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**PERCEIVED MOTIVATIONAL CLIMATE CREATED BY COACH AND
PHYSICAL SELF-EFFICACY AS PREDICTORS OF THE YOUNG SERBIAN
FEMALE ATHLETES SATISFACTION**

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ABSTRACT

Starting from the Achievement Goal Theory, but also Bandura's theory of self-efficacy and Triadic Reciprocal Causation, this paper considered perceived motivational climate created by the coach and perceived physical self-efficacy as key predictors of young female athletes' satisfaction. The sample consisted from 117 young female athletes aged between 11 to 17 ($M=13.62$) from Serbia; who train volleyball ($N=51$), basketball ($N=48$) and handball ($N=18$) in different clubs. During 2017, respondents filled out questionnaires Athlete Satisfaction Questionnaire - ASQ (Riemer, & Chelladurai, 1998) - subscale of satisfaction with personal performance and subscale of satisfaction with the level of athlete's skills utilization; Perceived Motivational Climate in Sport Questionnaire-2 - PMCSQ-2 (Newton, Duda & Yin, 2000) - shortened version with three subscales: Task-oriented motivational climate, Unequal recognition and Punishment for mistakes; The Physical Self-Efficacy Scale (Ryckman et al., 1982) - subscale Perceived Physical Ability. Results of regression analysis show that Perceived motivational climate created by coach and Perceived Physical Ability represent significant predictors ($F(4,107)=31.78$, $p=.00$) that explain 55% variance of female athletes satisfaction. Task-oriented motivational climate and Perceived physical ability stood out as significant individual predictors. Coach as well as physical self-perception of young female athletes are related with athlete's satisfaction. Satisfied athletes have greater results in sports, as well as the intention to continue doing sports. Significance of these results lies in the better understanding female athlete's satisfaction in Serbia, and contributes to creating prevention programs in order to help girls stay in sports.

Key words: ADOLESCENCE / YOUTH SPORT / PHYSICAL SELF / FEMALE ATHLETES

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INTRODUCTION

Adolescence is a period of significant cognitive, social, emotional and physical changes which have an important role in the sports development of the future top athletes. However, at this age in particular, about 26% of young female athletes drop out of sports every year (Enoksen, 2011; Møllerløggen, Lorås, & Pedersen, 2015). A concerning drop out trend drew the attention of researchers to identify the factors contributing to the athlete's satisfaction, as psychological determinant influencing the very behavior in sports (Ignacio, Montecalbo-Ignacio, & Cardenas, 2017). Athletes satisfaction is "... a positive affective state resulting from a complex evaluation of the structures, processes, and outcomes associated with the athletic experience" (Chelladurai & Riemer, 1997, p. 135).

Athletes satisfaction with their own performance proved to be a significant predictor of sport commitment, achievement on court and mental well-being of an athlete (Brisimis, Bebetos, & Krommidas, 2018; Ignacio, Montecalbo-Ignacio, & Cardenas, 2017; Ona & Tepeci, 2014). In fact, if an athlete is satisfied with her performance in sport and the manner in which her capacities are used by significant others in sport, she will continue being engaged in sport and strive to achieve great results (Ignacio, Montecalbo-Ignacio, & Cardenas, 2017; Ona & Tepeci, 2014).

During the period of adolescence, an athlete enters the specialisation phase which includes the selection of one sports branch which they will dedicate themselves to (Cote, Baker, & Abernethy, 2007). In specialization phase, the training process is conducted at a higher level and requires continuous effort from an athlete in order for them to achieve significant results. Training activities are focused on the development of physical strength and perfection of technique and skills. Perception of sport changes, sport is not only a mere play, but a potential professional career.

