






# Evolution of perceptions of motivational climates in youth soccer development and a comparison of opinions between families and players

 **Alberto Sarmiento Espiau**  . Faculty of Health Sciences and Sport. University of Zaragoza. Zaragoza, Spain.  
 **Víctor Murillo Lorente**. Faculty of Health Sciences and Sport. University of Zaragoza. Zaragoza, Spain.  
 **Jesús De Tremps Vicente**. Faculty of Health Sciences and Sport. University of Zaragoza. Zaragoza, Spain.  
 **Javier Álvarez Medina**. Faculty of Health Sciences and Sport. University of Zaragoza. Zaragoza, Spain.

## ABSTRACT

Motivation is one of the general variables with the greatest influence on behaviour, making it essential to understand the perspectives of various stakeholders as well as the theories that examine it. Furthermore, it stands as one of the primary causes of dropout in adolescent sports participation. The primary objective of this research is to ascertain the assessment of the motivational climate from both players and families in youth football development categories. Specific objectives include validating whether the adaptation of the SMS and AGSYS questionnaires yields congruent results, comparing the perspectives of families and players regarding the motivational climate, and finally, examining the opinions and evolution of the motivational climate among players across different age categories. The sample consisted of 143 individuals from the top-tier teams in youth development stages at the Cuarte Sports Club (Zaragoza, Spain). Descriptive and inferential statistics were employed using the SPSS 22.0 statistical software. The findings indicate that the adaptation of both questionnaires does not measure the same constructs, significant differences exist in the opinions of families and players, and lastly, cadet-level players demonstrate distinct opinions in comparison to other age categories.

**Keywords:** Youth soccer development, Motivational climate, Players, School age, Coaches, Families.

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 **Corresponding author.** Faculty of Health Sciences and Sport. University of Zaragoza. Zaragoza, Spain.

E-mail: [asarmi111@gmail.com](mailto:asarmi111@gmail.com)

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## INTRODUCTION

Football, the most popular and cherished sport worldwide (Castellano, 2018; Gollan, Bellenger & Norton, 2020), draws crowds and engages over 240 million people globally (registered participants), as indicated by a recent study conducted by FIFA (2021). Fans are willing to travel great distances to witness the competition and the success of their favourite team (Castellano, 2018; Tapia & Hernández, 2010), owing to its unique magnetism.

This sport is characterized by being an activity of collaboration and opposition in which players interact with each other to achieve objectives both in attack and defence. Communication and understanding among player are fundamental aspects (Parlebas, 2001), highlighting the importance of team cohesion. It is essential that sports contexts meet the motivational needs of adolescents and promote team cohesion, although this may vary as one progresses through the categories (Moreno-Fernández et al., 2019).

In recent years, there has been a growing incorporation of psychological training in the methodology of teams and athletes, especially in relation to team cohesion (Abenza et al., 2014; Carmona, Guzmán, and Olmedilla, 2015; Olmedilla et al., 2015).

Motivation is considered one of the general variables with the greatest influence on human behaviour (Matus, Molino, and García, 2020; McCormick, Meijen, and Marcora, 2018; Moreno-Fernández et al., 2019; Olmedilla and Domínguez-Igual, 2016). Sports Psychology is a fascinating discipline dedicated to improving both sports performance and the social and psychological aspects that contribute to human growth (Berrospe, 2019; Chirivella and Peris-Delcampo, 2018; Navarrón, Godoy, Vélez, Ramírez, and Jiménez, 2017; Vaamonde, 2018), focusing on the study of how psychological and emotional factors influence sports performance, as well as how participation in sports or physical activity affects these same factors (Chirivella and Peris-Delcampo, 2018; Moreno et al., 2019; Olmedilla, Sánchez, Almansa, Gómez, and Ortega, 2018).

