	Gender X Structure	1.043	.309
Ego			
	Gender	10.528	.001***
	Structure	1.544	.216
	Gender X Structure	.170	.681

Note: * $p < .05$ ** $p < .01$ *** $p < .001$

Table 9 Summary of Situational Factors Affecting Self-efficacy

	Recreational League	Competitive League
Females		
Positive Situational Factors	▸ coach's acknowledgement ▸ positive team spirit ▸ successful individual performance ▸ positive audience response	▸ playing house league teams ▸ successful individual performance
Negative Situational Factors	▸ parental criticism ▸ audience criticism ▸ coach's criticism	▸ coach's criticism ▸ unsatisfactory individual performance
Males		
Positive Situational Factors	▸ none	▸ audience encouragement ▸ playing house league teams ▸ good team spirit ▸ positive coaching response
Negative Situational Factors	▸ parental criticism ▸ audience criticism ▸ coach's criticism ▸ poor team spirit ▸ posting of team standings	▸ audience criticism