One of the key developmental changes in adolescence is the perception of relationships. In sports, adolescent creates significant relationships with teammates, but also with the coach. The quality of relationships in adolescence changes and thus the relationship with the parents becomes less significant and the coach, with whom they spend most of their time, becomes a dominant figure whom they see both as an expert and as the support (Sol Alvarez, Balaguer, Castillo, & Duda, 2012). With regard to this, at this age and sports phase, the coach represents an important figure of affective attachment (Jowett et al., 2017), and has a task to empower a young athlete and help them achieve better (more significant) results. Results of previous research indicate that the behavior of the coach influences achievements of an athlete, motivation for doing sports and the satisfaction of an athlete (Xin Yang, 2011).

MOTIVATIONAL CLIMATE CREATED BY THE COACH

As a theoretical framework explaining the influence of the coach on the behavioral and motivational outcomes of an athlete, researchers emphasize the Achievement Goal Theory (AGT) which implies that a person is doing a particular activity in order to show their competence (Nicholls, 1989), but which also puts forward the situational context and effects of social factors in understanding the behavior of an athlete. Motivational climate, as a situational determinant of mental well-being and motivation of an athlete, is emphasized as an important social factor within the AGT (Ames, 1992). Motivational climate includes expectations, signals and requests of significant others which athlete sees as task-oriented or ego-oriented (Ames, 1992). On the basis of the perceived motivational climate, athletes establish their attitudes and values regarding sports, teammates and themselves, but also the approach to the sport itself.

Coaches, with their attitude and managing style may create certain motivational climate in the team. In fact, the coach who appreciates the effort, development of skills, cooperation and uses the

autonomous management style creates the motivational climate directed towards learning – task-oriented motivational climate. Athletes perceive that they are expected to put effort in the development of their own skills and that winning is not the only objective. They see their coach as a person of trust who provides them with emotional support but at the same time, they estimate that the coach has the equal relationship with all teammates, which creates a notion of group cohesion. On the other hand, if the coach emphasizes the necessity of winning, encourages the inter-team rivalry and criticizes the players when they make a mistake, creates the motivational climate aimed at achievement – ego-oriented motivational climate. In such motivational climate, athletes perceive coach as controlling, with clearly defined unequal treatment of players. Athletes develop high inter-team competitive behaviors and are focused only on the individual success.

Motivational climate created by the coach therefore influences the satisfaction of an athlete to a great extent (Bekiari & Sympas, 2015; Sol Avarez et al., 2012). In fact, if an athlete perceives the coach's behavior as task-oriented, they will develop internal motivation since they will see doing sport as enjoyable improvement and development of their sports skills. They will invest in their perfecting, which leads to greater satisfaction of their own performance on the court and in the game.

PHYSICAL SELF-EFFICACY IN SPORT

In addition to the situational determinant such as motivational climate, an athlete's satisfaction with the performance and utilization is also influenced by the perception of one's own physical self-efficacy (Feltz, Short, & Sullivan, 2008). According to Bandura's socio-cognitive self-efficacy theory, self-efficacy represents the belief and evaluation of an individual of the efficacy of their own abilities, that is, "an individual's belief in his or her own ability to organize and implement action to produce the desired achievements and results" (Bandura, 1997, p. 3). It models the behavior, motivation and athlete's achievement and it represents one of significant constructs which has a role in behavior aimed at achievements in sport (Lavalley, Kremer, Moran, & Williams, 2012).

In sport, physical self-efficacy may be viewed as a two-dimensional construct referring to the athlete's perception of physical self-confidence (Ryckman, Robbins, Thornton, & Cantrell, 1982). Dimensions of physical self-efficacy are Physical Self-Presentation Confidence and the Perceived Physical Ability. Physical Self-Presentation Confidence represents physical confidence at moments when it is necessary to show one's skills to others and to be visible while Perceived Physical Ability represents an athlete's belief regarding their physical characteristics such as strength, agility, speed (Ryckman et al., 1982). These two dimensions make up physical self-confidence.

