

# *Evaluating the Motivational Climate Among Albanian Male Soccer Players: Insights into Satisfaction Levels with Coaches in Adult Leagues*

---

---

***PhD (c) Gert METANI***

ORCID: <https://orcid.org/0000-0003-1627-9862>

DEPARTMENT OF PSYCHOLOGY, EDUCATION AND SPORTS

FACULTY OF HUMANITIES, EDUCATION AND LIBERAL ARTS

EUROPEAN UNIVERSITY OF TIRANA, TIRANA, ALBANIA

E-mail: [gerti.metani@uet.edu.al](mailto:gerti.metani@uet.edu.al)

---

***PhD (c) Dorjan ISUFAJ***

ORCID: <https://orcid.org/0000-0002-0898-3465>

DEPARTMENT OF PSYCHOLOGY, EDUCATION AND SPORTS

FACULTY OF HUMANITIES, EDUCATION AND LIBERAL ARTS

EUROPEAN UNIVERSITY OF TIRANA, TIRANA, ALBANIA

E-mail: [dorjan.isufaj@uet.edu.al](mailto:dorjan.isufaj@uet.edu.al)

---

***M.Sc. Ditmar JUBICA***

ORCID: <https://orcid.org/0009-0001-8212-3041>

DEPARTMENT OF PHYSICAL EDUCATION AND SPORTS

FACULTY OF EDUCATION

“LUIGJ GURAKUQI” UNIVERSITY, SHKODËR, ALBANIA

E-mail: [ditmar.jubica@unishk.edu.al](mailto:ditmar.jubica@unishk.edu.al)

## Abstract

*This study investigated the motivational climate and coach-athlete relationships among Albanian male soccer players in adult leagues. Utilizing the Sport Climate Questionnaire (SCQ), data was collected from over 100 players across various leagues, with Kategoria III exhibiting the highest representation. The findings revealed a generally positive motivational climate. Players reported high levels of perceived autonomy support, feeling that coaches provided choices and options. Furthermore, players expressed strong feelings of being understood by their coaches, comfortable being open with them, and valued by their coaches' confidence in their abilities. However, the results also indicated potential areas for improvement, particularly in how coaches handle emotions and communicate with players. The overrepresentation of Kategoria III players necessitates cautious interpretation of the results. Future research should include a more diverse sample across leagues. Recommendations for enhancing the coach-athlete relationship include implementing professional development programs for coaches, fostering open communication channels, and organizing team-building workshops. These strategies aim to create a more supportive and motivating environment for Albanian soccer players, leading to improved player development and overall team success.*

**Keywords:** *motivational climate, coach-athlete relationship, autonomy support, Sport Climate Questionnaire, Albanian soccer*

## Literature Review

The relationship between coaches and athletes plays a pivotal role in shaping athletes' motivation, performance, and overall satisfaction. Mageau and Vallerand (2003) introduced a motivational model highlighting the critical role of autonomy-supportive coaching in fostering positive coach-athlete relationships. This model, grounded in self-determination theory (SDT), emphasizes how coaches can enhance athletes' intrinsic motivation by supporting their psychological needs for autonomy, competence, and relatedness.

Expanding on this, Alvarez et al. (2009) demonstrated that autonomy-supportive coaching positively impacts young soccer players' engagement and enjoyment in sports, emphasizing the importance of motivational climates tailored to athletes' needs. Similarly, Hodge, Henry, and Smith (2014) examined a world champion team, highlighting how an optimal motivational climate contributes to collective excellence. Their findings underscore the role of coaches in creating an environment where athletes thrive both individually and as a team.



Further, Jowett et al. (2017) explored the multicultural dimensions of the coach-athlete relationship, demonstrating the universality of SDT principles across diverse cultural settings. Their findings indicate that fostering trust, communication, and mutual respect can significantly impact athletes' motivational processes and satisfaction levels. García-Mas et al. (2010) corroborated these findings, showing that young soccer players' enjoyment and commitment are closely tied to the quality of coach-athlete interactions.