In the context of youth soccer, players express various motivations for practicing this sport, such as the acquisition of technical and tactical skills, forming friendships, and seeking entertainment (Expósito, 2018; Gómez-Carmona et al., 2018; Peña, Serrano, Catalán, Remacha, and González, 2022). Furthermore, cognitive skills and abilities acquire relevance equal to or even greater than technique or tactics (Martinez, Cuadro, and Córdova, 2022; Ramos-Pastrana et al., 2019). Therefore, it is crucial for coaches to design training sessions in a way that promotes participation, learning, and enjoyment for all players.

In the specific context of football players, various motivation theories are relevant and can influence their performance, behaviour, and continued participation in sports. Some motivation theories pertinent to football players include Self-Determination Theory (Deci and Ryan, 1985; Ayala and Gastelum, 2020), Achievement Goal Theory (Balaguer, 1994; Berrospe, 2019; Nicholls, 1989), Expectancy Theory (Antón and Rodríguez, 2012), and Flow Theory (Armas Arráez, 2019; Antón and Rodríguez and Sáez, 2012). These motivation theories can interact and intertwine in the experience of football players (del Valle Díaz, Palomino, and Luna, 2020; Giménez, Joven, and Catalán, 2022; Salinas and Frisancho, 2017).

This research primarily focuses on two of the aforementioned theories: Self-Determination Theory (Deci and Ryan, 1985; Ayala and Gastelum, 2020) and Achievement Goal Theory (Balaguer, 1994; Berrospe, 2019; Nicholls, 1989).

Regarding Self-Determination Theory (Deci and Ryan, 1985; Ayala and Gastelum, 2020), it posits that motivation exists on a continuum and is characterized by different levels of self-determination. In this regard, three types of motivation are identified: intrinsic motivation, extrinsic motivation, and amotivation (Vázquez and López, 2019; Ryan and Deci, 2020). It is relevant to note that these concepts of motivation according to Self-Determination Theory are organized on a spectrum ranging from the most self-determined motivation, such as intrinsic, to complete lack of motivation, known as amotivation (Cuevas, García-Calvo, González, and Fernández-Bustos, 2018; Ryan and Deci, 2000; Jiménez, González, and Ferriz, 2021).

In the context of Achievement Goal Theory (Balaguer, 1994; Berrospé, 2019; Nicholls, 1989), it suggests that the individual's primary goal is to demonstrate competence. Within this theory, two socially influenced goal orientations are recognized: task or mastery orientation and ego or outcome orientation (Nicholls, 1984). Numerous studies support the positive effects of task-oriented climates in various affective, cognitive, and behavioural outcomes (Abós, Sevil, Julián, Abarca-Sos, and García-González, 2017; Di Battista et al., 2019), as well as the repercussions of ego-oriented climates in various contexts (Alonzo, 2022; Castro-Sánchez, Zurita-Ortega, and Chacón-Cuberos, 2019; Sánchez, Sánchez-Sánchez, Carcedo, and García, 2020). Research conducted by Castro, Zurita, and Chacón (2019) and García-González, Méndez-Giménez, Fernández-Río, and Sevil-Serrano (2021) indicates the predominant use of task orientation among athletes in formative stages compared to ego orientation, resulting in significantly higher values in the task climate category (cooperative learning, effort/improvement, and significant role) compared to the ego climate (rivalry among peers, punishment for mistakes, and uneven recognition).

However, the focus on motivation should not be limited solely to the perspectives provided by the aforementioned theories. It is also essential to examine it from the perspective of the various stakeholders involved in youth football. According to Torregrosa and Cruz (2006), Gómez-Espejo, Aroca, Robles-Palazón, and Olmedilla (2017), and Smith and Brown (2017), what is referred to as the "*sports triangle*" is identified, consisting of the athlete, the coach, and the family. Additionally, it is necessary to consider other influencing variables, such as referees and the sports organization.

In this context, there has been a growing interest in the role of youth football players during their formative stages. The player emerges as a central actor in optimizing this tripartite relationship, influenced both by the family, which provides emotional support and balances the young athlete's sports performance and well-being (García et al., 2019; Tocarema, Fajardo, and Mora, 2021), and by the coach, whose responsibility encompasses not only the development of football skills but also the promotion of a positive environment that fosters personal growth and player commitment (Johnson and Martínez, 2020; Machado, Barreira, and Gonçalves, 2018; Martins, Rosado, Ferreira, Biscaia, and Figueiredo, 2016). Thus, it can be observed that youth football players have a significant impact on both their own development and the overall success of the team.

