

Self-Talk Under Perceived Pressure Situations in High School Athletics (4789)

AP Research

### Abstract

The realm of sports psychology can be categorized as the mental components of an athlete's performance. A major focus in this field is the concept of self-talk, defined as what one tells him or herself in the action of sport, most commonly internally, but also also externally. This study specifically highlights self-talk and perceived pressure, two cognitive skills that, when optimized, can enhance an athlete's performance. Pressure is a constraint set by one's own ideology, and is often influenced by coaches and parents. When negative or harshly directed, this may lead to the deterioration of success among athlete performance. By utilizing positive expressions, athletes are better able to cope with various obstacles of performance, which potentially improves their performance during high-pressure situations. As intensity grows in conjunction with high school program competition and team levels (Freshmen/Frosh-Soph, Junior Varsity, Varsity), the need for positive self-talk increases. For athletes on Varsity teams, this self-talk is more frequently implemented. This study works to improve the recognition of mental dexterity in sports in order to ultimately improve performance in various game situations.

### Self-Talk Under Perceived Pressure Situations in High School Athletics

The discipline of sports psychology has received increasing amounts of attention among collegiate and elite athletes in recent years. This subject is described as the mental components of an athlete's performance; ranging from themes including internal dialogue, internal and external pressures, self-imagery, and grit. As proved through numerous previous studies, this internal *game* played by an athlete greatly impacts one's performance. Through optimizing cognitive skills, this field of study aims toward strengthening athletes' behavior in sports to enhance performance. Perhaps one of the most current and commonly talked about aspects here is the matter of self-talk. While noted among all ages, this topic is seldom studied in the youth and adolescent age ranges, perhaps due to the difficulty of observing and concluding psychological patterns of youth. Needless to say, this populace is critically relevant, as the years of juvenescence are paramount to one's mental and physical development; as it is trying time for many young athletes. The growth of the mind, body, and both internal and external skill sets strikes the importance for the establishment of these mental strategies, which set the precedent for future behaviors.

The improved mental game of sports benefits multiple parties. For myself, interest in this subject was sparked through observation of youth sporting events. By witnessing performance affected by negative speech, instant curiosity arose as to the meaning behind this interchange, and what other objectives may influence performance. In pursuing this study, I was challenged to improve my own mental toughness, and in turn improve my own athletic performance. Furthermore, this study is a broad opportunity to influence young athletes and help them to develop positive mindsets, which can increase efficiency of execution in sports, and ultimately

carry-over to successful lifestyles. For respondents of these types of studies, a deeper understanding of a personal application of self-talk is unveiled, along with improved mental dexterity and newfound keys to personal success. As for the establishments involved in study, such as teams of all levels, major athletic franchises, schools, etc., increased success rates are major intentions. Specifically, with schools, benefits can include increased prosperity of athletic programs by creating a positive atmosphere that promotes success in sports. In turn, this success can be reflected in the classroom through study habits, which can increase performance of test behavior and results. In addition, this field of research produces a need for professional aid, known as sports psychologists, to assist athletes on varying levels. These specialists at the professional and collegiate levels, as well as authors and speakers, are most commonly recognized at the moment. Furthermore, while there are many diverse branches of sports psychology, a majority of these individual applications intertwine with one another.

### **Literature Review**

Recently, the impact of what one tells themselves during the action in sports is something increasingly evident, especially in children. However, not many dwell on the significance behind this common action, at least in sports. While internal dialogue is commonly recognized as a regular facet of everyday life, its importance to individual success in performance conditions, specifically reflected here in relation to sports, is tremendous. With that acknowledged, there are noticeable factors that can influence this internal conversation, one of these components being pressure. In the study of sport and the brain, pressure is a perceived concept- a *constraint* set by one through their own ideology. It is an abstract assumption of judgement, often created by a player based on notions set by a coach or parent. Peak performance is hindered by the dismissive

nature of external pressures, and certainly in cases of negative organizational influences.

