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**Achievement orientation, self-confidence, and attributions of
female collegiate tennis players: A case study**

Gold, Ginger Lee, Ed.D.

The University of North Carolina at Greensboro, 1989

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**ACHIEVEMENT ORIENTATION, SELF-CONFIDENCE, AND
ATTRIBUTIONS OF FEMALE COLLEGIATE TENNIS
PLAYERS: A CASE STUDY**

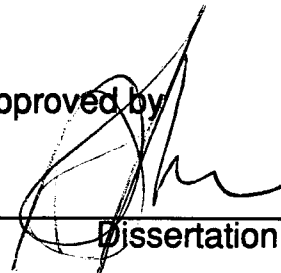
by

Ginger Lee Gold

**A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education**

**Greensboro
1989**

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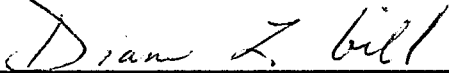


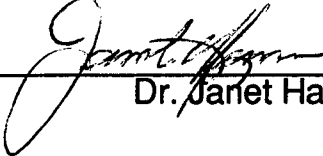
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APPROVAL PAGE

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The purpose of this study was to investigate the achievement orientation, self-confidence, and attributions of five female collegiate varsity tennis players ages 18 - 22. Changes in these constructs were described and their interrelationships were explored over a single competitive tennis season.

Quantitative and qualitative measures, including questionnaires, interviews and journals were used to assess achievement orientation, self-confidence, and attributions. The results were integrated to develop player motivation profiles. Results indicated that: (a) the players were stable in their levels of achievement orientation from match to match, irrespective of confidence level, (b) each player's achievement orientation had different characteristics, (c) athletes' pre-match expectations were higher for events they won, (d) following matches which they won, athletes tended to have lower expectations for winning the next match, and (e) substantial increases and decreases in expectancy to win and play well were observed between matches. Finally, the advantages of using an idiographic design to study fluctuations in athletes' motivation was underscored.

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CHAPTER I

INTRODUCTION

Among the many aspects of human behavior that are of interest to behavioral scientists, motivation may be the most frequently researched. Atkinson (1964) defines motivation as "...factors which incite and direct an individual's actions (p. 1)." This definition is very close to Bolles' (1967, p. vii), ". . . motivation is an agency or factor or force that helps explain behavior." Generally, motivation is considered as the idea or concept that helps explain the underlying forces initiating a person's behavior. Although theorists have attempted to account for the underlying forces and surrounding conditions responsible for human action no single theory has emerged as a universal explanation. Until a dominant single theory emerges, the most complete account of human motivation should incorporate a variety of theories in order to explain human behavior under a number of different conditions.

The psychological construct of motivation is as important in the study of athletes' behavior in sport as in other aspects of daily life. Silva and Weinberg (1984, p. 171) write, "Motivation can affect the selection, intensity, and persistence of an individual's behavior, which in sport can obviously have a strong impact on the quality of an athlete's performance." The importance of motivation in sport is reflected in the fact that approximately "one-third of sport

psychology research is dedicated to examining athletes' motivation" (Silva & Weinberg, 1984, p. 171).

As the highly skilled athlete engages in competitive sport several related aspects of motivation may influence his/her performance. This study focuses on three areas:: (1) achievement orientation (Helmreich & Spence, 1978; Maehr & Nicholls, 1980), (2) perceived confidence (Bandura, 1982; Vealey, 1986), and (3) attribution (Weiner, et al., 1972). Conceptualizations of these are based in relatively current motivational theories which attempt to explain the basis for a particular behavior in a specific context, as opposed to more global theories which seek to explain all behavior and generalize to all contexts. Essentially the theories provide a basis for understanding (1) an athlete's achievement strivings, (2) an athlete's belief or degree of certainty that he/she will be successful in sport, and (3) an athlete's beliefs about why certain behavioral results and sport outcomes occurred. These three aspects of motivation may change according to temporal and situational factors.

This study focuses on achievement orientation profiles and motivational changes of high level collegiate female athletes during a single season of competition by examining achievement orientation, perceived confidence, and attributions. In order to consider individual differences in motivation, an idiographic, case study design was employed. This facilitated an in-depth analysis of each athlete's achievement orientation and examination of the interrelations and changes in variables through a tennis season. The

design also used multiple data collection techniques, which helped provide a more comprehensive description of athletes' internal motivational processes. When attempting to describe achievement orientation profiles of athletes', using only one data collection technique limits the precision of findings. However, a multimethod approach lends itself to converging evidence providing for greater confidence in findings. In addition, a particular data collection technique may not have the flexibility to reveal important information that is only disclosed over time or across situations. Therefore, through the use of multimethods temporal and situational barriers were diminished.

The first assessment tools employed were achievement orientation and self-confidence questionnaires. The questionnaires used were sport-specific measures of achievement orientation and self-confidence. Originally, Martens (1977) and colleagues (Gill & Martens, 1977; Martens & Gill, 1976; Martens & Simon, 1976; Scanlan, 1977) demonstrated that using a sport-specific anxiety measure (Sport Competition Anxiety Test, 1977) (SCAT) provided greater insights into competitive anxiety than general anxiety tests. More recently, it has been illustrated that sport-specific measures seem to more accurately predict achievement orientation in sport than do general achievement motivation questionnaires (Gill, 1986; Gill & Deeter, 1988; Gill, Dzewaltowski, & Deeter, 1988; Pemberton, Petlichkoff, & Ewing, 1986; Vealey 1986). The second data collection technique was semi-structured interviews. Interview questions were asked to gain insight into the perceptions of

athletes regarding their achievement orientation and self-confidence in past tennis matches. Finally, a pre- and post-match journal questionnaire was administered at the beginning and end of each match to reveal changes in athletes' achievement orientation, self-confidence, and attributions throughout a tennis season. This multimethod approach provided a comprehensive view of (1) the athlete's present achievement orientation and sport confidence, (2) the athlete's perceptions of their achievement orientation and perceived confidence, as reflected in past salient tennis events, and (3) changes in the athletes' achievement orientation, perceived confidence, and attributions during a competitive sports season.

Statement of the Problem

The purpose of this study was to describe the achievement orientation, perceived confidence, and attributions of advanced college female tennis players. Specifically, answers to the following questions were sought:

1. What is the achievement orientation tendency and level of self-confidence in sport contexts as measured by the following questionnaires: (1) Competitive Orientation Inventory (Vealey, 1986), (2) Sport Orientation Questionnaire (Gill & Deeter, 1988), (3) Achievement Orientation Questionnaire (Ewing, 1981), and (4) Trait Sport-Confidence Inventory (Vealey, 1986)?

2. What personal competitive tennis experiences are perceived by the athletes as having influenced their present achievement

orientation and perceived confidence?

3. What are the nature of changes over a season of competition in achievement orientation, perceived confidence of winning and reaching personal performance goals, and attributions of success and failure?