On a more psychological level, Jowett and Ntoumanis (2004) validated the Coach–Athlete Relationship Questionnaire (CART-Q), providing a robust tool to measure relational quality and its impact on motivation. Isoard-Gauthier, Guillet-Descas, and Lemyre (2012) extended this work, revealing how perceived coaching styles can influence burnout propensity, particularly in high-level athletes, thus emphasizing the long-term consequences of motivational climates.

Amorose and Anderson-Butcher (2007) and Hollembeak and Amorose (2005) further tested SDT in high school and collegiate settings, confirming the positive influence of autonomy-supportive behaviors on athletes' intrinsic motivation and self-determination. Finally, Vallerand and Losier (1999) offered an integrative analysis of intrinsic and extrinsic motivation, providing a comprehensive framework for understanding how motivational factors influence athletic performance and satisfaction.

The Sport Climate Questionnaire (SCQ) has been widely used to assess the motivational climate created by coaches. For example, Isoard-Gauthier et al. (2012) utilized the SCQ to explore the relationship between coaching style and burnout in young athletes. Their findings highlighted the importance of autonomy-supportive coaching in fostering positive psychological outcomes and reducing burnout.

Collectively, these studies highlight the profound influence of motivational climates on athletes' experiences. For Albanian male soccer players, understanding the gap between their current satisfaction levels and the ideal motivational climate becomes imperative. This research aims to address this gap, contributing to a deeper understanding of how coaching practices can be optimized to support athletes' psychological needs and satisfaction.

## **Methodology for Measuring Motivational Climate and Satisfaction**

To assess the motivational climate and satisfaction levels among Albanian male soccer players, we employed the Sport Climate Questionnaire (SCQ). This tool, rooted in Self-Determination Theory, evaluates the degree of autonomy support provided by coaches, capturing athletes' perceptions of their motivational environment. The SCQ contains 15 items, scored on a 7-point Likert scale ranging

from “Strongly Disagree” to “Strongly Agree,” with higher scores indicating a more autonomy-supportive climate.

We distributed the questionnaire to over 300 players across different adult leagues in Albania, targeting a broad demographic to ensure diverse representation. Despite the extensive outreach, we received 100 completed responses, constituting a 33.3% response rate, with 72 full answers. To ensure clarity and cultural relevance, we translated the SCQ into Albanian, carefully adapting the phrasing while maintaining the original intent of each item.

Data collection was facilitated through Google Forms, allowing us to streamline the distribution and gather responses efficiently. Participants were informed about the confidentiality of their responses and the academic purpose of the research to encourage honest and candid participation.

Once the data was collected, it was analyzed using Google Sheets and Excel. This process involved calculating mean scores for each SCQ item, applying reverse scoring where necessary (e.g., item 13), and determining overall averages for each respondent. The data was then visualized through charts and tables, supplemented with detailed comments to interpret trends and patterns.

This methodological approach enabled us to capture nuanced insights into the motivational climate experienced by Albanian soccer players and identify areas where coaching practices may fall short of fostering optimal satisfaction and autonomy support. These findings provide a foundation for discussing strategies to enhance the coach-athlete dynamic in Albanian soccer leagues.

## Results

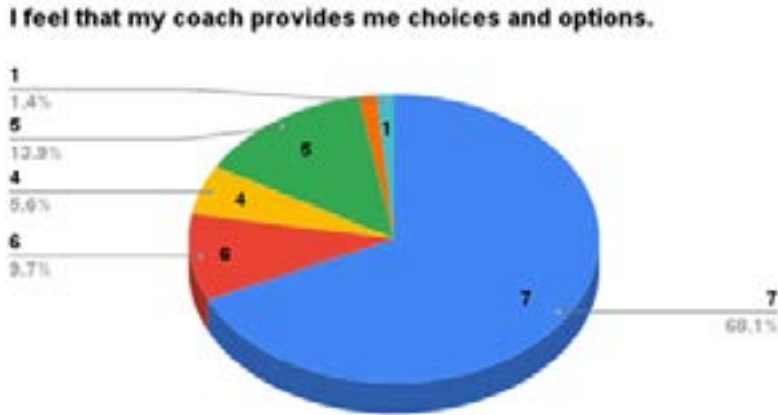
**GRAPH 1**



The pie chart reveals the distribution of participants across various Albanian soccer leagues. Kategoria III stands out with the highest representation at 36.1%,