The coach emerges as one of the most influential actors in youth athletes' sports commitment (Machado, Barreira, and Gonçalves, 2018; Martins, Rosado, Ferreira, Biscaia, and Figueiredo, 2016). Drawing on Self-Determination Theory, numerous studies have assessed the impact of coach autonomy-supportive behaviours on player motivation, although the influence of coach controlling behaviours has been the subject of limited research (Trigueros-Ramos, Gómez, Aguilar-Parra, and León-Estrada, 2019; García-González, Méndez-Giménez, Fernández-Río, and Sevil-Serrano, 2021).

Regarding families, parents exert a direct influence on their children's learning and behaviour (Tocarema, Fajardo, and Mora, 2021). Furthermore, aspects such as information and emotional support provided by

parents to their children are related to the quantity and quality of sports practice (Amado, Sánchez-Oliva, González-Ponce, Pulido-González, and Sánchez-Miguel, 2015; Lorenzo, Cubero, López, and Hertting, 2017; Salas, Rotger, and Verdaguer, 2019). According to a study by Prieto and Ramírez (2021), based on the perception of youth football players, as they progress through the categories, parents tend to display more disrespectful behaviour, and coaches become less education-oriented. Therefore, it is important to emphasize that both parents and coaches need guidance and training, just like any other figure in sports (Rodríguez, Hernández, and Mora, 2018). Additionally, Serrano and Devís (2020) point out that most participants conclude that current youth football does not focus on education. Unfortunately, the motivational climate in this context tends to primarily emphasize performance (ego) rather than mastery (task) (García-González, Méndez-Giménez, Fernández-Río, and Sevil-Serrano, 2021; Serrano and Devís, 2020). It is important to note that these groups are a generalization, and reality can be much more complex, with parents displaying characteristics of different groups at different times. Each individual and family situation is unique, so it is essential to consider the diversity of parental dynamics and tailor support strategies to the specific needs of each young athlete (Ortiz, 2017; Palou, Pulido, Borràs, and Ponseti, 2019).

The general objective of this study is to understand the opinion on the motivational climate in sports practice of players and their families in youth football categories. Thus, the specific objectives of this research are:

1. Compare the opinion of families and players on the motivational climate in sports practice.
2. Verify if the adaptation of the "*Scale Motivation Sport (SMS)*" and the "*Achievement Goal Scale for Youth Sports (AGSYS)*" questionnaires yield the same results.
3. Understand the opinion and evolution of the motivational climate of players throughout different youth categories.

## MATERIALS AND METHODS

### *Participants*

The study invited two members of the sports triangle (Players and Families) from the Cuarte Sports Club who belonged to the first teams of the Benjamín, Alevín, Infantil, and Cadete categories (N = 143), excluding the remaining population group, the Coaches. The sampling method was characterized as convenience sampling. Ultimately, 57 participants were players (81.4%), and 86 were parents (family) of the players (61.4%). The ages of the players ranged from 10 to 16 years, with a mean age of  $13.20 \pm 2.18$ , while the ages of the families ranged from 37 to 58 years, with an average age of  $45.21 \pm 5.18$ . The majority of the families (66.3%) had completed higher education. Data collection was conducted during the 2021-2022 sports season.

### *Instruments*

Several instruments were used to carry out this study. The first was the Spanish version of the Achievement Goal Scale For Youth Sports (AGSYS) questionnaire (Albert, Petrie, and Moore, 2021; Gomes, Gonçalves, Dias, and Morais, 2019; Gredin et al., 2022; Thibodeaux and Winsler, 2022), adapted for the "*Families*" population group. This scale consists of 12 items (6 ego-oriented and 6 task-oriented) and was responded to by two members of the previously mentioned "*sports triangle*" (Players and Families) to assess their motivational climate. For the "*Players*" population group, no adaptations were needed.