According to Maslow and the theory of self-actualization, physical ability and physical self-confidence represent two aspects related to actualization. Athletes with highly expressed physical ability and physical self-confidence strive to achieve and satisfy their needs (Garn & Shen, 2015) and thus show higher degree of satisfaction (Feltz, Short, & Sullivan, 2008). Self-efficacy proved to be a significant predictor of sports achievement and performance (Beattie, Lief, Adamolulas, & Oliver, 2011; Sklett, Lorås, & Sigmundsson, 2018), low anxiety, and positive affect (Sklett, Lorås, & Sigmundsson, 2018) such as satisfaction.

Just during adolescence, numerous physical changes occur such as extensive growth, weight gain, while extremities, muscle fibers and tendons elongate so the inconsistency between growth and development leads to disproportionate appearance (Bailey, Collins, Ford, MacNamara, Pearce, & Toms, 2010). Sexual development begins at the same time and secondary sexual characteristics occur. Due to sudden growth which is often not in sync, the perception of adolescents regarding their own bodies

becomes disbalanced. Girls, more commonly, become aware of their bodies and appearance and the way others see them. They often get disappointed with their appearance which distorts the entire view of themselves but also develops negative self-image that affect the very behavior of adolescents. Young athletes in the middle of these changes, focus on a higher level of training, simultaneously dealing with psycho-physical changes but also changes in the training process. The idea of athletes of their own bodies and strength, beliefs they have on their own physical readiness in adolescence are a significant factor in their sports behavior. Athletes with highly expressed physical self-efficacy will behave in such way that it will lead them to testing their own skills and they will see themselves as more successful (Bandura, 1997).

Girls are more sensitive to disproportions in the physical appearance and focus more on their looks (Bailey et al., 2010). In sport, compared to boys, girls have lower scores in estimating their physical self-efficacy, which in girls precisely represents a significant factor of further participation in physical activity (Spence, Blanchard, Clark, Plotnikoff, Storey, & Mc Cargar, 2010). Support from significant others in sport is also pointed out as a significant predictor of physical self-efficacy in girls (Salvy, Bowker, Roemmich, Romero, Kieffer, Paluch, & Epstein, 2008; Verloigne, Cardon, De Craemer, D'Haese, & De Bourdeaudhuij, 2016).

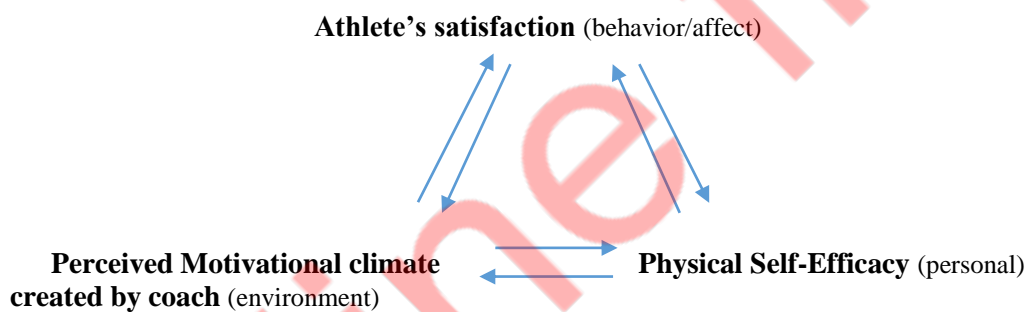


Fig. 1 Adapted Bandura's Triadic Reciprocal Causation
(Adapted from Feltz, Short, & Sullivan, 2008)

Bandura's Triadic Reciprocal Causation (Image 1) assumes that individual factors (e.g. athlete's self-efficacy) influence the behavior and affect (e.g. achievement and satisfaction) and then the environment (e.g. motivational climate created by the coach), which further influences individual factors of an athlete (Feltz, Short, & Sullivan, 2008). The environment factor includes perceived motivational climate created by the coach. In fact, coaches are significant figures influencing the view of athletes of their own abilities and encouraging them not to compare their own achievements with those of other players but with their personal progress, thus influencing the development of self-efficacy to a great extent (Feltz, Short, & Sullivan, 2008).