Characteristics of this type of nature include unrealistic expectations, inability to fairly handle crisis moments, and a generally degrading atmosphere (Krane & Williams, 2010). These factors contribute to an overstimulation of an athlete's brain, causing anxiety and decreased capability of favorable outcome (Krane & Williams, 2010). Perceived standards of mastery in a skill set (i.e. encouragement) spark positive variables of athletes, including higher self-esteem and lowered anxiety, as compared to promoted *egotistical* standards, which correlate to higher performance anxiety and less impressive outcomes (Schwebel et al., 2016). Overall, positive outer opinions lead to increased confidence levels and a greater likelihood of achieved peak performances. Nevertheless, this topic is not nearly as discussed as it should be through youth sports, where a positive environment fosters growth and promotes desire of follow-through that can influence future behavior. Additionally, however, the perceived pressure is not always found in what others around an athlete say, but in the mind of oneself.

While outside pressures greatly impact athlete action, it can also develop and be felt in one's own brain. Commonly, this is addressed as fear of failure (Pitt et al., 2014). This fear, as found in a study regarding players at an English Premier League football academy, paralyzes the ability for one to speak positively to himself. While the scoreline of games compromise one's likelihood of dialogue, motivation and positive internal speech make it easier for players to focus on individual nature and enables them to compete at a higher level (Pitt et al., 2014). When athletes sense outside negativity from coaches, often found *after* losing a match or game, for example, their original *perceived* fear is confirmed. This creates a cycle of negative self-talk in

losing situations, and makes it more difficult to break this habit, which would properly be replaced by a positive surrounding nature.

A certain limitation here is whether or not positive self-talk methods benefit *all* athletes. While this cannot be confirmed definitely, research published in *The Online Journal of Sports Psychology* suggests that the action of engaging in self-talk, either positive or negative, is further important that one's belief in the action behind using self-talk strategies. For example, those who engaged in positive internal verbalization performed better on the given task than those who exemplified negative and or mixed self-talk during performance (Araki et al., 2006). Essentially, this proves that self-talk is a critical influence on activity, and reactions in performance.

A misconception that must be cleared before understanding the domain of self-talk is the fact that the confidence behind using this type of verbalization is something that *can* be acquired and learned. Defined as a "constructive thinking process," confidence allows participants to benefit from successful past experience and deemphasizes less favorable results, contributing to self-efficacy (Zinsser et al., 2010). This research reflects the concept that one can develop mental resilience by using these methods of growth. Similarly, it is found that self-talk best serves its masters when it is premeditated and intentional, as opposed to being a natural instinct (Hardy et al., 2010). Self-talk is beneficial among athletes no matter how underdeveloped one's mental-skill levels may be. With this information recognized, the necessity for teaching mental strengthening among all ages is emphasized. If began at a young age, this resource is one that can serve purposeful for an athlete's entire sporting career, as well as life beyond the playing field.

With these findings, limitations arise plentiful. For example, an athlete's *physical* skill set is perhaps their most notable skill. Despite any feat of mental toughness, a certain physical constraint will always serve a factor. However, there are components in sports that can and cannot be controlled. Of those factors outside of one's control include physical size, strength, and opposing competition. Furthermore, the amount of physical contact, as well as the individuality of certain sports, add to these limitations.

Yet, controlled factors are found in any given sport at any level, including the choices of attitude and effort. These two pieces are the separation between *good* and *great* athletes, retrospectively. Despite the competition and physical aspects of athletics, mentality is a factor that anyone can control, which exemplifies its relevance and its essentiality to success.

While current studies serve as an immensely important basis for further guidance and reference, an intriguing question remains. In fusing the two boundaries of pressure and self-talk under the given age range, the question of, *How does self-talk correlate with pressure in performance situations within high-school athletics?*, was formed. Through a correlative measurement of these two topics, this study contributes to the scholarly knowledge surrounding this exploration. By comprehending the value of standing measurements and data, variances that have yet to be recognized were incorporated. Of those include the gender of participants and the level at which they play *in* high school, which has sparked recent recognition. Similarly, the individual versus team orientations of the studied sports contributes to possible affecting factors. A hypothesis, that the use of positive self-talk in athletics is a beneficial coping mechanism that can positively affect performance situations, was formed.