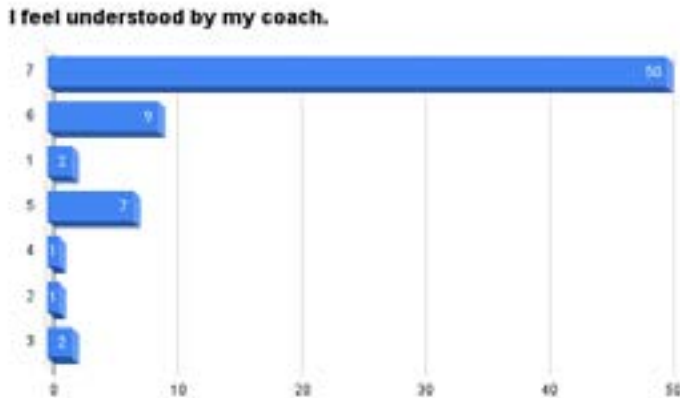
followed by U-21 Superiore at 18.1%. Leagues like U-17 Superiore and 5x5 have the smallest proportions. This distribution suggests a potential focus on lower-tier leagues in the survey.

**GRAPH 2**



A strong majority (68.1%) “Strongly Agree” that their coach provides choices. This indicates a high level of perceived autonomy support, aligning with principles of Self-Determination Theory.

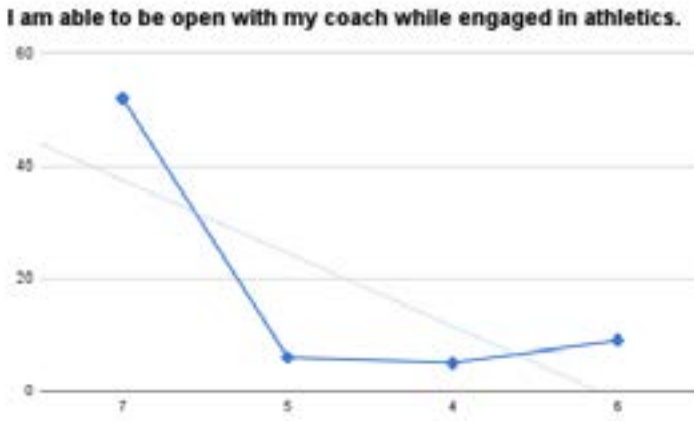
**GRAPH 3**



The bar graph illustrates the distribution of responses to the statement “I feel understood by my coach.” A significant majority (50 out of 70 respondents) “Strongly Agree” (7), indicating a high level of perceived understanding from their coaches. This positive perception suggests a strong coach-athlete relationship where players feel heard, valued, and connected with their coaches. While a small

number of players disagree or strongly disagree, the overall trend points towards a positive coach-athlete dynamic in terms of perceived understanding.

**GRAPH 4**



The graph illustrates the distribution of responses to the statement “I am able to be open with my coach while engaged in athletics.” The highest number of responses (55) falls under the “Strongly Agree” (7) category, suggesting that a significant majority of players feel comfortable and open with their coaches during athletic activities. This indicates a positive coach-athlete relationship characterized by trust and open communication.