Since adolescence is the period during which about 50% of girls annually drop out of sports, understanding the factors contributing to experiencing satisfaction in sport at this age is a step forward towards the development of preventive programs and educational programs which would help girls remain in sport. Taking into account that during adolescence a great change in the perception of one's own body occurs, and that the coach represents a significant figure of affective attachment, this research studies the relation between athletes perceived motivational climate created by coach and physical self-

efficacy on athlete's satisfaction in sports, as well as relations between athletes perceived motivational climate created by the coach and physical self-efficacy in young female athletes.

In accordance with previous research (Bekiari & Sympas, 2015; Feltz, Short, & Sullivan, 2008), we assume that the athlete's perceived motivational climate created by the coach and physical self-efficacy represent significant predictors of athlete's satisfaction in sports, and that athlete's perceived motivational climate created by coach is significantly related to the athlete's physical self-efficacy.

METHOD

Sample and procedure

The sample included 117 girls who have been actively engaged in sport for 4 years on average, aged between 11 to 17 ($M=13.62$) from the territory of Vojvodina, Serbia. The female respondents have been training volleyball ($n=51$), basketball ($n=48$) and handball ($n=18$) in different clubs. Most of them live in the city and originate from families of average socioeconomic status (Table 1). During October and November 2017, respondents filled out questionnaires in the presence of a psychologist. Prior to this, the filling in procedure had been explained to them and the permit from club administration has been obtained allowing their players to participate in the research. Conditions during the completion of questionnaires were not ideal since most of the participants filled in the questionnaires on the locker room's floor immediately before the training.

Table 1. Socio-demographic data of respondents

	Family socioeconomic status			Demographic status	
	f	p		f	p
Above average	12	10.3	City	99	84.6
Average	100	85.5	Town	11	9.4
Below average	1	.9	Village	6	5.1
Total	113	96.6	Total	116	99.1
Missing data	4	3.4	Missing data	1	.9

Instruments

Athlete Satisfaction Questionnaire - ASQ, Riemer, & Chelladurai, 1998 (Serbian version according to: Vesković, 2012) originally comprised 56 items forming 15 subscales. For the purpose of this research, two subscales were used: subscale of satisfaction with personal performance and subscale of satisfaction with the level of athlete's skills utilisation. Respondents answered by circling one of provided answers on the five-point Likert scale. In this research, aggregate score with these two scales was used, based on the results of previous research on our population, where a single-factor structure of .86 Cronbach's alpha coefficient of reliability was obtained (Trbojević, 2018).

Perceived Motivational Climate in Sport Questionnaire-2 - PMCSQ-2; Newton, Duda & Yin, 2000 (Serbian version according to: Trbojević, 2018) refers to the perception of players of motivational climate created by coach. The original version of the questionnaire comprises 33 items forming six subscales. In this research, a short version was used comprising 14 items forming three subscales: Task-oriented motivational climate (seven items, $\alpha=.76$), Unequal recognition (three items, $\alpha=.73$) and

Punishment for mistakes (four items, $\alpha=.74$). Respondents answered by circling one of provided answers on the five-point Likert scale.

The Physical Self-Efficacy Scale, Ryckman et al., 1982 (Serbian version according to Lazarević et al., 2016) refers to self-assessment of players regarding their physical ability and ability to perform physical activity. The original scale comprises 22 items forming two subscales: Perceived Physical Ability and Physical Self-Presentation Confidence. The shortened subscale Perceived Physical Ability was used in this research and it was adapted to the age of respondents (8 items, $\alpha=.774$). Higher score on the subscale signifies highly noticeable physical ability. Respondents answered by circling one of provided answers on the five-point Likert scale.

RESULTS

Respondents achieve scores above average in Perceived Physical Ability variable, which indicates the belief in their own physical self-efficacy. Based on Table 2, we notice that respondents achieve scores above average in Athlete's satisfaction and Task-oriented motivational climate created by coach. Average scores are obtained in Unequal recognition and Punishment for mistakes variables.