This study will contribute to the understanding of sports psychology and the best ways to utilize it in order to promote success in high school sports. This knowledge can similarly be applied to collegiate, youth, and professional levels, proving its relevance and overall impact on athletic programs.

### **Method**

This study examined all competition levels of high school sports in order to include multiple perspectives. This scope includes the freshmen/frosh-soph, junior varsity, and varsity level athletic programs across high school freshmen, sophomores, juniors, and seniors. The perspectives of coaches and parents were not included, as prior studies prove that it is best to focus on one specific population's opinions. This would have drawn away from the sole focus of this project, which is bettering the *athletes'* mental game, and in turn helping them succeed.

During performance, the player is in control of behavior, not the observer or instructor. These outsiders have no control over an athlete's decisions, although they may work to push athletes into a certain direction. This is often revealed in the usage of methods such as intimidation or encouragement (Schwebel et al., 2016). Through asking participants of this survey their thoughts on outer influence, these factors can be best understood.

Although assessed, self-talk during practices and other times of play aside from game situations were not included. Based upon athletic performance, the greatest times of pressure are during competition, hence why responses focused solely on game situations.

This study benefits multiple parties including the schools tested, individuals who participate, and in turn, those around them such as teammates. It also adds to this field of research due to the fact that it offers a unique insight that has previously not been explored. Prior



research neglects the development of the adolescent population; a measure that needs to be reconsidered based on the objective that this particular age group is the future of athletics. Most studies work with either pressure or self-talk, yet this research incorporates both aspects, as well as individuality of sport, gender, age, and competition level.

This study focused on 150 students involved in high school athletic programs across various sporting activities and competition levels in order to include multiple perspectives. These athletes responded to a 16 question anonymous survey that included four open-ended responses and 12 Likert scale questions. These types of questions were included because, when used together, they generate different types of responses from athletes. In gathering personal responses in the open-ended questions and more statistical replies through the Likert scale, various pieces of interest are considered, creating a unique data set. Some questions were modeled similar to a 2002 survey on self-talk from the United States Olympic Committee that provided a basis for what to study in this work. To insure the utmost validity of this study, the Institutional Review Board cleared this work and no student's personal information was gathered or exposed.

Although first considered, coach and parent participation was not accepted in order to gather the highest-quality responses from a single age population. There is an equal number of individual versus team sports represented, including football, which offers a dynamic structure that encompasses principles of both types of sports. The individual sports represented include swim, softball, and baseball. These sports uphold the greatest amount of individual qualities and moments, such as at-bats and competing against personal records. Generalized team sports

considered are basketball and soccer as they require an immense amount of reliance on team members in order to success.

### **Objectives**

A major objective of this study is to assist youth athletes in becoming more aware of their personal use of self-talk. This creates realization in order to improve how one plays, especially in terms of maturing their performance during perceived pressure situations. Once developed to a positive stature, this can benefit future endeavors. Prior research reflects that self-talk positively influences the motor task skills of elementary students, immediately resulting in success (Zourbanos, et. al, 2012). Essentially, self-talk practices are able to develop an athlete to a state of improved study and self-management skills. Not only does this aid growth in youth in adolescents, but it also serves them throughout adulthood. Once this is achieved, it may be taught to others, and can supplement efficiency and strong mentalities in the workforce.

This study aims to benefit schools in the future. Academically speaking, self-talk strengthens task-oriented focus. This contributes to increased test scores, improved study habits, and bolstering physical education programs in institutions. Instructional and motivational self-talk helps learners focus on both key elements of what they are working to accomplish, and fosters progress and improvement. Likewise, this advancement builds confidence and establishes constructive strategies that can be applied to sports. Due to the power of self-talk, if utilized to an extent, sports are likely to have greater amounts of success and achievement. In turn, athletics may receive more attention, even funding towards programs, and more opportunities to flourish.

### **Results and Discussion**

Out of the 150 athletes surveyed, 58.7% were female and 41.4% were male. All values add up to 100.1%, but rounding factors must be taken into account in analyzation. This ensures that results are varied across both genders. To further extend this, results were scattered across different grade and competition levels; 49.7% on Varsity, 37.3% on Junior Varsity, and 13.3% on Freshmen/Frosh-Soph teams.