CHAPTER II

REVIEW OF THE LITERATURE

In order to provide a theoretical background for the study, several theories are described along with supporting studies. Models of achievement orientation, perceived confidence, and attribution were used to describe specific changes in athletes' motivation, because one theory alone does not have the explanatory power to undergird the research questions.

Theoretical Perspectives

Traditional Achievement Motivation

Achievement motivation has been defined from several different theoretical perspectives. Originally, achievement motivation, or the need to achieve, was postulated and defined by Murray (1938) as:

"The desire to accomplish something difficult. To master, manipulate or organize physical objects, human beings, or ideas. To do this as rapidly and as independently as possible. To overcome obstacles and attain a high standard. To excel one's self. To rival and surpass others. To increase self-regard by the successful exercise of talent" (p. 164).

Several years later, McClelland, Atkinson, Clark, and Lowell (1953) expanded achievement motivation theory by including a combination of situational factors and the achievement personality construct as determinants of behavioral tendencies. McClelland (et al., 1953) believed that all motives, including the achievement

motives, were learned. Whether man approached or avoided achievement situations depended upon past successful or unsuccessful achievement encounters. The tendency to approach achievement situations was partially determined by the motive to approach success (M_S), and the tendency to avoid achievement situations by the motive to avoid failure (M_{af}). An important theoretical idea in relation to the learned achievement motives was the innate desire man has to respond to a stimulus in order to produce and maintain pleasure, while avoiding unpleasantness. Consequently, at the root of the achievement motives are the innate needs to approach pleasantness and avoid unpleasantness. Although McClelland, et. al. (1953) wrote that all motives are learned, achievement motives appeared innate because they were manifested extremely early in life.

When predicting whether one would enter an achievement setting, two additional factors were hypothesized by McClelland: the probability of success (P_S) (i.e., the individual's perceived chances of winning) and the incentive value of success (I_S). An individual's tendency to approach an achievement situation (T_S) was determined by the strength of the motive to succeed, the probability of success, and the incentive value of success. The formula for the the tendency to approach an achievement setting is $T_S = M_S \times P_S \times I_S$.

In contrast with the tendency to approach achievement situations, was the tendency to avoid failure in achievement situations (T_{af}). An individual's T_{af} was determined by the motive to avoid failure (M_{af}), probability of failure (P_f), and incentive value

attached to failure (I_f). The formula for the tendency to avoid achievement settings is $T_{af} = M_{af} \times P_f \times I_f$.

In order to assess an individual's achievement motivation, McClelland revised Murray's (1938) Thematic Apperception Test (TAT). The revised TAT consisted of pictures which were viewed by an individual, who was asked to verbalize what was seen. Each fantasy story given by the respondent was categorized for achievement imagery using a categorical coding system which was scored for approach and avoid motives. Scores from all pictures were summed, i.e., M_s and M_{af} , to obtain an achievement index which theoretically identified an individual as a high or low need achiever. While the motive to succeed has been assessed projectively, the motive to avoid failure has been assessed by objective measures. Typically, the motive to avoid failure has been quantified by the Manifest Anxiety Scale (Taylor, 1953).

Achievement Orientation

Current approaches to achievement orientation have been stimulated by dissatisfaction with traditional achievement motivation theories. Although achievement motivation theories are able to explain and predict a vast amount of achievement behavior they do not have the power to fully explain why athletes compete. That is, achievement motivation theories may help identify individuals with a high or low need for achievement, yet, they do not explain a person's reasons for wanting to achieve. Achievement orientation theories, on the other hand, help us understand an

individual's achievement goals for specific situations because of their multidimensional nature. A multidimensional conception of achievement orientation is able to explain the individual's specific motives within a situation. Helmreich and Spence (1978, 1983) identified three relatively independent factors of achievement desires: (1) work (the desire to work hard and do a good job), (2) mastery (the preference for challenging tasks and for meeting internal standards of performance), and (3) competitiveness (the enjoyment of interpersonal competition and the desire to do better than others).

Achievement orientation factors specific to sport situations have also been found (Gill, 1986; Gill & Deeter, 1988; Ewing, 1981; Pemberton, Petlichkoff, & Ewing, 1986; Vealey, 1986). Gill and Deeter (1988) identified three achievement factors: (1) competitiveness, a desire to compete and to strive for success in sports, (2) win orientation, a desire to win and avoid losing in sports, and (3) goal orientation, an emphasis on setting and reaching personal standards in sport. Vealey (1986) believed goals of winning and playing one's best characterized athletes' competitive orientation. Achievement goal orientations originally hypothesized by Maehr and Nicholls (1980) and later confirmed by Ewing (1981) and Pemberton, et. al. (1986) are task orientation (the desire to master the activity), ability orientation (the desire to demonstrate high ability), and social-approval orientation (the desire to seek approval from significant others for effort expended and virtuous intent, rather than demonstrating high ability).

The multidimensional approach to achievement orientation has the potential for defining an individual's achievement desires which may be contingent upon different activities and social situations. For example, an athlete may be primarily win oriented in her selected sport, yet, goal oriented academically. In conclusion, a multifaceted achievement orientation theory offers the potential for both describing the strength and the goal of an individual's achievement strivings under various conditions.

General Achievement Orientation Models

Helmreich and Spence's Model. Helmreich and Spence's (1978, 1983) view achievement orientation as an interaction of person and context. They believe that the resulting achievement behavior manifests itself through goals of (1) work, the desire to work hard and do a good job; (2) mastery, the desire for challenge and meeting internal standards of excellence; and, (3) competitiveness, the desire to succeed in competitive, interpersonal situations. Each of these components is present in an individual's desire to achieve; usually, however, one of these goals is sought after more than the others. As a result, individuals' specific purposes in competing are revealed through their achievement goals.

Individuals seek to meet their achievement goals through a variety of experiences. Competitive sport makes possible the manifestation of achievement orientation by providing regular opportunities to demonstrate competence. Helmreich and Spence (1978) administered their Work and Family Orientation

Questionnaire (WOFO) and found that male varsity athletes scored higher on mastery and competitiveness components than male scientists and college students. The male athletes scored lower in the mastery and work components than female academic psychologists and business women, but higher in competitiveness (Helmreich & Spence, 1983). They also found that female varsity athletes scored higher in all achievement components, especially competitiveness, compared to nonathletic female college students (Helmreich & Spence, 1983).

Maehr and Nicholls' Theory. Maehr and Nicholls (1980) have postulated a different explanation of achievement orientation. They believe that the main goal of individuals who enter achievement situations is the maximization of the feeling of competence. This notion is very similar to the basis of White's (1959) competence motivation theory. Maehr and Nicholls' (1980) believe the feeling of competence is dependent upon whether or not an individual's achievement goals are met for each particular situation. They propose three achievement orientations: (1) ability, (2) task, or (3) social approval. An individual who is ability-oriented will enter an achievement setting because he/she desires to demonstrate high ability. The goal of the task-oriented individual is simply to master the activity. The social-approval oriented person seeks approval from significant others for the effort expended and virtuous intent, rather than the demonstration of superior ability.