Table 2. Descriptive statistics

	N	Min	Max	M	SD
Satisfaction	116	15.00	40.00	33.18	5.95
Task-oriented motivational climate	115	18.00	35.00	32.17	3.55
Punishment for mistakes	115	4.00	20.00	11.38	4.64
Unequal recognition	114	3.00	15.00	6.58	3.71
Perceived Physical Ability	111	17.00	40.00	32.44	5.36

In order to examine the nature of relation between predictors and criterion variable, correlation analysis was conducted, followed by regression analysis. Based on Table 3, we notice that criterion variable Athlete's satisfaction has a significantly high positive correlation with Task-oriented motivational climate created by coach, and that it is positively related with Perceived physical ability and Unequal recognition. This indicates that if the coach creates task-oriented motivational climate, the athlete experiences greater satisfaction with their own performance and utilization. On the other hand, if the coach favors players, has unequal treatment towards them, the athlete will not be satisfied with their own performance and utilization. When physical self is concerned, if an athlete estimates that they possess physical abilities and a very high physical self-efficacy, they will be more satisfied with their own play and utilization.

The nature of relation between predictor variables are also significant, we notice that there is a significant moderate positive correlation between the physical self and task-oriented motivational climate. If the coach creates motivational climate aimed at learning, athletes will have high physical self-efficacy and vice versa.

Table 3. Results of correlation analysis

	Satisfaction	Task-oriented motivational climate	Punishment for mistakes	Unequal recognition
Perceived Physical Ability	.59**	.34**	.04	-.09
Satisfaction	1	.61**	-.14	-.38**
Task-oriented motivational climate		1	-.25**	-.53**
Punishment for mistakes			1	.58**
Unequal recognition				1

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

In order to examine the predictive role of independent variables in terms of criterion variable, regression analysis was conducted, where Task-oriented motivational climate, Unequal recognition, Punishment for mistakes and Perceived physical ability made up the set of predictor variables and Athletes satisfaction criterion variable.

Table 4. Model Summary for Satisfaction

Model	R	R ²	SE	F	df1	df2	p
1	.74 ^a	.55	4.06	31.78	4	103	.00

a. Predictors: (Constant), Perceived Physical Ability, Task-oriented motivational climate, Punishment for mistakes, Unequal recognition

b. Dependent Variable: Satisfaction

Such predictor set proved to be statistically significant and explains 55% of variance. Task-oriented motivational climate and Perceived physical ability stood out as significant individual predictors.

Table 5. Parameters of individual predictors for Satisfaction

Model	B	SE	β	t	p
(constant)	21.69	5.50		3.95	.00
Task-oriented motivational climate	.64	.14	.38	4.59	.00
Punishment for mistakes	.04	.10	.03	.34	.73
Unequal recognition	-.25	.15	-.15	-1.64	.10
Perceived Physical Ability	.50	.08	.45	6.35	.00

In order to examine whether there are statistically significant differences in obtained scores in all variables depending on the type of sport athletes do, a one-way analysis of variance was conducted. The results show that there are statistically significant differences only in terms of Perceived Physical Ability ($F(2,110)=4.42$, $p=.014$) in favor of female handball players compared to female volleyball players and

female basketball players (Image 2). Female handball players show greater self-confidence regarding their own physical ability compared to female volleyball players and female basketball players. Female basketball players scored the lowest results in Perceived Physical Ability, which indicates low self-confidence regarding their own physical ability.