Self-talk usage was more prevalent than anticipated, which is a healthy measure. Seventy-four percent (74%) of respondents agree to some degree that what they *tell themselves during a game impacts how they play*, and only 9.3% disagreed to an extent. Of this, 16.3% remained neutral, qualifying as not holding strong negative or positive response to the posed question, or not being educated enough on the subject material to respond honestly. Of those responding neutral, 68% claimed to utilize certain phrases of self-talk while playing.

It should be duly noted that younger subjects often do not recognize the importance of the mental game behind sports, as these members were often on the Freshmen/Frosh-Soph or Junior Varsity teams. Those student-athletes that participate on greater intensity athletic teams, which in this survey is Varsity athletes, rely more so on positive self-talk than negative motivation to succeed. In fact, 10 out of the 14 athletes who disagreed to *I believe that what I tell myself during competition impacts how I play* still claim to use self-talk while playing. Of this amount of self-talk from this population, 56% was positive/reinforcing and, in opposition, 44% was directed in negative or harsh fashions. Only two of these respondents provided more negative responses than positive, indicating that even if athletes do not believe in its effectiveness, they still claim to use this tool. Furthermore, only three of those who disagree or strongly disagree to that statement were upperclassmen (juniors or seniors). The addition of pressure, seen greater

within higher competition levels, proves the need for believing in self-talk effects through this data piece.

The frequency of the use of these methods is the overarching judgement of tendencies and results. Responses in the almost never and sometimes categories are classified as low frequency, with the generalization of low usage or agreement to the provided questions, which stay on the *never* side of the scale. On the other hand, responses that use *often* and *almost always* are on the high frequency generalization, meaning these responses lean towards the *always* side of the scale. For representational purposes, these responses are generalized. Seventy-one point three percent (71.3%) of athletes report to *support and encourage themselves while performing* with high frequency, and the 30.7% who *often* or *almost always* speak to themselves with *means of negative motivation* (ex: *I can't miss this, I have to catch this pass, etc.*) report that this hurts performance. Those who dwell on their mistakes with high frequency account for 27.4% of those observed, being negatively affected by this specific behavior and claiming to not perform as well following their mistakes.

In essence, through their own eyes, these athletes tended to score better and therefore perform at a higher level than those who responded in low frequency. Even though these results are an athlete's own opinion, prior research demonstrates that this self-reflection is what qualifies the success of a majority of participants (Zourbanos, et. al, 2013).

This is increased with the effects of outside influences. These groups, often coaches or parents, create negative self-talk and unnecessary pressure that degrades performance more so than accelerating it. It would be of greater value for these sources to encourage athletes rather than to demote them, and likely bring forth more desired results, satisfying all involved parties.

Since coaches and parents have direct relationships with players, their influence is easily passed along to athletes. Thus, a positive environment can be achieved through refraining negative speech and actions by the coaching staff and parents; both on and off the court. This practice influences athletes to speak in a similar matter, having a drastic effect on play.

Likewise, 82% of athletes *worry about what others (coach, parents, teammates, etc.) are thinking while playing*, and this affects their play as well. When considering others during play, performance is altered in a generally negative fashion. Considering that this is such a large part of the population, it is critical to improve the environment of high school athletics with an emphasis on this particular issue.

Aside from self-talk is the aspect of pressure. Interestingly enough, only 11.3% replied to almost never feeling *nervous and anxious in pressure situations*. While pressure is subjective to each individual, this is still a remarkable figure because it employs that the remaining 88.7% sometimes, often, or almost always feel *nervous and anxious in pressure situations*. This means that an overwhelming amount of athletes have decreased performance because of performance anxiety.

However, 87.3% of respondents are able to *concentrate better and make fewer mistakes* in these situations of perceived pressure. If truthful, this is advantageous for these athletes. It is an observance of positive pressure and is something to be recognized in a positive light.

Given the fact that very little research on this topic is explored in the United States, this piece of study will aid the growth of this field. Now uncovered, future research may support athlete progress, and overall can benefit all levels of sports. This is especially significant considering that the United States has one of the most broad populations of athletes across

numerous sports and ages, meaning there is an immense amount of research to be conducted, and elements to be discovered.