According to Maehr and Nicholls' (1980), conception of ability is at the core of an individual's achievement orientation. A person's

belief about what high ability actually is will dramatically influence his/her development of achievement orientation. An individual's perceived ability is assessed by either task-involved ability, or ego-involved ability (Maehr & Nicholls, 1980; Nicholls, 1984). Neither Maehr and Nicholls (1980) nor Nicholls (1984) explain how achievement orientation develops out of one's conception of ability. Logically, however, due to the extrinsic focus of ability and social-approval orientations it seems as though ego-involved ability would be the basis of such perceptions. Ego-involved ability is the demonstration of superior performance (to self and others) over one's opponent while exerting minimal effort. On the other hand, task orientation seems to stem from task-involved ability. Task-involved ability is the demonstration of mastery (primarily to oneself), improvement on personal goals, or perfection of a skill or task. Success is defined in each of these according to the individual's conception of ability. For example, if a tennis player's conception of ability is task-involved, then she would assess her performance as successful if her personal goals were met. Conversely, if a tennis player is ego-involved, then his/her perception of success depends on whether or not there is a perception of doing better than an opponent.

Veroff's Theory. Veroff's (1969) achievement orientation theory has similarities with Maehr and Nicholls' theory. The central hypothesis of Veroff's theory rests on the notion that individuals progress through three stages of achievement motivation development: (1) the autonomous stage, (2) the social comparison

stage, and (3) the integrated stage. Veroff defines these stages in the following way: The autonomous stage is "competition with one's internal personal norms," (Veroff, 1969, p. 47). The social comparison stage is characterized by "competition with the norms set by others" (Veroff, 1969, P. 47). The most mature stage of achievement development, the integrated stage, is defined by both autonomous and social comparison achievement motivation, operating freely according to the demands of the situation. In addition, the social comparison stage has two functional components. If social comparison is used by the individual "to learn about himself in relationship to the world", then it has an informative function (Veroff,1969, p. 50). If social comparison is used by the individual to gain approval and acceptance from significant others and the world at large, then it has a normative function. According to Veroff (1969), there must be successful completion of one stage before an individual can progress to the next stage. Veroff (1969) provides a criterion for what constitutes successful mastery of each stage.

Sport Orientation Questionnaire (SOQ). Gill & Deeter's (1988) SOQ is related to Helmreich and Spence's WOFO. Gill and Deeter found support for a multidimensional competitive sport achievement orientation questionnaire. Results from their study revealed a unique factor structure for competitive sport activities. They identified 3 factors of achievement behavior: (1) competitiveness, a desire to compete and to strive for success in sports, (2) win

orientation, a desire to win and avoid losing in sports, and (3) goal orientation, an emphasis on setting and reaching personal standards in sport. Gill's (1986) study of competitive college activity classes versus noncompetitive activity classes indicated that the mean for the competitiveness component for competitive classes was higher than for noncompetitive classes. In all classes, males scored higher than females in competitiveness and win orientation, and females scored higher than males in goal orientation. These findings were similar to Helmreich and Spence's (1978, 1983) with regard to gender differences.

Other studies by Gill, Dzewaltowski, and Deeter (1988) and Gill and Dzewaltowski (1988) have provided further insight into the achievement orientation of highly skilled intercollegiate athletes, high school and university students enrolled in physical education activity classes, and individuals not engaged in any "formal" physical competitive activity. Generally, there are consistent trends that have defined the nature of achievement orientation for these groups of individuals. Overall, those engaged in competitive sport activities scored higher than nonparticipants on all components (competitiveness, win, goal) of the SOQ. In a related vein, the most obvious discriminator between athletes and nonathletes was the competitiveness component; athletes' competitiveness scores were higher than nonathletes as measured by the SOQ (Gill & Dzewaltowski, 1988). As in Gill's (1986) earlier study, males were more competitive and win oriented than females, but females scored higher than males in goal orientation (Gill &

Dzewaltowski, 1988).

Achievement Orientation Questionnaire (AOQ). Sport research has supported the three achievement orientations proposed by Maehr and Nicholls (1980) and the different conceptions of ability (Duda, 1985, 1986; Ewing, 1981; Ewing, Roberts, & Pemberton, 1983; Horn & Hasbrook, 1986; Horn & Weiss, 1986; Nicholls & Miller, 1984). Based on Maehr and Nicholls' (1980) theory, Ewing (1981) developed the AOQ to examine whether or not multiple achievement orientations exist and to assess directly the achievement orientations of athletes. She used factor analysis procedures which resulted in multiple achievement orientations. She found that high school athletes were ability and social-approval oriented irrespective of winning or losing. Further investigation into the psychometric properties of the AOQ were performed by Pemberton, Petlichkoff, and Ewing (1986). Support for the AOQ's reliability and discriminant validity resulted.

Nicholls and Miller (1984) believe that the conception of ability and achievement orientation varies with age. In a sport context, Horn and Hasbrook (1986) and Horn and Weiss (1986), have found that soccer players between 8-14 years old had differing views of ability depending on their age. The children's normative or ego-involved conception of physical ability increased as they approached adolescence. In their preliminary research on the topic, Ewing, Roberts, and Pemberton (1983) have discovered that an athlete's achievement orientation varies with age. Ewing and colleagues found that younger children ages 9-11 were oriented

towards accomplishing task goals, while children ages 12-14 were social-approval oriented.

In her studies of intramural and intercollegiate athletes, Duda (1985a, 1985b, 1986) found that college age individuals process their goals through task-involved or ego-involved conceptions of ability. Her research has revealed that athletes' perceptions of ability reflect either mastery goals or social comparison goals.

Competitive Orientation Inventory (COI). Vealey used Maehr and Nicholls (1980) theory as the basis for the development of her COI. She constructed the COI (Vealey, 1988) which compares an individual's desire for playing well versus winning. An individual must choose between "playing well and losing," or "playing poorly and winning," thus, revealing what she believes to be the most important ingredient for success. She found that high school, college, and elite athletes were performance oriented rather than outcome oriented, which suggests that they defined their success by their performance, not necessarily by the outcome of the contest. In a recent study, Vealey's (1988) results confirmed that athletes were more performance oriented than outcome oriented, and Gill and Dzewaltowski (1988) found that same trend. In addition, as skill level increases (high school, to college, to elite) so does the difference between performance and outcome orientation with performance being the highest (Vealey, 1988a). When investigating gender differences, both Vealey (1986) and Gill (1986) reported that females were more performance oriented than males. Finally, regarding relationships between anxiety and achievement

orientation Vealey and Campbell (1988) found that high outcome orientation was related to higher levels of pre-competitive anxiety. It seemed as though the adolescent figure skaters perceived the competitive situation as threatening, thus, creating anxious feelings.

