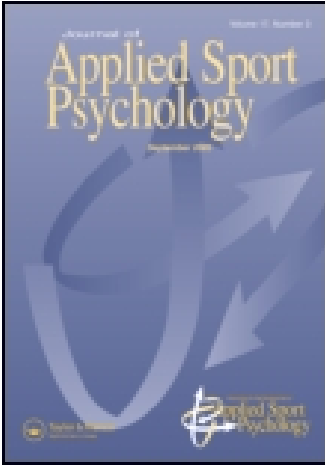


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Publisher: Routledge

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Journal of Applied Sport Psychology

Publication details, including instructions for authors and subscription information:

<http://www.tandfonline.com/loi/uasp20>

Initiative of the AASP International Relations Committee

Published online: 18 Nov 2013.



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To cite this article: (2014) Initiative of the AASP International Relations Committee, Journal of Applied Sport Psychology, 26:1, 125-128, DOI: [10.1080/10413200.2013.800802](https://doi.org/10.1080/10413200.2013.800802)

To link to this article: <http://dx.doi.org/10.1080/10413200.2013.800802>

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Initiative of the AASP International Relations Committee

In conjunction with the International Relations Committee of the Association for Applied Sport Psychology, the *Journal of Applied Sport Psychology* is trialing a new initiative to promote top-quality applied sport psychology research from non-native English speaking countries. The purpose is to publish abstracts in English for work that is of high quality, but has not been published in a journal in English. Research can be related to social psychology, exercise psychology, or performance-enhancement and needs to have significant applied implications for practicing sport psychologists. The International Relations Committee is contacting relevant organizations in non-native English-speaking countries and asking them to solicit quality research in applied sport psychology in their countries. The organizations are then responsible for selecting what they believe to be the strongest five or six articles, and then inviting the authors of those selected articles to compose 250–350 word abstracts in English. The organizations may supply support regarding the translation. The deadline for submissions is negotiated with the International Relations Committee. Once the final abstracts (no more than six) are received by the International Relations Committee, they are then forwarded to the editor of JASP (perhaps with comments from the Committee) who will then have them reviewed by at least two associate editors or members of the editorial board. If the quality of the abstracts is found to meet JASP standards, then the best couple of abstracts will be published in JASP.

Competitive Anxiety and Motivational Climate in Young Competitive Soccer Players in Relation to Performance and Skills Perceived by their Coaches

Garcia-Mas, A., Palou, P., Smith, R. E., Ponseti, F. J., Almeida, P., Lameiras, J., Jiménez, R. y Leiva, A. (2011). Ansiedad competitiva y clima motivacional en jóvenes futbolistas de competición, en relación con las habilidades y el rendimiento percibido por sus entrenadores. *Revista de Psicología del Deporte*, 20(1), 197–207.

This study analyzed competitive anxiety (cognitive and somatic) and perceived motivational climate (ego and mastery) in 54 young competitive soccer players (M age = 9.45 years, SD = 1.22) as they relate to their four coaches' perceptions of the players' potential and actual skills, and their perceived performance. We administered the Spanish versions of the Sport Anxiety Scale-2 (SAS-2; Smith, Smoll, Cumming, & Grossbard, 2006): somatic α = .78, worry α = .83, and concentration disruption α = .83; the Motivational Climate Scale for Youth Sports (MCYSS; Smith, Cumming, & Smoll, 2008): ego α = .85 and mastery α = .86. We used a questionnaire formed by two ad hoc scales to evaluate the coaches' perceptions about their players' actual and potential skills, and their performance. The players discriminated clearly between the two motivational climates (ego and mastery), which were equally represented. The players perceived a reasonable amount of competitive anxiety, mostly cognitive (internal worries derived from the players' own performance expectations) rather than somatic. In terms of the coaches' perceptions, there was no significant relationship between the factors of competitive anxiety and coaches' perceptions of players' skills and

performance, but a strong correlation ($r = .80, p < .001$) between coaches' perceptions of their players' actual performance and potential skills. No significant relationship was found between motivational climate and the coaches' perceptions of the skills and performance of the players. It should be noted that neither the coaches' beliefs about the potential of their players, nor the type of motivational climate, induced pressure that was perceived as anxiety by the players.

Keywords: Competitive anxiety, Motivational climate, Young athletes, Skills, Performance, Soccer

Relationships between Achievement Goals, Perception of Motivational Climate, Assessment of Physical Education, Practice of Extracurricular Sport Activity, and Drug Consumption in Physical Education Students

Jiménez, R., Cervello, E., Garcia-Calvo, T., Santos-Rosa, F. J. y Del Villar, F. (2006). Relaciones entre las metas de logro, la percepción del clima motivacional, la valoración de la educación física, la práctica deportiva extraescolar y el consumo de drogas en estudiantes de educación física. *Revista Mexicana de Psicología*, 23(2), 253–265.