Fundamentally, positive self-talk in athletics benefits performance and is a defining characteristic of success under pressure situations, while negative self-talk diminishes likelihood of achievement. Negative pressure is increased through the consideration of outside influences, yet self-generated pressure generally allows for better concentration and fewer mistakes during play.

The findings from this research are easily generalized into a few key points. The first theme answers the hypothesis, in that the usage of positive self-talk indeed benefits those who use it in times of pressure. The mere belief in the effectiveness of self-talk also serves to reward athletes, particularly in high-intensity pressure moments. The frequency of self-talk usage is recognizable, as those who utilized these strategies were able to perform better during adverse situations.

This particular experiment did not find a correlation between gender and internal behavior during athletic performance. This is still a relevant calculation, as it is seen in many other works. This specific matter is something to be further looked into. However, the age of athletes is clearly something to take note of, in that younger athletes in lower competition levels do not understand the value and power behind a strengthened mentality. This proves the necessity for implementing positive habits at a young age, in order to establish useful methods during times of greater pressure, which are commonly observed in higher competition levels.

The influence of others on athletes is also unveiled in this work. Most athletes reported to concern themselves over external opinions, and this often jeopardized the chances of

accomplishment. The constant worry perceived by outside thought created a deeper sense of pressure and worked against athlete favorability. While negative motivation hurt athlete performance, positive encouragement aided success.

### **Variations**

While some limitations were struck in this research, many variations balance out this inevitable issue. Variations are defined as the aspects of a study that create a multitude of subjects to learn about in the future. They are necessary to the development of a multiscope project that allows for a broad base of research on individual sub-topics.

One of the most easily recognized variations is that of the genders of those tested. Based on prior research, women and men have different reactions to the use of self-talk in sports. The various competition levels is another variant to be recognized. Generally, it is conceptualized that the higher the level, the more intense and more perceived pressure there is. This is something that gives this study a unique insight, as most studies fail to observe multiple competition levels. Furthermore, the fact that the athletes studied here are not in elite collegiate or professional levels is something to be recognized, as it is uncommon in the world of sports psychology today.

The individuality versus team aspects of the tested sports is to be identified. Each sport includes unique aspects that play into the personal-mental physique and team cooperation components of an activity's mental dynamic. Since no two teams are the same, an immense amount of variety is served in these observations.

### **Limitations**

Despite this, there are many limitations that stand in the face of this study. One limitation is the fact that all of the tested sports uphold similar aspects and are not limited to being either 100% *individual* or 100% *team* focused. Originally, this project was designed to compare strictly *individual* versus *team* sports. An *individual* sport can be classified as one that works toward mainly individual success. Common examples of these types of sports include singles tennis or golf where the aim is for one person to succeed and not dependent on a cohesive effort of multiple teammates. These types of sports are recognized to require a great feat of mental strength and focus, as there is no reliance on others for achievement besides oneself. *Team* sports, on the other hand, work toward achieving a common goal of winning through utilizing multiple members of a team, such as soccer, basketball, or football. In these types of sports, teammates are able to rely on others for group advancements. Respectively, *team* sports require a greater effort from all involved athletes rather than individual performance, yet still contain minor elements that center on individual performance. While both types of sports share similar qualities, they will be generalized in this study as *individual* or *team* focused for research purposes. Overall, the variation of sport is highly influential on different athletes' use of self-talk.

Similarly, a common problem of these types of studies are the question of multisport athletes. Acquired from being involved in more than one sport, athletes that play multiple sports tend to have physical skills that benefit them outside of strictly one-sport performance. This is also true with the mental aspect of their playing. Essentially, what one gains and acknowledges in one sport is not necessarily the same techniques one might use in alternate sports. While this survey acknowledges and attempts to address this complication through asking participants to



choose *one sport to base your responses off of*, prior knowledge in terms of mentality gained through other sports will still influence answers and how one speaks internally, even if they no longer participate in that event.