Vealey and Campbell (1988) studied the relationship between the achievement goals proposed by Maehr and Nicholls (1980) and those conceptualized by Vealey (1986). Vealey and Campbell (1988b) reported that Maehr and Nicholls' (1980) ability and social approval orientations did not factor out as separate orientations, thus, the factor was termed extrinsic orientation. Extrinsic orientation was positively related to outcome orientation and negatively related to performance orientation. Surprisingly, task orientation based on Maehr and Nicholls' (1980) approach was not related to Vealey's (1986) performance orientation. The difference between task and performance orientation seemed to hinge on a developmental issue. Maehr and Nicholls' (1980) task orientation focused on playing for the fun of it, while Vealey's (1986) notion of performance orientation seemed more mature, as the individual plays in order to feel competent in reaching personal goals.

Conclusion

Although there are different sport-orientation questionnaires and theoretical underpinnings related to studying competitive achievement behavior, all are valuable to use when desiring a complete picture of an athlete's achievement orientation. Each

perspective (Helmreich & Spence's, 1978, 1983; Maehr & Nicholls', 1980; Veroff's, 1969) considers achievement orientation as a multidimensional construct with similar factors that operationalize the construct. That is, achievement orientation has a number of different dimensions which comprises the construct. Considering the theoretical perspectives and sport-specific measures discussed earlier it seems as though athletes' achievement goals are centered around: (1) a desire to win and be the best, (2) a desire to improve existing sport skills and compete against one's personal standards, (3) a desire to gain the approval of others for a hard fought performance or by demonstrating competence, and (4) a desire to compete against an opponent with similar ability. These achievement goals vary in strength according to the individual, in addition to temporal and situational factors. Through use of a number of sport orientation questionnaires a complete look into various achievement goals is made possible. For example, through use of the SOQ it may be revealed that an athlete is high in both win and goal orientation. Yet, when the athlete responds to the COI she must choose between winning or performing well, thus, revealing either a performance or outcome orientation. Therefore, using a number of sport-orientation questionnaires gives the most insight possible for that method of inquiry.

Self-Confidence

Although athletes' achievement orientation directs their motivation towards a specific goal, other important intervening

variables also influence the motivational process. One such variable thought to affect athletic performance is self-confidence. Feltz (1988, p. 423) defined self-confidence as, "the belief that one can successfully execute a specific activity." Closely related to the notion of self-confidence is Bandura's (1982) theory of self-efficacy. Self-efficacy is the term applied to fluctuating self-confidence and is defined as "the concern with judgements of how well one can execute courses of action required to deal with prospective situations" (1982, p. 122).

Although there are a number of studies that show a relationship between self-efficacy and performance (Barling & Abel, 1983; Feltz, 1982; Lee, 1982; McAuley, 1985; Weinberg, Gould, & Jackson, 1979), these studies are not necessarily evidence that high self-efficacy causes performance enhancement. Although Feltz (1982) and McAuley (1985) found self-efficacy to be a determinant of performance, other variables were found to affect performance as well. Past performances and physiological states influenced performance as markedly as self-efficacy (Feltz, 1982). Nevertheless, although self-efficacy cannot account for all behavioral change, it has been found to be an important cognitive mediator in the performance of athletes.

In a study with Olympic gymnastic athletes (qualifiers and nonqualifiers) Mahoney and Avenier (1977) found differences in the levels of confidence expressed by the two groups' of athletes. The Olympic qualifiers were more self-confident than the nonqualifiers. In addition, the higher skilled gymnasts (qualifiers) were less

anxious than the nonqualifiers before the event they typically performed poorest. More recent studies (Gould, Weiss, & Weinberg, 1981; Vealey, 1986) have supported Mahoney and Avener's (1977) findings regarding a differentiation between the two skill levels, indicating the higher skilled athletes are more confident and worry less than lower level athletes.

Self-efficacy. Bandura (1982) believed that an individual's self-efficacy is contingent upon situational and temporal variables. Many times individuals know what to do, yet they do not perform optimally because of detrimental self-referent thought which mediates knowledge and action. One's self-efficacy involves much more than simply knowing what to do. Past specific social, cognitive, and competitive events are integrated which usually result in predictable behavior in the future. Through experience individuals have come to learn the activities that they can perform successfully, and thus, they choose to enter those activities over others. A stronger sense of efficacy in a given situation leads to greater effort and attention to the demands of the activity.

During an athletic performance influential factors that sport participants and coaches should reflect upon because they affect the level of self-efficacy are (1) performance accomplishments, (2) observations, (3) verbal encouragement, and (4) emotional arousal (Feltz, 1984). These factors are important for coaches and athletes to analyze if self-efficacy is to be strengthened, thus, enhancing performance.

(a) Performance Accomplishments. Performance accomplishments

are extremely strong influencers of self-efficacy (Feltz, Landers, & Raeder, 1979; Hogan & Santomier, 1984; McAuley, 1985; Weinberg, Gould, & Jackson, 1979; Weinberg, Gould, Yukelson, & Jackson, 1980). Perceived success strengthens self-efficacious feelings while perceived failure negatively influences self-efficacy. When a task requires successive trials for a complete performance, such as diving, it has been found that individuals' perceived success of the previous trial may exert a stronger influence on next trial performances than did performances in earlier events (Feltz, 1982). It seems as though there is a reciprocal relationship between self-efficacy and performance under these conditions.

(b) Observing Opponents' Performance. Information gained through observing opponent's performance can either increase or decrease self-efficacy, depending upon the skill level and performance of the competitor (Weinberg, Gould, & Jackson, 1979). If an individual perceives his/her opponent as more skillful, then self-efficacy will be lowered. Conversely, if the individual perceives his/her competitor's ability as inferior, then self-efficacy will be strengthened. Although mere observation influences self-efficacy, a stronger effect is produced when observation is combined with participation. For example, Feltz et al. (1979) and McAuley (1985) have shown that a model's demonstration plus guiding the activity of the learner produces a better performance and a stronger perceived self-efficacy than either live modeling or videotaped modeling.

(c) Verbal Encouragement and Emotional Arousal. Studies

investigating the effects of verbal encouragement and emotional arousal upon self-efficacy are scarce. Although teachers and coaches are often heard persuading performers, the possible effects of this technique on enhancing self-efficacy are unclear. In a study of emotional arousal measured by heart rate, Feltz (1982) failed to find any relationship with self-efficacy. In a subsequent study, Feltz & Mugno (1983) found that perceived autonomic arousal was a significant predictor of self-efficacy. It appears as though an individual may vary in his/her interpretation of arousal conditions. This indicates a need for strategies that will help maintain a positive interpretation of autonomic conditions, and strategies to change negative perceptions.