The second instrument used was the Spanish version of the adapted Motivation in Sport Scale (SMS) (Alonso, Lucas, and Izquierdo, 2007; Bastías, Camacho, Flores, Belmar, and Morales, 2021; Cerón-Molano, 2021; Pérez Quero, 2023; Supervía, Bordás, Lorente, and Abad, 2016) for our research. The adaptation of

SMS involved selecting 12 items that had a greater connection to AGSYS, thus reducing the number of original SMS items.

Respondents were instructed to rate their level of agreement with each item using a five-point Likert scale ranging from "completely disagree" (1) to "completely agree" (5). Additional questions were added to the scales: age, gender, phone number, club, category, and level of education.

### Procedure

This study complied with ethical and safety standards and was approved by the Research Ethics Committee in the Aragon Community (CEICA) (Aragon, Spain) by the University of Zaragoza with registration number 2023-148. The club authorities and different categories' representatives were informed about the study's objectives and purposes, which were carried out after obtaining their approval. Data confidentiality and participant anonymity were preserved in accordance with the Organic Law 3/2018 on the Protection of Personal Data and Digital Rights. All participants provided informed consent before data collection, which was carried out through self-administered questionnaires in the presence of a researcher.

### Data analysis

In this research, the Statistical Package for the Social Sciences (SPSS 22.0) software from IBM, headquartered in Armonk, New York, USA, was used. Descriptive statistical techniques were employed to analyse the collected data, including the calculation of means, standard deviations, minimum and maximum values, as well as percentages and frequencies. Additionally, the Cronbach's alpha coefficient was used to evaluate the reliability of the scales used.

In the inferential analysis phase, correlations between variables were examined, and the presence of significant differences was verified by establishing a significance level of  $p < .05$ . First, a normality test of the sample was performed using the Shapiro-Wilk test, which is applied to data following a normal distribution. Subsequently, when data normality was confirmed, parametric tests such as Student's T-test and one-way analysis of variance (ANOVA) for mean comparison were used. The Chi-square test was used for contingency/crossed tables. These statistical tools allowed for a comprehensive and rigorous analysis of the data collected in this research.

## RESULTS

Table 1. Comparison of opinions between parents and players in AGSYS.

Dimension	Sample	N	Average $\pm$ SD	$p$
Scale	Players	57	64.26 $\pm$ 8.73	.000
	Parents	86	55.44 $\pm$ 8.13	
Task-involved	Players	57	28.33 $\pm$ 2.30	.031
	Parents	86	27.26 $\pm$ 3.18	
Ego	Players	57	17.36 $\pm$ 6.29	.000
	Parents	86	10.34 $\pm$ 5.54	
My goal is to learn new skills and become the best I can be	Players	57	4.68 $\pm$ .73	.011
	Parents	86	4.26 $\pm$ 1.06	
Being the best player is the most important thing	Players	57	2.78 $\pm$ 1.22	.000
	Parents	86	1.65 $\pm$ .91	
Improving my skills is the most important thing	Players	57	4.56 $\pm$ .75	.523
	Parents	86	4.63 $\pm$ .68	

My goal is to get better than others	Players	57	2.94 ± 1.38	.000
	Parents	86	1.68 ± 1.08	
I put in my best effort to be the best I can be	Players	57	4.59 ± .72	.072
	Parents	86	4.33 ± .90	
I want to be better than others in my sport	Players	57	3.31 ± 1.37	.000
	Parents	86	2.04 ± 1.32	
I feel happy when I learn new aspects of football	Players	57	4.87 ± .46	.215
	Parents	86	4.76 ± .54	
Success. to me. means being better than others	Players	57	2.17 ± 1.26	.000
	Parents	86	1.50 ± .87	
I feel happy when I give my best	Players	57	4.91 ± .28	.635
	Parents	86	4.88 ± .38	
I want to prove that I'm better than others	Players	57	3.19 ± 1.31	.000
	Parents	86	1.70 ± 1.12	
My goal is to master my sport. the skills of my sport	Players	57	4.70 ± .75	.029
	Parents	86	4.37 ± .94	
My goal is to be better than others in my sport	Players	57	2.94 ± 1.30	.000
	Parents	86	1.75 ± 1.08	

Table 2. Comparison of the SMS/AGSYS questionnaires (players).