The aim of this study was to analyze the relationships between motivational climate, goal orientations, assessment of physical education classes, and behavioral patterns of healthy (i.e., practicing sports as extra-curricular activity) and non-healthy lifestyles (consumption of alcohol, tobacco, and other drugs) of 402 physical education (PE) students (184 males, 218 females) between the ages of 14 and 18 years old (M age = 15.52, $SD = 1.18$). We used the Perception of Success Questionnaire (POSQ) to measure the students' dispositional goal orientations, Learning and Performance Orientations in PE Classes Questionnaire (LAPOPECQ) to analyze the students' perceptions of motivational climate, an adapted version of the Health Behavior Survey in School Children (HBSC) to measure drug consumption and the practice of extracurricular sports, and the Questionnaire of the Students' Assessment of PE Classes to assess perception of the classes. A correlational-descriptive methodology and structural equation methodology were applied, showing that students' assessment of PE classes was positively associated with the perception of a task-involved motivational climate and negatively associated with an ego-involved climate. Results also showed that the assessment of PE classes was positively associated with the practice of extracurricular sports and that this practice was negatively associated with the consumption of drugs. The results imply that it is fundamental to promote a perception of a task-involved motivational climate in PE because of the benefits participants obtain, not only in the improvement of the teaching-learning process in the classroom, but also for the personal improvement in students' increased practice of extracurricular sports, assessment of the subject, and diminished use or avoidance of toxic substance consumption.

Keywords: Achievement goals, Motivational climate, Healthy lifestyles, Physical education

Perceived Motivational Climate, Self-Determined Motivation, and Self-Esteem in Young Mexican Athletes

López-Walle, J., Balaguer, I., Castillo, I. y Tristan, J. (2011). Clima motivacional percibido, motivación autodeterminada y autoestima en jóvenes deportistas mexicanos. *Revista de Psicología del Deporte*, 20(1), 209–222.

Within the framework of achievement goal (Ames, 1992; Dweck, 1999; Nicholls, 1989) and self-determination (Deci & Ryan, 1985, 2000) theories, sport research has provided evidence that athletes have more adaptive motivational patterns and well-being when they perceive that coaches create task-involving atmospheres (Duda & Balaguer, 2007; Duda & Whitehead, 1998; Ntoumanis & Biddle, 1999). In this study, we tested a model with the following sequence: perceived motivational climate created by the coach—self-determined motivation—self-esteem. We also examined whether self-determined motivation acted as a mediator between the two dimensions of perceived motivational climate (task-involving and ego-involving climate) and self-esteem. A total of 651 young Mexican athletes (330 girls, 321 boys; M age = 13.99 years, SD = 1.88) completed a questionnaire with the Spanish versions of the following questionnaires: Perceived Motivational Climate in Sport Questionnaire-2 (PMCSQ-2; Balaguer, Guivernau, Duda, & Crespo, 1997; Newton, Duda, & Yin, 2000), Sport Motivation Scale (SMS; Balaguer, Castillo, & Duda, 2007; Pelletier, Fortier, Vallerand, Tuson, Briere, & Blais, 1995), and Self-Description Questionnaire-III (SDQ-III; Balaguer, Castillo & Duda, 2008; Marsh, Richards, Johson, Roche, & Tremayne, 1994), adapted to Mexican sports context. In this study, the self-determination index was used to evaluate self-determined motivation. The results of structural equation model showed that task-involving climate was positively associated ($r = .30, p < .01$), and ego-involving climate negatively related ($r = -.30, p < .01$) to self-determined motivation. In turn, self-determined motivation was positively associated with self-esteem ($r = .59, p < .01$). Finally, results provided support for the assumed mediational role of self-determined motivation that was acting as a total mediator in the relationship between task-involving climate and self-esteem, and as a partial mediator between ego-involving climate and self-esteem. The findings of this study imply that coaches should create a strong task-involving climate in their teams to promote athletes' quality of motivation and well-being.

Keywords: Motivational climate, Self-determined motivation, Self-esteem, Mexican athletes.

The Influence of Fathers and Mothers on Sporting Commitment among Young Soccer Players

Torregrosa, M., Cruz, J., Sousa, C., Viladrich, C., Villamarín, F., Garcia-Mas, A. y Palou, P. (2007). La influencia de padres y madres en el compromiso deportivo de futbolistas jóvenes. *Revista Latinoamericana de Psicología*, 39(2), 227–237.

The influence of context on youth athletes' sporting careers is no longer disputed. Nevertheless, there has been limited empirical research into the different contributions of each socialization agent (e.g., coaches, parents, peers) and whether they lead to a satisfactory, formative, and maintained experience or to an unsatisfactory experience resulting in dropout. This study evaluated the influence of parents' involvement in youth soccer players' commitment. A total of 893 soccer players answered the Parental Involvement Sport Questionnaire (PISQ; Lee & Mclean, 1997) and the Sport Commitment Questionnaire (SCQ; Scanlan et al. 1993). The PISQ measures parents' directive behaviors, praise, and understanding, as well as their active involvement in the sporting activity. The SCQ measures athletes' commitment and its predictive factors such as enjoyment, active involvement, and perceived barriers. It is assumed that the greater the commitment is the lower the probability of dropping out from soccer. Descriptive results show that soccer players perceive high levels of praise and understanding and low levels of directive behaviors and active involvement from their parents. At the same time

they show high levels of commitment, enjoyment, and personal active involvement and lower levels of perceived barriers. However, correlational analysis shows that high levels of praise and understanding are related to high levels of directive behaviors. Thus, the participation of parents in sport appears to have two sides that are difficult to separate: the more they praise and are practically involved (positive participation), the more directive behaviors (negative participation) they show. Regression analysis revealed that parental praise and understanding positively predicted youth soccer players' commitment, whereas directive behaviors negatively predict it. The practical implication is that parents can play a role in shaping young soccer players' experience related to sport; therefore, we should design programs that focus on promoting positive participation (praise and understanding) and try to minimize its negative side (directive behaviors).

Keywords: Youth sport, Sporting context, Parental involvement, Sport commitment