A further complication of this study is whether or not the tested sports are in season. Researchers in this field commonly question this matter, as this may affect one's memory response. While it may be easier for those actively competing in a sport to answer survey questions, offseason athlete responses are still valid. This question, however, will not direct responses in any certain direction. These athletes are able to recall the essence of how they utilize self-talk at this point in their lives and therefore do not hinder this specific research.

In addition, the controlled situation in question- competition- does not include practice or training instances that add up to all of the invested work by athletes. Moreover, most high-pressure situations occur during competition, meaning that the most valuable results are revealed in game situations, which is what was tested in this study.

As seen in nearly every other survey study of this type, the validity of response is a challenge to work through. Unless specifically observed in person, it is nearly impossible to receive an accurate read on athlete tendencies. Even when asked to answer honestly, all submissions are not guaranteed to be the whole truth from *all* respondents. Because pressure is a perceived notion, what one recognizes as a pressure situation varies among individuals. However, this dilemma is safe to overlook, as the amount of respondents (150) is great enough to keep a balance with projected false responses and valid ones.

Various perspectives are absent in this study. These include coach and parent opinions on athletes. However, athlete thoughts on these outside opinions are addressed in questions seven

and 15 (see Appendix). While it would be of interest to see the outside thoughts, this study is complete with strictly athletic values. As for future research, the addition of face-to-face observations as well as interviews with test subjects would serve purposeful. This specific project was unable to fulfill the accepted limitations included here due to time constraints.

The odds are that most of these athletes have felt the force of pressure situations during events, yet there is no way to be sure. Given this, it seems that the greatest pressures seem not to come from the tense of the game, but by the surrounding perspectives of others, such as coaches and parents. Pressure is generally applied by oneself's understanding. As a result, more means of constructive criticism in coaching should be emphasized, as this is what aids development, rather than negative, threatening behavior.

Further studies should take these interests into consideration as well as addressing other sports that are unrecognized in this specific type of research. It would be of benefit to conduct further research on young athletes, especially that of children because it is currently so underdeveloped. Growing studies on the adolescent perspectives would be of equal value. Interest is also found in all outsider opinions, with a hope to strengthen the athletic world in all senses.

The realm of athletics can be ultimately strengthened with the development of self-talk under pressure situations. By working with athletes of all ages and shaping a positive model for coaches and parents, athletic experience can be enhanced. This allows athletes to prosper and achieve great potential when fortified, proving the relevance of this topic in today's society.

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**Appendix A**

## Self-Talk under Pressure in Sports Survey

Please answer all questions in relation to how you play in a competition/ game situation as opposed to practice. If you play more than one sport, please choose ONE sport to base your responses off of. Answer all questions honestly, even if the answer is not the same as what you would like it to be. Remember, this is completely anonymous. Thank you!

What year are you?

Freshman

Sophomore

Junior

Senior

What sport do you participate in?

Girls Basketball

Boys Basketball

Girls Soccer

Boys Soccer

Girls Swim

Boys Swim

Softball

Baseball

Football

What team are you on?

Varsity

Junior Varsity

Freshmen/Frosh-Soph

I believe that what I tell myself during competition impacts how I play

Strongly disagree, disagree, neutral, agree, strongly agree

For the following questions please rate on a 1 to 4 scale: 1=almost never, 2=sometimes, 3=often, and 4=almost always.

1. When competing, I tell myself specific things to stay focused and motivated (self talk, positive)
2. I feel nervous and anxious in pressure situations\* (pressure, negative)
3. What are some specific things you tell yourself to stay focused?
4. When in a pressure situation, I am able to concentrate better and make fewer mistakes (pressure, positive)
5. When competing, I speak to myself with negative motivation (ex: I can't miss this, I have to catch this pass, etc.) and this hurts my performance\* (self talk, negative)
6. What are some negative motivational phrases you tell yourself?
7. I worry about what others (coach, parents, teammates, etc.) are thinking of me while playing and this affects my play\* (pressure, negative)
8. I support and encourage myself when I compete (self talk, positive)

9. I welcome pressure situations and play better under these situations (pressure, positive)
10. I speak down to myself and this affects negatively my mindset\*(self talk, negative)
11. I have certain strategies I use to help myself perform better (positive coping mechanism)
12. Describe what strategies you use to better your performance
13. When I make a mistake, I dwell on it and don't perform as well after (negative coping mechanism)
14. What others tell me influences how I play (pressure)