Dimension	Questionnaire	Reliability	N	Average ± SD	Min-Max	p
Task-involved	SMS	.756	57	28.47 ± 2.12	22 – 30	.735
	AGSYS	.668	57	28.33 ± 2.30	21 – 30	
Ego	SMS	.730	57	19.84 ± 5.20	6 – 30	.024
	AGSYS	.889	57	17.36 ± 6.29	6 – 28	
Scale	SMS	.687	57	48.31 ± 5.75	32 – 60	.036
	AGSYS	.830	57	45.70 ± 7.31	28 - 58	

Table 3. Comparison and evolution of opinions in different categories.

	Benjamin	Alevin	.antil	Cadete	
N	14	18	12	13	
Average ± SD	47.50 ± 5.33	45.06 ± 8.32	45.08 ± 7.42	45.23 ± 8.07	
Min. – Max.	36 - 56	33 – 58	28 – 56	33 – 56	
<b>Cronbach's alpha</b>					
Benjamin	Scale	-	.361	.413	.432
	Task	-	.349	.471	.003
	Ego	-	.455	.478	.896
Alevin	Scale	.361	-	.992	.949
	Task	.349	-	.891	.022
	Ego	.455	-	.972	.385
Infantil	Scale	.413	.992	-	.961
	Task	.471	.891	-	.027
	Ego	.478	.972	-	.411
Cadete	Scale	.432	.949	.961	-
	Task	.003	.022	.027	-
	Ego	.896	.385	.411	-

In Table 2, the "ego" dimension in the SMS questionnaire yielded a higher mean value than the "ego" dimension in the AGSYS scale, with significant differences observed between dimensions of both

questionnaires used in the research for the "Players" population group ( $p = .024$ ). Simultaneously, significant differences were found in the total scales due to the p-value obtained in both questionnaires ( $p = .036$ ). Finally, a mean close to 20 points (19.84) was obtained in the SMS questionnaire in the "ego" dimension (Table 2), which is 2 points higher than the score obtained in the AGSYS scale in this dimension.

The values in Table 3 demonstrate that there are significant differences between population groups in the questionnaire. Furthermore, concerning the dimensions that make up the AGSYS scale, the data show significant differences in the "Task" dimension ( $p = .031$ ) and highly significant differences in the "Ego" dimension ( $p = .000$ ), as well as in the overall scale ( $p = .000$ ).

## DISCUSSION

The main objective of this study was to understand the opinions regarding the motivational climate in sports practice among young soccer players and their families in the Aragonese youth soccer categories. The specific objectives were: 1) Compare the opinions of families and players regarding the motivational climate in sports practice, 2) Determine if the adaptation of the "Scale Motivation Sport (SMS)" and the "Achievement Goal Scale for Youth Sports (AGSYS)" questionnaires yield similar results, and 3) Understand the opinions and evolution of the motivational climate among players across different youth categories.

### **Objective 1: Comparing the opinions of families and players regarding the motivational climate in sports practice**

The results (Table 1) show significant and highly significant differences between the opinions of players and parents. These differences could be attributed to the distinct perspectives and experiences of youth soccer between the two groups.

Players tend to focus on aspects such as skill development, tactics, making friends, having fun, and personal growth in sports (Expósito, 2018; Gómez-Carmona et al., 2018; Peña, Serrano, Catalán, Remacha, and González, 2022; Prieto, 2020). In contrast, parents primarily aim to accompany their children, provide emotional support and information, and positively influence their sports experiences to help them enjoy it (Amado, Sánchez-Oliva, González-Ponce, Pulido-González, and Sánchez-Miguel, 2015; Lorenzo, Cubero, López, and Hertting, 2017; Ortiz, 2017; Rodríguez, de la Cruz Ortega, Andreu, Zavala, and Roldan, 2018; Salas, Rotger, and Verdaguer, 2019).