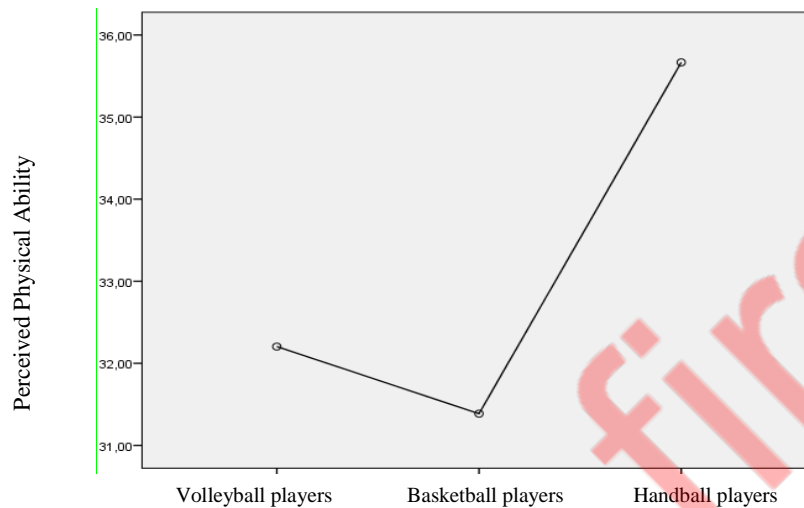


Fig. 2 Differences in Perceived Physical Ability in line with type of sports

In order to examine the predictive role of detected motivational climate created by the coach in the Perceived physical ability criterion variable, regression analysis was conducted.

Table 6. Model Summary for Perceived Physical Ability

Model	R	R ²	SE	F	df1	df2	p
1	.36 ^a	.13	5.06	5.29	3	104	.00

a. Predictors: (Constant), Task-oriented motivational climate, Punishment for mistakes, Unequal recognition

b. Dependent Variable: Perceived Physical Ability

Such predictor set proved to be statistically significant and explains 13% of variance. Task-oriented motivational climate stood out as a significant individual predictor.

Table 7. Parameters of individual predictors for Perceived Physical Ability

Model	B	SE	β	t	p
(constant)	11.78	5.86		2.01	.04
Task-oriented motivational climate	.58	.16	.39	3.58	.00
Punishment for mistakes	.14	.13	.12	1.05	.29
Unequal recognition	.05	.19	.04	.28	.78

DISCUSSION

Adolescence is a period representing a turning point in the life of an athlete. Moreover, at this age, sport is professionalized demanding greater investments from a young athlete in order to achieve more significant sports results. A drastic number of female athletes dropping out of sports during the adolescence and research dealing with the dropping out process in sport during adolescence, showed that enjoyment and satisfaction are significant factors in the prevention of dropping out of sports. Therefore, in this paper, satisfaction of female athletes was selected as a significant factor for which key elements contributing to it need to be determined. Starting from the Achievement Goal Theory, but also Bandura's theory of self-efficacy and Triadic Reciprocal Causation, this paper considered motivational climate created by the coach and detected physical self-efficacy as key predictors of young female athletes' satisfaction. In compliance with the results of previous research, task-oriented motivational climate created by coach (Bekiari & Sympas, 2015; Mohad Pilus & Saadan, 2009; Reinboth & Duda 2006) and physical ability (Feltz, Short, & Sullivan, 2008; Sklett, Lorås, & Sigmundsson, 2018) significantly explain satisfaction of a female athlete.

A female athlete, who sees that the coach is directed towards the development of skills and improvement and provides emotional support when she is making mistakes and going through losses, will demonstrate a higher level of satisfaction with her play. Task-oriented motivational climate implies fostering the attitude that success requires development, effort and hard work. Mistakes are perceived as a part of the learning process. The coach guided by this motivational climate gives a chance to each player to develop their potential and use it on the court. Thus, an athlete sees that the coach is not only an expert in teaching technique but also the support at the moment of tension; they have the feeling of both competence and support, therefore the higher level of satisfaction. However, the idea of one's own physical ability also influences satisfaction of an athlete. In sports, strength, speed and agility represent significant factors of self-confidence creating the belief of an athlete in their self-efficacy which is related to assuming behavior leading to achievement (Bandura, 1997) and they enable the athlete to perform in compliance with their potentials and possibilities. In adolescence, the idea of physical body gains significance, especially with girls (Lerner & Steinberg, 2013). Insecurity regarding one's own physical ability prevents an athlete to do their best, thus preventing them from being satisfied.