What specific phrases from others affect how you play? Do they benefit or hurt you? (can include both, please specify)

Appendix B

Item ID	Item Text	Response	Scale	Item ID	Item Text	Response	Scale	Item ID	Item Text	Response	Scale	Item ID	Item Text	Response	Scale	Item ID	Item Text	Response	Scale	
1050017 1014410	Girls Soccer	Junior	Varsity	4	2	3	1	2	4	4	3	2	2	3	1	1	1	1	1	1
1050017 1044210	Girls Soccer	Varsity	Varsity	3	4	2	3	4	3	1	3	4	4	3	3	3	3	3	3	3
1050017 1044410	Girls Soccer	Varsity	Varsity	4	1	2	3	4	3	2	4	4	4	3	4	4	4	4	4	4
1050017 1044137	Boys Soccer	Varsity	Varsity	1	2	3	1	1	2	3	1	1	1	1	1	1	1	1	1	1
1050017 1044800	Boys Soccer	Junior	Varsity	2	3	3	2	3	2	3	3	2	4	3	3	2	4	3	3	3
1050017 1044810	Girls Soccer	Varsity	Varsity	3	4	1	1	3	4	3	4	4	4	4	4	4	4	4	4	4
1050017 1044813	Boys Soccer	Junior	Varsity	2	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2
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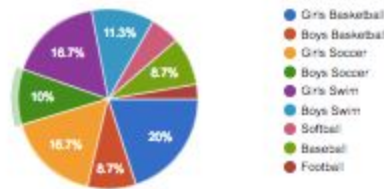


Appendix C\*

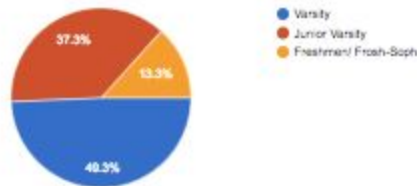
What year are you? (150 responses)



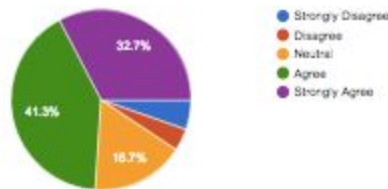
What sport do you participate in? (150 responses)



What team are you on? (150 responses)

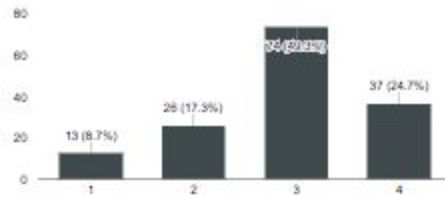


I believe that what I tell myself during competition impacts how I play (150 responses)



For the following questions please rate on a 1 to 4 scale: 1=almost never, 2=sometimes, 3=often, and 4=almost always.

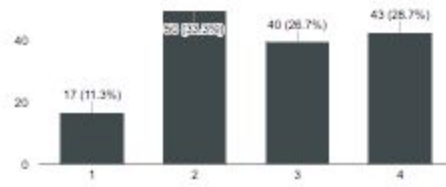
When competing, I tell myself specific things to stay focused and motivated  
(150 responses)



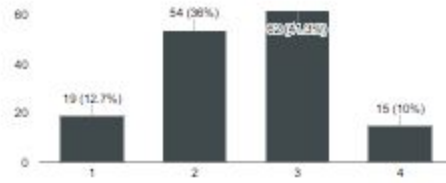
What are some specific things you tell yourself to stay focused?  
(113 responses)

- I got this
- I got this
- You got this
- You got this
- Tips, plays, mental encouragements
- Block out everything around you and run hard
- one goal at a time
- i tell myself to stay focus
- You need to prove them you are beneficial to the team
- Play like it's your last game

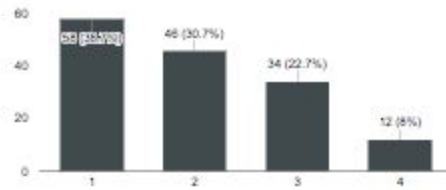
I feel nervous and anxious in pressure situations  
(150 responses)