These differences in perspective between youth and parents could be attributed to parents' desires to reflect their expectations in their children's sports experiences, particularly in youth soccer (Latorre et al., 2009; Soto and Cazorla, 2022; Villasol, Cifola, and Pons, 2023).

Clubs must strive to create a motivational climate that appeals to the entire "sports triangle," comprising players, coaches, and families, in all youth categories. This is essential to enhance the quality of the services they provide and increase the number of registrations in their clubs. Moreover, this can help prevent player attrition to other clubs or dropping out of sports due to a lack of interest among these important groups (Amado, Sánchez-Oliva, González-Ponce, Pulido-González, and Sánchez-Miguel, 2015; Prieto, 2020; Rodríguez, de la Cruz Ortega, Andreu, Zavala, and Roldan, 2018; Serrano and Devís, 2020; Villasol, Cifola, and Pons, 2023).

**Objective 2: Checking if the adapted “Scale Motivation Sport (SMS)” and “Achievement Goal Scale for Youth Sports (AGSYS)” questionnaires yield the same results**

The study confirmed differences between the two questionnaires (Table 2). Significant differences were observed in the "Ego" dimension ( $p = .024$ ), whereas no significant differences were identified in the "Task" dimension ( $p = .735$ ). Notably, the SMS questionnaire had higher average scores in all dimensions compared to the AGSYS questionnaire, and significant differences were observed in the overall scale ( $p = .036$ ). The "Task" dimension was evaluated similarly in both scales, with the SMS ( $p = .756$ ) and AGSYS ( $p = .668$ ) showing no significant differences. For the "Ego" dimension, the values of  $p$  were SMS ( $p = .730$ ) and AGSYS ( $p = .889$ ).

These results differ from previous studies, such as those by Smith, Smoll, and Cumming (2009) and Martín-Albo, Núñez, Navarro, Leite, Almirón, and Glavinich (2007), which aimed to analyse the psychometric properties of the SMS and AGSYS questionnaires. Both studies concluded that the SMS measures the motivational climate according to Self-Determination Theory, arguing that as the level of self-determination increases, the ego orientation decreases. In contrast, the AGSYS measures the motivational climate from the perspective of Achievement Goal Theory and concludes that youth sports are related to significant increases in task orientation and a decrease in ego orientation. While the methods of analysing the motivational climate are different, the results are very similar.

These findings can be highly relevant for youth soccer club management, including boards and coordinators, when establishing training programs oriented toward different objectives. These programs can focus on learning and personal development (task climate) or performance and competition (ego climate) (Abós, Sevil, Julián, Abarca-Sos, and García-González, 2017; Alonzo, 2022; Castro-Sánchez, Zurita-Ortega, and Chacón-Cuberos, 2019; Di Battista et al., 2019; Sánchez, Sánchez-Sánchez, Carcedo, and García, 2020). Each club can choose the orientation that best aligns with its values and specific objectives (Ávila Afonso, 2020; Del Águila, 2021; Ridge, 2021; Rodríguez Martínez, 2012; Soria Polo, 2021).

**Objective 3: Understanding the opinions and evolution of the motivational climate among players across different youth categories**

The results (Table 3) reveal differences in the motivational climate among players in various youth categories, ranging from Benjamín to Cadete. Notably, significant differences were observed, particularly between the Cadete category and the others. These results are consistent with similar previous research (Castro-Sánchez, Zurita-Ortega, and Chacón-Cuberos, 2019; Cuenca, 2019; Peña, Serrano, Catalán, Remacha, and González; 2022).