A number of researchers (Corbin, 1981; Corbin, Landers, Feltz, & Senior, 1983; Corbin & Nix, 1979; Nelson & Furst, 1972; Scanlan & Passer, 1979, 1981) have operationalized self-efficacy as performance expectations, and have attempted to predict the athlete's behavior in sport. An athlete's expression of a 90% confidence level has been equated with high self-efficacy, while an expression of a 20% confidence level is thought to reflect low self-efficacy.

Sport-Confidence. An athlete's achievement orientation becomes important for attaining success when he/she believes that the achievement goal is attainable. As Vealey (1986) pointed out, there seems to be an interaction of one's achievement orientation and perceived ability which is also related to sport self-confidence. That is, an athlete defines individual success by meeting certain

goals that are based upon his/her perceived ability to meet those goals. In turn, this process affects the athlete's degree of self-confidence.

Vealey (1986) has constructed sport-confidence instruments to measure the "belief or degree of certainty individuals possess about their ability to be successful in sport" (p. 222). Her sport-confidence instruments are anchored in Bandura's (1982) self-efficacy theory and Maehr and Nicholls' (1980) achievement orientation theory. Vealey's conception of sport-confidence is separated into trait sport-confidence (SC-trait) and state sport-confidence (SC-state), yielding one questionnaire for each construct. She defines SC-trait as "the belief or degree of certainty individuals usually possess about their ability to be successful in sport" (p. 223). State sport-confidence is defined as "the belief or degree of certainty individuals possess at one particular moment about their ability to be successful in sport" (p. 223). In a practical sense, an athlete may score high on the trait sport-confidence measure and low on the state sport-confidence measure.

Vealey and Campbell's (1988) study of adolescent figure skaters revealed several relationships between sport-confidence and other theoretical constructs. A strong relationship occurred between SC-trait and pre-competitive anxiety. Not surprisingly a higher level of trait confidence resulted in less pre-competitive anxiety. Also, SC-trait was the only significant predictor of performance. Athletes that had a strong dispositional level of

confidence in figure skating performed at the highest level. And finally, SC-trait was unrelated to the age of the athlete.

Vealey hypothesizes that state sport-confidence "is the most important mediator of behavior" in sport (1986, p. 224). Theoretically, state sport-confidence influences performance, yet Vealey (1986) found that performance influenced state sport-confidence. This means that a causal source of performance success or failure is probably identified by the athlete, and this intervenes to change self-confidence. Therefore, an athlete's causal attributions are also an integral part of the motivational process.

Attribution Theory

An individual's causal ascription for success and failure is so deeply embedded within the motivational process that it is sometimes overlooked as an integral influential cause of future success or failure. One must realize that motivation is influenced dramatically by the slightest change in the internal state and cognitive set of an individual. Achievement orientation, perceived confidence, and attributions are constantly interacting within an individual as he/she seeks to perform competently in his/her chosen activity. Fritz Heider (1958) and Bernard Weiner (1972) have provided theoretical underpinnings for the attributional process.

Heider's Theory. Attribution theory was originally proposed by Fritz Heider (1958) to investigate the underlying "why" of behavior. Heider developed a model to account for individuals' causal

explanations as to why certain behavioral events occurred. He believed that an individual's self-perceptions could help to explain his/her motivation (Heider, 1958. p. 79). According to Heider's model, personal factors (trying and ability) and/or environmental factors (task difficulty and luck) contribute to a behavioral result. An individual attributes this event to one or more of these factors.

Weiner's Theory. Bernard Weiner (1972) further developed Heider's basic model ascribing two main causal dimensions to the originally proposed personal and environmental factors. He labeled the dimensions as "locus of causality" and "stability." The stability dimension is defined by stable (ability and task difficulty) and unstable (effort and luck) attributes. The locus of causality dimension is defined as a psychological construct concerned with the belief as to whether one is personally in control of what happens to him/her. The locus of causality dimension includes internal (ability and effort) and external (task difficulty and luck) attributes.

Weiner did not intend that all attributes be categorized in his 2 x 2 classification scheme. In 1979 he added another dimension labeled "controllability." Attributes under this dimension are identified as being either controllable or uncontrollable. In Weiner's model, the only controllable attribution is effort because it is under the individual's personal control. Task difficulty, ability, and luck are uncontrollable attributes.

The entire achievement process is contingent upon perceived causes of success and failure. Attributions are related to

achievement orientation through an individual's beliefs about the outcome of an event and how that event will subsequently influence future behavior (Weiner, 1972). Specific cognitions of success and failure are thought to mediate the achievement process through affect and expectancies. Emotional feelings of anger, gratitude, guilt, hopelessness, pity, pride, and shame are linked with different attributions (Weiner, 1985), which in turn are associated with achievement orientation (Vealey, 1986). After a performance an individual ascribes reasons for his/her success or failure. Theoretically (Weiner, 1985), this attribution leads the individual to revise his/her expectancies for future performances.

In the sport realm, athletes' attributions for success and failure were explored and found to influence future performances. Researchers have investigated athletes' attributions for winning and losing performances and have found that athletes make more internal attributions when successful and make less internal attributions after failure (Bird & Brame, 1978; Gill & Gross, 1979; Lau & Russell, 1980; Roberts, 1978; Scanlan & Passer, 1980). This pattern of attribution ascription seems to serve the athlete's emotional well-being because the athlete protects himself/herself in the case of failure by perceiving a loss as a result of "bad luck" or "too difficult a task." Contrarily, in the event of a "win," the athlete encourages his/her pride by attributions of "superior ability" and/or "maximum effort." This scenario is interpreted as a self-serving bias that justifies continued participation.

Research regarding the stability dimension of Weiner's model

focuses on how athletes' performance expectations are influenced by attributions of stable or unstable causes (Duquin, 1978; Roberts, 1980; Ryan, 1981). For example, if an athlete has a history of winning against a particular opponent, then one would expect he/she would declare stable attributions. However, if this athlete loses, then unstable attributions will be declared (Frieze & Weiner, 1971). Because unstable attributions are changeable and stable attributions are not, coaches (or other informed individuals) could predict athletes' future performance expectations according to present attributions. For example, if a tennis player attributes winning to superior ability, the coach could predict that the athlete's expectations for the next competition would be similar to the performance just completed. This is due to the fact that attributing winning to superior ability is a stable attribution. Based on the present performance the tennis player would expect the same results in the future. A coach would have a much more difficult time predicting a player's future expectations if the player attributed winning or losing to unstable causes.

Athletes' typical attributional responses for winning and losing have been recorded by Gill, Ruder, and Gross (1982), and McAuley and Gross (1983). Gill et al. (1982) found that female volleyball players' and male and female kinesiology students' attribution patterns were internal, unstable, and controllable. McAuley and Gross (1983) revealed a slightly different pattern. Table tennis winners made attributions that were internal, stable, and controllable. However, when both the winners and losers were

combined, the attributional pattern was internal, unstable, and controllable. Overall, the basic pattern for athletes' attributions for winning and losing are internal, unstable, and controllable. In addition, winners made more stable controllable attributions than losers (Duncan & McAuley, 1987).