Compared to female volleyball and basketball players, female handball players showed the highest degree of detected physical self-efficacy. These results are not surprising when we take into account morphological and anthropometric characteristics of female handball players. In handball, physical self-efficacy has a significant role in the very game and female handball players are required to have great strength and speed. Also, the manner of playing the game including physical contact with the players from the rival team, not always sanctioned by means of rules of the game, may influence the high degree of physical self-efficacy. Such way of playing the match is neither typical of basketball, with rules of the game sanctioning physical contact, nor of volleyball where physical contact between female players of opposing teams is non-existent.

According to Bandura's Triadic Reciprocal Causation, there is a significant inter-dependence between the environment, personal characteristics and affect. Results of correlation analysis show that this principle applies also to the interdependence between motivational climate created by the coach, physical self-efficacy and athlete's satisfaction (Table 3). Motivational climate directly influences athlete's satisfaction but also the perception of physical self-efficacy, which further affects athlete's satisfaction. In order to additionally examine the relations between motivational climate and physical self-

efficacy, regression analysis was conducted showing that motivational climate created by the coach is a significant predictor of detected physical self-efficacy in female athletes and that task-oriented motivational climate represents a significant predictor of the detected physical self-efficacy in girls. The idea of physical self-efficacy depends on numerous factors and is established based on experience a person has with significant others and the environment. Socialization of girls as well as training processes of girls in sport are directed towards cultivation of social relations rather than achievements themselves, so it is not surprising that the quality of relationship they establish with people from the sport is very significant for estimating self-efficacy. It was confirmed that the relationship between the coach and female athletes was a very significant factor for their high detected physical self-efficacy.

As an important figure in the life of every young athlete, the coach directly influences the belief of athletes regarding their abilities such as physical abilities by the manner of managing the team (Xin Yang, 2011). One of the coach's roles is the physical development of an athlete. It is the coach who estimates how physically capable a player is and which elements need to be improved in order to have the player's motor and technical development, thus achieving significant sports accomplishment. With their feedback, coaches direct an athlete towards further growth. The coach who creates motivational climate aimed at learning does not see a player's deficiencies as obstacles but a challenge and they approach a player wishing to help in overcoming those weaknesses. Improving physical abilities is a form of development and not burden and pressure. Since they do not create rivalry among teammates, coaches teach an athlete to compare their achievements with personal progress, thus enabling the development of a greater degree of self-efficacy because the achievement, whether physical or on court, is internalized and seen as a product of personal effort and hard work (Feltz, Short, & Sullivan, 2008). Based on such climate, athletes will feel stronger and owing to this support from the coach, they will develop a belief in their own physical self-efficacy.

The limitation of this research is the lack of athletes from individual sports, which would also be a recommendation for future research - to determine whether there are differences in the perceived motivational climate created by the coach in collective and individual sports, and whether the coach has an equal effect on the satisfaction of athletes in collective and individual sport. Since adolescence is a developmental period marked by interpersonal relationships (Lerner & Steinberg, 2013), it is necessary to examine the effects of a large number of social agents on the satisfaction of an athlete, as well as how the quality of relationships influences the perception of physical self-efficacy and the satisfaction of an athlete.

CONCLUSION

The obtained results have practical use in the work with adolescent female athletes. In order for female athletes to have greater satisfaction with their own game, it is necessary to educate coaches on the effects of motivational climate they create, which directly influences the satisfaction of an athlete but also the idea of an athlete of physical self-efficacy. Also, it is necessary to create training programs aimed at strengthening the detected physical self-efficacy since female volleyball and basketball players have a lower degree of detected physical self-efficacy. Satisfaction and physical self-efficacy are relevant factors of dropping out of sports in adolescence (Ignacio, Montecalbo-Ignacio, & Cardenas, 2017; Spence, et al., 2010), and the coach, as a significant figure, has a major role in preventing the tendency of girls to drop out of sports. Understanding the factors contributing to the satisfaction of female athletes enables the creation of trainings, programs for coaches and athletes in order to reduce the dropping out of sports trend in key development and sports period.

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