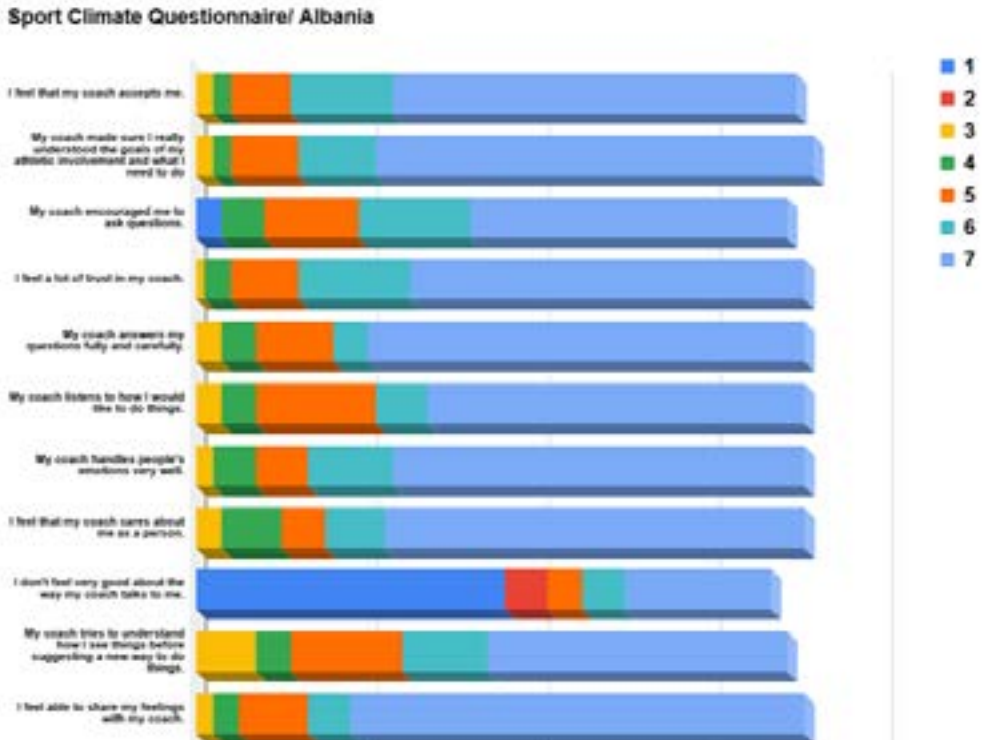
**GRAPH 5**



The bar graph depicts the frequency of responses to the statement “My coach conveyed confidence in my ability to do well at athletics.” A significant majority of players (approximately 55 out of 70) strongly agree (7) with the statement,

indicating that coaches effectively convey confidence in their players' abilities. This positive perception is crucial for fostering self-belief and motivation in athletes.

**GRAPH 6**



The Sport Climate Questionnaire (SCQ) results for Albanian soccer players reveal positive perceptions of the coach-athlete relationship. Players generally feel accepted by their coaches (high scores on “I feel that my coach accepts me”). Trust in the coach is also high, with many players indicating their coach answers questions fully and carefully. Communication seems open, with players feeling able to share their feelings and that their coach considers their perspectives. However, there’s a slight dip in scores related to how the coach handles emotions and how the coach talks to them, suggesting areas for potential improvement in coaching communication. Overall, the data suggests a generally positive and supportive coaching environment in Albanian soccer.

## Discussion

The findings of this study provide valuable insights into the motivational climate and coach-athlete relationships experienced by Albanian male soccer players.

Overall, the results indicate a generally positive climate, aligning with the principles of Self-Determination Theory. Players reported high levels of perceived autonomy support, feeling that their coaches provide them with choices and options. Furthermore, a strong majority felt understood by their coaches, comfortable being open with them, and that their coaches conveyed confidence in their abilities. These findings suggest a positive coach-athlete dynamic characterized by trust, open communication, and a supportive environment.

However, while the overall picture is positive, the SCQ results revealed some areas for improvement. Players expressed slightly lower levels of satisfaction with how their coaches handle emotions and how they are spoken to. These findings suggest that while coaches are generally supportive, there is potential for enhancing their emotional intelligence and communication skills.

Furthermore, the overrepresentation of players from Kategoria III in the sample necessitates a cautious interpretation of the results. Future research should aim to include a more diverse sample across different leagues to ensure a more representative understanding of the motivational climate in Albanian soccer.