In conclusion, when athletes attribute their success to internal causes, feelings of pride and positive self-esteem are experienced. As a result, athletes' feel rewarded and tend to seek out similar competitive situations. Vealey (1986) found that performance oriented athletes made more internal attributions than outcome oriented athletes. As she (1986, p. 237) concluded, "a performance orientation may allow athletes to take personal responsibility for their performance irrespective of outcome." The performance-oriented athlete derives satisfaction from a good performance. Outcome oriented athletes were less satisfied with their performance than performance oriented athletes (Vealey, 1986). An outcome oriented athlete may have a relatively good performance, however, if the athlete does not win the contest he/she will not be fully satisfied. Overall, a performance orientation seems to encourage persistence in sport participation due to internal ascriptions for success generating positive feelings, which in turn, inspire the athlete to enter achievement situations.

Summary

When studying athletes, it is critical to remember that no one construct occurs in a vacuum; other important intervening variables

affect behavior in sport. The athlete strives to meet specific achievement goals which define his/her achievement orientation. Before the athlete enters the competitive arena, thoughts of confidence regarding winning and reaching achievement goals exist. After competition, causal ascriptions for performance outcome and reaching achievement goals are determined, sometimes facilitating a change in confidence for the next competition. In addition, if achievement goals are not accomplished consistently, then one's achievement orientation may also change. All of these factors influence the athlete in varying degrees each competitive day. This example of the complexity of an athlete's internal motivational processes in an achievement setting highlights the importance of using a multifaceted design when studying athletes' motivation. Due to the inherent complexity of the sport motivation process, researchers must be familiar with a number of theories and related studies in order to describe accurately, and later predict, an athlete's behavior.

The three constructs, achievement orientation, perceived confidence, and attribution help to explain athletes' behavior in sport. Numerous studies have been conducted to test these constructs individually while others focus on their interrelatedness (Vealey, 1986; Dweck, 1978; Duncan & McAuley, 1987). The focus of this study is on the changes in these three motivational constructs of an athlete during a season of competition. This investigation is important to theory testing and to the advancement of present knowledge within the sport motivation milieu. In a

practical sense, if players are to maximize their performances, then it is critical to define the combination of motivational factors which are characteristic of successful athletes.

Athletes sometimes win matches they are thought likely to lose, and lose matches they are expected to win. What is taking place within athletes that is altering their competitive performance and outcome? Is achievement orientation basically a stable disposition, or does it change according to one's confidence? Do advanced athletes' causal ascriptions for success and failure change with respect to winning and losing? What factors within the area of motivation are most often associated with athletic success? This study provided data to answer these questions. In addition, new questions were formulated as more knowledge was gained.

Methodological Considerations

The typical research design for studying achievement orientation has been nomothetic in nature. That is, the motivation of groups of individuals has been measured, yielding facts about behavior. The nomothetic design, however, does not allow for in-depth investigation of the underlying processes of behavior nor does it "provide information on the organization of psychological variables" (Epstein, 1982, p. 92) within specific individuals. The idiographic design provides for analysis of individual's responses over time, which in turn yields information regarding why behavior has changed. A disadvantage of idiographic research is the inability

to generalize findings. Nevertheless, Epstein points out that "major advances in psychology have involved idiographic procedures. Included are Pavlov, Freud, Skinner, and Piaget" (1982, p. 92).

Martens (1987) recommended that studying in the area of human behavior requires a research design that enables the investigator to gain comprehensive insights of the individual within his/her specific situation. Because no person is exactly like the next, research methodologies should make some provision for a thorough analysis of the individual. One methodology that focuses upon the individual is the case study which is defined by Yin (1984, p. 23) as "an empirical inquiry that investigates a contemporary phenomenon within its context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used." Martens (1987) suggests the use of the case study method for sport psychology research in areas of motivation, personality, and social interaction. In addition, Smith (1988) has recently published an article proclaiming the value of the case study in sport research. He believes the case study method to be valuable because of the following reasons: (1) it allows for the study of noteworthy phenomena over time, (2) it generates ideas and hypotheses about behavior, its causes, and processes of change, (3) it can stimulate theory development, and (4) it can contribute to theory testing.

Along the same line of thinking, the psychologist Jerome Bruner is now investigating the usefulness of individuals telling (or writing) their life stories. Bruner (1986) claims that an

individual's perceptions about himself/herself in a given situation become ingrained in that individual's mind. The beliefs that a person has developed about his/her behavior in varying situations could possibly be used to predict how that person will behave in the future under similar conditions. The idiographic or case study approach provides the opportunity for the athlete to express his/her perceptions about whatever topic is being investigated. In turn, the athlete's personal information gives the research an added level of insight as to the interrelatedness of the psychological processes under investigation.

Case studies have been used in social science research (including psychology, sociology, and education) to investigate a variety of questions. Balazs (1975) conducted case studies of Olympic female champions. The purpose of Balazs' (1975) study was to identify psychological and social variables that contributed to outstanding athletic development. Retrospective interviews were conducted with regard to the life periods of childhood, adolescence, and young adulthood. Personality questionnaires were also administered and scored. Analysis was made of the interview material and quantitative data to determine the pattern of personality development. In addition, the idiographic method has been employed when studying psychological profiles of athletes (Morgan & Pollock, 1977; Morgan & Johnson, 1978; Silva, Shultz, Haslam, & Murray 1981), and physiological characteristics of archers immediately before their performances (Landers, 1985). As

Martens (1987) and Epstein (1982) proclaim, the idiographic and case study design are appropriate and useful methods for conducting research in the area of people's motivational processes.

CHAPTER III

PROCEDURES

The procedures consist of three main stages: (1) subject selection, (2) data collection, and (3) data analysis.

Subject Selection

A female collegiate tennis team was selected for this study. An in-depth analysis was made on data from the five top ranked players on the team. The player's were from four different states in the Eastern United States and their ages ranged from 18-21. Their race was white, and they each had a different college major. Precautions were taken in order to protect subjects' anonymity. The subjects' seeding on the team was withheld and the following pseudonyms were assigned: April , May, June, July, and August.

The team's coach was contacted initially and given an explanation of the study. The coach agreed to grant permission for subjects to participate following a detailed explanation of the study. The players were contacted personally and all agreed to participate. Players were given a general description of the study and their responsibilities, along with a careful description of the protocol. Each participant read and signed a Human Subjects Informed Consent Form (see Appendix A) at the initial orientation meeting.

Data Collection

The three sources of data were: (1) questionnaires, (2) player's journal, and (3) interviews.