When in a pressure situation, I am able to concentrate better and make fewer mistakes  
(150 responses)



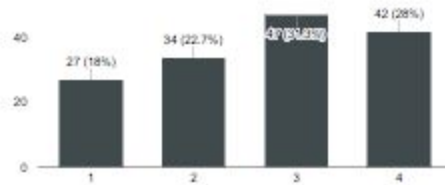
When competing, I speak to myself with negative motivation (ex: I can't miss this, I have to catch this pass, etc.) and this hurts my performance  
(150 responses)



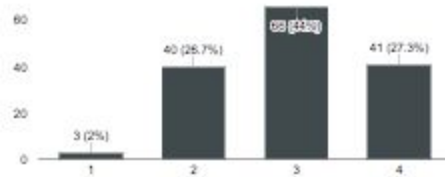
What are some negative motivational phrases you tell yourself?  
(103 responses)

N/A
N/A
N/A
None
None
I have to make this shot
Seriously? Why do you suck?! You better not miss
I can't make a shot
no way are we gonna come back from a 2-0 loss
you're better than that

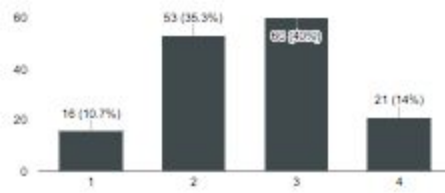
I worry about what others (coach, parents, teammates, etc.) are thinking of me while playing and this affects my play  
(150 responses)



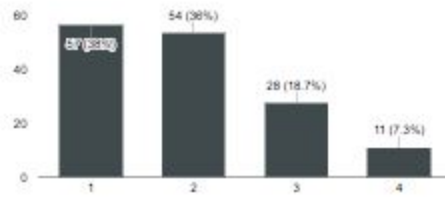
I support and encourage myself when I compete  
(150 responses)



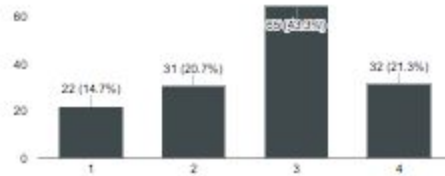
I welcome pressure situations and play better under these situations  
(150 responses)



I speak down to myself and this affects negatively my mindset  
(150 responses)



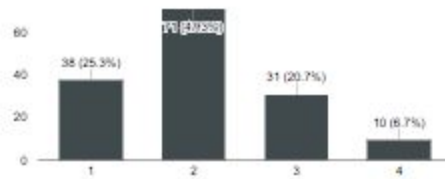
I have certain strategies I use to help myself perform better after making a mistake  
(150 responses)



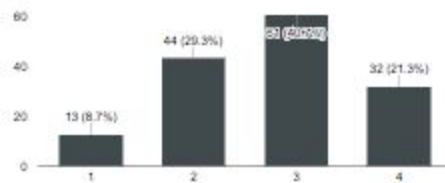
Describe what strategies you use to better your performance  
(94 responses)

None
None
I try to forget about the bad play and focus on the present
Try harder to work it back
Breathing exercise and pray
positive influence
Forget about and tell self I need to make it up on the next play
staying focused
I focus on the things I did right.
practice

When I make a mistake, I dwell on it and don't perform as well after  
(150 responses)



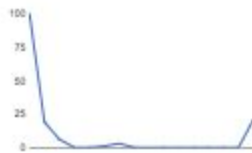
What others tell me influences how I play (150 responses)



What specific phrases from others effect how you play? Do they benefit or hurt you? (can include both, please specify)  
(98 responses)

- Usually constructive criticism, so it tends to benefit me.
- Yes!! Nice! Good shot! Great ball! Help
- When someone on my team yells my name in an aggressive way when I do something wrong
- you suck
- Great job, after a basket, it makes me feel like I didn't let them down.
- i try harder depending on who told me. most of the time it benefits me
- It makes me feel better when they say stuff like "we all make mistakes"
- you are a beast you're a stud

Number of daily responses



\*Not all short responses are presented here.