As players progress through higher youth categories, a greater prevalence of ego-oriented motivation is observed, indicating that youth soccer focuses less on education, as previous studies have suggested (Serrano and Devís, 2020). The observed differences between categories may be related to the various developmental stages individuals go through as they grow within the selected youth category age ranges (Castillo, Duda, Álvarez, Mercé, and Balaguer, 2011; Torregrosa, Sousa, Viladrich, Villamarín, and Cruz, 2008; Torregrosa et al., 2011). It can be argued that youth soccer should promote a task-oriented motivational climate across all categories and reduce the ego-oriented motivational climate (Mosqueda, López-Walle, Gutiérrez-García, García-Verazaluce, and Tristán, 2022; Moreno-Luque, Reigal, Morillo-Baro, Morales-Sánchez, and Hernández Mendo, 2019; Murillo et al., 2018; Nascimento et al., 2019).

In summary, no differences were observed in the remaining categories, which is consistent with previous research (Calo Silva, Grava de Moraes, Pestana, Barroso Hirota, and Lopes Verardi, 2022; Prieto and



Ramirez, 2021). However, there is evidence that the youth category in youth soccer influences the motivational climate of players and their future behaviours. This underscores the need for more research in this area (Castillo, Duda, Álvarez, Mercé, and Balaguer, 2011; Torregrosa, Sousa, Viladrich, Villamarín, and Cruz, 2008; Torregrosa et al., 2011).

### **Limitations of the study and potential lines of research**

The sample size used is small, so further studies should be conducted with larger populations of all members of the "sports triangle" (players, parents, coaches/coordinators) to corroborate these results.

## **CONCLUSIONS**

1. The adaptations made to the SMS and AGSYS questionnaires have proven to be suitable for understanding motivational climates, although differences were observed between them. The AGSYS questionnaire has higher reliability than the SMS in terms of the total scale. When comparing dimensions, AGSYS has higher reliability than SMS in the ego dimension, while SMS has higher reliability than AGSYS in the task dimension.
2. Significant differences were found between the opinions of parents and players, both in the overall scale and, to a lesser extent, in the ego and task dimensions.
3. The Cadete category showed significant differences compared to the other categories. As players progress through the youth categories, there is an increasing orientation toward the ego climate.

## **AUTHOR CONTRIBUTIONS**

Principal Author (Alberto Sarmiento Espiau). Developed the theoretical framework and designed the study methodology, conducted data analysis and presented the main results, drafted the majority of the manuscript and coordinated collaboration among co-authors. Co-author (Víctor Murillo Lorente). Contributed significantly to experimental design or theoretical development, provided intellectual leadership and guidance throughout the process, actively participated in the review and editing of the manuscript. Co-author (Jesús de Tremps Vicente). Compiled data in a specific phase of the study, contributed to the critical review of the literature and provided key information. Co-author (Javier Álvarez Medina). Supervised the entire research project, provided intellectual leadership and guidance throughout the process, facilitated collaboration and communication among co-authors, actively participated in the review and editing of the manuscript.

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## **DISCLOSURE STATEMENT**

No potential conflict of interest was reported by the authors.

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## ANNEXES

## Annex 1. Favourable Report on Academic Works.



**Informe Dictamen Favorable  
Trabajos académicos**

C.P. - C.I. PI23/200

31 de mayo de 2023

Dña. María González Hinjos, Secretaria del CEIC Aragón (CEICA)

**CERTIFICA**

**1º.** Que el CEIC Aragón (CEICA) en su reunión del día 31/05/2023, Acta Nº 11/2023 ha evaluado la propuesta de Trabajo:

**Título: Título: Percepción del clima motivacional y perfil del entrenador de fútbol en edad escolar en máximas categorías de etapas formativas en la ciudad de Zaragoza**

**Alumno: Alberto Sarmiento Espiau**

**Tutores: Víctor Murillo Lorente y Javier Álvarez Medina**

**Versión protocolo: 1.1.**

**Versión documento de información y consentimiento: v 1.1 de 21/04/2023**

**2º.** Considera que

- El proyecto se plantea siguiendo los requisitos de la Ley 14/2007, de 3 de julio, de Investigación Biomédica y los principios éticos aplicables.
- El Tutor/Director garantiza la confidencialidad de la información, la obtención de los consentimientos informados, el adecuado tratamiento de los datos en cumplimiento de la legislación vigente y la correcta utilización de los recursos materiales necesarios para su realización.