Questionnaires

The purpose of administering the achievement orientation questionnaires and sport-confidence inventory was to obtain measures of both constructs for each player. Three sport achievement orientation questionnaires and a sport confidence questionnaire were administered at the beginning of the study during the initial orientation meeting. The questionnaires that were administered were (see Appendix B): (1) Sport Orientation Questionnaire (SOQ) (Gill & Deeter, 1988), (2) Competitive Orientation Inventory (COI) (Vealey, 1986), (3) Achievement Orientation Questionnaire (AOQ) (Ewing, 1981), and (4) Trait Sport-Confidence Inventory (TSCI) (Vealey, 1986). The questionnaires took approximately one hour to complete.

Although the achievement orientation questionnaires are multidimensional and sport-specific, each questionnaire has a unique quality. The SOQ was selected because it is sport-specific and assesses three separate achievement components (win orientation, goal orientation, and competitiveness), two of which closely align with Veroff's (1969) first two stages of achievement motivation development and Maehr and Nicholls' (1980) achievement orientation task involved and ego involved conceptions of ability. Goal orientation is related to Veroff's autonomous stage, and win orientation is associated with the social comparison stage. The COI

is similar to the SOQ, however the player must choose between goals of performance and winning. For example, the subject must decide how satisfied she is to perform well and lose, or perform poorly and win. The Achievement Orientation Questionnaire differs in that it focuses on past sport successes and failures.

The TSCI is not an achievement orientation instrument but rather assesses the degree of certainty people usually possess about their ability to perform well in a sport situation (Vealey, 1986). A description of each questionnaire follows:

Sport Orientation Questionnaire (SOQ) (Gill & Deeter, 1986).

The SOQ is designed to determine an athlete's approach to a competitive situation. The SOQ is a multidimensional achievement orientation measure with 25 items on a 5-point Likert scale ranging from "strongly agree" to "strongly disagree". There are three subscales of the SOQ: (1) competitiveness (the desire to enter and strive for success in sport competition), (2) win orientation (a focus on interpersonal standards and winning), and (3) goal orientation (a focus on personal standards). The questionnaire includes a total of 13 competitiveness items, 6 win orientation items, and 6 goal orientation items.

Alpha coefficients and test-retest correlations have revealed internal consistency and stability over time (Gill & Deeter, 1988). Test-retest correlations ranged from .39 to .76 for each individual item signifying reasonable stability. Substantial evidence for divergent and convergent validity exists (Gill, Dzewaltowski, & Deeter, 1988). Correlations between the SOQ scores and the

following measures: Sports Competition Trait Inventory (SCTI; Fabian & Ross, 1984), Work and Family Orientation Questionnaire (WOFO; Helmreich & Spence, 1978), were statistically significant. The Sport Competition Anxiety Test (SCAT; Martens, 1977) was not related to the SOQ which supported theoretical claims, indicating these are independent concepts. In addition, support was found for construct validity as the SOQ's competitiveness score differentiated students in competitive and noncompetitive activities (Gill & Deeter, 1988). Scoring procedures for the SOQ can be found in Appendix C.

Table 1 represents norms reported by Gill and Dzewaltowski (1988) for university athletes and female university students enrolled in physical activity classes. A high number indicates a strong achievement orientation for that particular subscale.

Table 1
Mean Scores for University Athletes and Female
University Students on the SOQ

SUBJECTS	COMPETITIVENESS	WIN	GOAL
Athletes	M = 58.1	M = 22.9	M = 27.0
Female Univ. Students	M = 49.4	M = 19.0	M = 26.4

Competitive Orientation Inventory (COI) (Vealey, 1986). The COI assesses whether an athlete is more satisfied to perform well or to win. An athlete must choose between wanting to play well and win.

This is assessed by means of a matrix containing 16 cells. The performance dimension (rows of the matrix) ranges from very good performance, above average performance, below average performance, to very poor performance. The outcome dimension (columns of the matrix) ranges from easy win, close win, close loss, to big loss. The respondent assigns a number ranging from 0 - 10 to each cell. Zero represents a "very dissatisfying situation" and 10 represents a "very satisfying situation." For example, in the first matrix cell a number from 0-10 must be given to the situation "very good performance" and "easy win." If the athlete attached a 10 to that situation it would mean that he/she was very satisfied in playing very well and winning easily.

Reliability coefficients for the COI, from test-retest data of $r = .69$ for COI-performance, and $r = .67$ for COI-outcome. These coefficients are in the acceptable range according to Vealey (1986).

Construct validity for the COI was evidenced as reflected in correlations with the following personality constructs (Vealey, 1986): (1) state sport-confidence (SSCI), (2) physical self-presentation confidence, and (3) locus of control. A high correlation coefficient with confidence measures indicates a relationship with the COI. Competitive orientation scores significantly predicted a number of sport cognitions and behavior. It was found that COI-performance was positively related to the SSCI, $r = +.29$; $p < .001$, and COI-outcome was negatively related to the SSCI, $r = -.27$; $p < .001$. The COI-performance was positively related with physical self-presentation confidence, $r = +.17$; $p < .03$. Focus on one's

self seems to be related with performance orientation. Finally, COI-performance was negatively related and COI-outcome was positively related to external locus of control. The coefficients are $r = -.29$; $p < .04$, and $r = +.26$; $p < .01$ respectively.

The scoring procedure for the COI is a variance analysis approach described in detail in Appendix C. Two scores result for the COI, performance and outcome. The range of scores is between .00 (low) and 1.00 (high) for each dimension. The performance score represents how satisfied the athlete is based on how well she performed. The outcome score represents how satisfied the athlete is based on whether or not she wins or losses. For example, if a player scored .35 in performance, and .65 in outcome, it would reflect that the player finds more satisfaction in winning than in performing well. Table 2¹ represents COI normative data obtained by Vealey (1986, p. 234) for high school, college/adult, and elite athletes.

Table 2¹
 Normative Data for the COI

SAMPLE	N	M	MEDIAN	LOW	HIGH	SD
COI-OUTCOME						
HIGH SCHOOL	90	0.35	0.31	0.01	1	0.26
COLLEGE/ADULT	90	0.33	0.3	0.01	1	0.22
ELITE	48	0.21	0.11	0.01	1	0.25
TOTAL	228	0.31	0.27	0.01	1	0.25
COI-PERFORMANCE						
HIGH SCHOOL	90	0.53	0.62	0.01	1	0.29
COLLEGE/ADULT	90	0.58	0.6	0.06	1	0.22
ELITE	48	0.73	0.84	0.11	1	0.25
TOTAL	228	0.59	0.63	0.01	1	0.27

1. From "Conceptualization of Sport-Confidence and Competitive Orientation: Preliminary Investigation and Instrument Development" by R. S. Vealey, 1986, *Journal of Sport Psychology*, 8, p. 234.