In conclusion, this study provides a valuable starting point for understanding the motivational climate experienced by Albanian male soccer players. While the overall picture is positive, the identified areas for improvement can inform targeted interventions to further enhance the coach-athlete relationship and optimize the developmental experience for players in Albanian soccer.

## Recommendations

Based on the findings of this study, we recommend several strategies to further enhance the motivational climate and coach-athlete relationships in Albanian soccer:

- **Team-Building Workshops:** Organizing workshops with professionals in sports psychology and communication can equip coaches with strategies for enhancing emotional intelligence, active listening, and conflict resolution skills.
- **Continuing Education for Coaches:** Implementing ongoing professional development programs for coaches can help them stay updated on best practices in athlete motivation, communication, and creating a positive training environment.
- **Open Communication Channels:** Encouraging open communication channels between players, coaches, and club management can foster a more transparent and collaborative environment.





By implementing these recommendations, Albanian soccer can strive to create a more supportive and motivating environment for athletes, leading to improved player development and overall team success.

## References

1. Mageau, G. A., & Vallerand, R. J. (2003). The coach–athlete relationship: A motivational model. *Journal of Sports Sciences*, *21*(11), 883–904. <https://doi.org/10.1080/0264041031000140374>
2. Alvarez, M. S., Balaguer, I., Castillo, I., & Duda, J. L. (2009). Coach autonomy support and quality of sport engagement in young soccer players. *The Spanish Journal of Psychology*, *12*(1), 138–148. <https://doi.org/10.1017/S1138741600001554>
3. Hodge, K., Henry, G., & Smith, W. (2014). A case study of excellence in elite sport: Motivational climate in a world champion team. *The Sport Psychologist*, *28*(1), 60–74. <https://doi.org/10.1123/tsp.2013-0037>
4. Jowett, S., Adie, J. W., Bartholomew, K. J., Yang, S. X., Gustafsson, H., & Lopez-Jimenez, A. (2017). Motivational processes in the coach-athlete relationship: A multi-cultural self-determination approach. *Psychology of Sport and Exercise*, *32*, 143–152. <https://doi.org/10.1016/j.psychsport.2017.06.004>
5. García-Mas, A., Palou, P., Gili, M., Ponseti, F. J., Borrás, P. A., Vidal, J., & Cruz, J. (2010). Commitment, enjoyment and motivation in young soccer competitive players. *The Spanish Journal of Psychology*, *13*(2), 609–616. <https://doi.org/10.1017/S1138741600002260>
6. Jowett, S., & Ntoumanis, N. (2004). The coach–athlete relationship questionnaire (CART-Q): Development and initial validation. *Scandinavian Journal of Medicine & Science in Sports*, *14*(4), 245–257. <https://doi.org/10.1111/j.1600-0838.2003.00338.x>
7. Isoard-Gautheur, S., Guillet-Descas, E., & Lemyre, P. N. (2012). A prospective study of the influence of perceived coaching style on burnout propensity in high level young athletes: Using a self-determination theory perspective. *The Sport Psychologist*, *26*(2), 282–298. <https://doi.org/10.1123/tsp.26.2.282>
8. Amorose, A. J., & Anderson-Butcher, D. (2007). Autonomy-supportive coaching and self-determined motivation in high school and college athletes: A test of self-determination theory. *Psychology of Sport and Exercise*, *8*(5), 654–670. <https://doi.org/10.1016/j.psychsport.2006.11.003>
9. Hollebeak, J., & Amorose, A. J. (2005). Perceived coaching behaviors and college athletes' intrinsic motivation: A test of self-determination theory. *Journal of Applied Sport Psychology*, *17*(1), 20–36. <https://doi.org/10.1080/10413200590907540>
10. Vallerand, R. J., & Losier, G. F. (1999). An integrative analysis of intrinsic and extrinsic motivation in sport. *Journal of Applied Sport Psychology*, *11*(1), 142–169. <https://doi.org/10.1080/10413209908402956>