**3º.** Por lo que este CEIC emite **DICTAMEN FAVORABLE a la realización del trabajo.**

Lo que firmo en Zaragoza

María González Hinjos  
Secretaria del CEIC Aragón (CEICA)



**Annex 2. Achievement Goal Scale for Youth Sports (AGSYS)(Players).****Sociodemographic Information****• Gender:**

- Male
- Female
- Other

**• Age:**

• **Mobile phone** (if you don't have one, please provide your parent/guardian's):

• **Club** (please provide the full name of the club: CD Cuarte):

• **Category** (please indicate the one you are currently competing in)

- Benjamin
- Alevin
- Infantil
- Cadete

***Achievement Goal Scale for Youth Sports Questionnaire***

Please read each statement and circle the response that best applies to you. Remember that there are no right or wrong answers.

(1 = Not true at all; 3 = Somewhat true; 5 = Very true)

1. My goal is to learn new skills and become the best I can be.
2. Being the best player is the most important thing.
3. Improving my skills is the most important thing.
4. My goal is to get better than others.
5. I put in my best effort to be the best I can be.
6. I want to be better than others in my sport.
7. I feel happy when I learn new aspects of football.
8. Success, to me, means being better than others.
9. I feel happy when I give my best.
10. I want to prove that I'm better than others.
11. My goal is to master my sport, the skills of my sport.
12. My goal is to be better than others in my sport.

**Annex 3. Achievement Goal Scale for Youth Sports (AGSYS)(Families).****Sociodemographic Information****• Gender:**

- Male
- Female
- Other

**• Age:****• Mobile phone:****• Club** (please provide the full name of the club: CD Cuarte):**• Category** (please indicate the category in which your child plays)

- Benjamín
- Alevín
- Infantil
- Cadete

**• What is the highest level of education completed?**

- Basic Education
- Secondary Education
- Higher Education

***Achievement Goal Scale for Youth Sports Questionnaire***

Please read each statement and circle the response that best applies to you. Remember that there are no right or wrong answers.

(1 = Not true at all; 3 = Somewhat true; 5 = Very true)

1. My goal is for my child to learn new skills and become the best they can be.
2. The most important thing is for my child to be the best player.
3. The most important thing is for my child to improve their skills.
4. My goal is for my child to improve so they are better than others.
5. My child puts in their best effort to be the best they can be.
6. I want my child to be the best.
7. I feel happy when my child learns new aspects of football.
8. To me, success means my child being better than others.
9. I feel happy when my child gives their best.
10. I would like my child to prove that they are better than others.
11. My goal is for my child to master the sport, to master the skills of the sport.
12. My goal is for my child to be better than others in their sport.

## Annex 4. Scale Motivation Sport.

### Sociodemographic Information

• **Gender:**

- Male
- Female
- Other

• **Age:**

• **Mobile phone** (if you don't have one, please provide the phone number of your parent/guardian):

• **Club** (please provide the full name of the club: CD Cuarte):

• **Category** (please indicate the category in which you are currently competing)

- Benjamín
- Alevín
- Infantil
- Cadete

### *Scale Motivation Sport (SMS) Questionnaire*

Please read each statement and circle the response that best applies to you. Remember that there are no right or wrong answers.

(1 = Not true at all; 3 = Somewhat true; 5 = Very true)

1. Because I enjoy learning new techniques during training.
2. For the satisfaction of discovering new ways of playing.
3. For the pleasure I feel when improving my weaknesses.
4. For the pleasure I feel when I execute difficult moves correctly.
5. For the intense emotions I experience while playing.
6. Because I enjoy the feeling of being focused while playing.
7. Because it is prestigious to be a football player.
8. Because people close to me think it's important for me to play football.
9. Because I must play football to feel good about myself.
10. Because I feel bad if I don't play football during my free time.
11. Because it's the best way to learn many things that could be useful in other areas of my life.
12. Because it's one of the best ways to maintain good relationships with my friends.



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