Significant correlations exist between SC-trait and pre-competitive SC-state ($r = +.60$; $p < .001$) and competitive orientation (performance and outcome) and pre- and post-competitive SC-state, which all lend support to construct validity. That is, the COI measured the construct it operationally defined. A summary is provided in Table 3 (Vealey, 1986) for competitive orientation and pre- and post-competitive SC-state. Further information on COI construct validity can be found in the Trait Sport-Confidence Inventory section.

Table 3
Correlation Between COI and Pre- and Post Competitive SC-State

	Precompetitive SC-State	Postcompetitive SC-State
COI-performance	$r = +.43^*$	$r = +.44^*$
COI-outcome	$r = -.42^*$	$r = -.36^{**}$

* $p < .001$. ** $p < .06$

Achievement Orientation Questionnaire (AOQ) (Ewing, 1981).
Ewing (1981) developed the Achievement Orientation Questionnaire using Maehr and Nicholls' (1980) theory of achievement behavior to assess athletes' achievement goal orientations. Ewing's (1981) AOQ has not been widely tested. The only reliability measure

performed was an internal consistency calculation within each factor. The alpha coefficients for the factors were .91, social approval; .80, task oriented; .84, intrinsic oriented; and, .91, ability oriented. All of the four factors lack substantial validity. No norms are available. Presently, Ewing and others are modifying the AOQ and trying to establish sound psychometric properties.

The AOQ was chosen for administration in this study because its underlying theory enjoys widespread respect. That is, the multiple achievement orientations that were proclaimed by Maehr and Nicholls' (1980) resulted as factors in the AOQ. In addition to the proposed achievement orientations of Maehr and Nicholls (1980) (social approval, task oriented, and ability oriented), Ewing (1981) found a fourth factor which she labeled as intrinsic orientation because of its internal nature. The three items that had the highest factor weightings for intrinsic orientation were expressed as: (1) Experienced adventure, (2) Got recognition, and (3) Did it on my own. Although the results from the AOQ were not taken as hard evidence of a subject's achievement orientation, this information was of interest in light of the rest of the study.

The AOQ has 119 items on a five point Likert scale ranging from "strongly disagree" to "strongly agree". Athletes are asked to recall three sport successes and respond to 15 statements. Each statement begins with "I felt successful because . . .," and then a questionnaire item follows, e.g., "I pleased people important to me". The athlete responds to the same 15 statements for each successful experience. In addition, attribution statements that

assess why the athlete perceived the experience as a success or failure are included. Scoring procedures can be found in Appendix C.

Trait Sport-Confidence Inventory (TSCI) (Vealey, 1986). The TSCI measures the "belief or degree of certainty individuals usually possess about their ability to be successful in sport" (Vealey, 1986, p. 223). The TSCI consists of 13 items arranged on a nine point Likert scale ranging from low to high confidence.

Internal consistency measured by the Cronbach alpha coefficient is .93. Test-retest reliability coefficients are $r = .86$ after one day, $r = .89$ after one week, $r = .83$ after one month, and across time and samples $r = .86$.

Scoring procedures for the TSCI consist of summing the numbers on the Likert scale for the 13 items (Appendix C). The higher the score indicates greater sport confidence. Table 4² reveals normative data reported by Vealey (1986) for high school, college/adult, and elite athletes.

Table 4²
Normative Data for the TSCI

SAMPLE	N	M	MEDIAN	LOW	HIGH	SD
TSCI						
HIGHSCHOOL	92	77.66	77	43	117	14.81
COLLEGE/ADULT	91	77.77	79	16	117	17.09
ELITE	48	99.79	99	65	117	13.65
TOTAL	231	82.30	83	16	117	17.88

2. From "Conceptualization of Sport-confidence and Competitive Orientation: Preliminary Investigation and Instrument Development" by R. S. Vealey, 1986, Journal of Sport Psychology, 8, p. 234.

Table 5³ summarizes the concurrent validity of the TSCI (Vealey, 1986). Pearson correlation coefficients are provided that illustrate significant relationships between the TSCI and other related constructs. One would expect a positive relationship with confidence instruments that are similar to the TSCI and a negative relationship with instruments that measure anxiety or external locus of control. Predicted results were found.

Table 5³

Pearson Correlation Coefficients for the TSCI

CONSTRUCT	N	r
COMPETITIVE A-TRAIT	123	-.28***
PERCEIVED PHYSICAL ABILITY	123	0.18
PHYSICAL SELF-PRESENTATION CONFIDENCE	123	.30***
SELF-ESTEEM	82	.31***
EXTERNAL LOCUS OF CONTROL	81	-.18*
SC-STATE (SSCI)	162	.64***
COGNITIVE COMPETITIVE A-STATE	129	-.30***
SOMATIC COMPETITIVE A-STATE	129	-.18*
SC-STATE (CSAI-2)	129	.48***

3. From "Conceptualization of Sport-Confidence and Competitive Orientation: Preliminary Investigation and Instrument Development" by R. S. Vealey, 1986, Journal of Sport Psychology, 8, p. 229.

***p < .001 *p < .05

Significant relationships exist between SC-trait, and pre- and post-competitive SC-state: $r = +.60$; $p < .001$; and $r = +.45$; $p < .001$. As stated earlier, the COI is related to pre- and post-competitive SC-state, as is SC-trait. Since an interaction of competitive orientation and SC-trait is known to influence SC-state (Vealey, 1986), the correlations confirm the construct validity of the COI and TSCI.

Player's Journal

The player's journal (see Appendix D) was a before-match and after-match private thought record. The purpose of the journal was to investigate (1) changes in athlete's achievement orientation that take place during a competitive sports season, (2) perceived confidence, and (3) attributions. Of particular interest were changes in (1) the perceived confidence between the end of one match and the beginning of the next match, (2) comparisons of achievement orientation with perceived confidence, and (3) differences in achievement orientation, perceived confidence, and attributions for matches won versus matches lost.

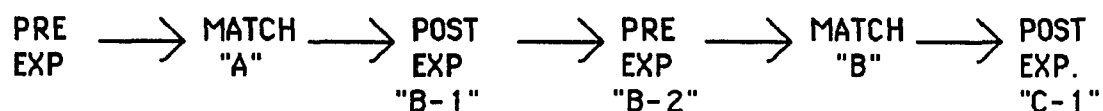
The journal contained pre-match and post-match questionnaires. The pre-match questionnaire was a before match private thought record made up of eight items. The first two items and the seventh item reflected each player's perceived confidence of winning the imminent match; the next three questions, in Likert format, measured state achievement orientation. Each question represented a different achievement component, that is, win

orientation, goal orientation, and competitiveness. The three achievement orientation questions came directly from Gill & Deeter's (1986) Sport Orientation Questionnaire and were selected because of their high factor weightings. The sixth item measured state anxiety, which is closely related to the fear of failure (McClelland, 1953). The fear of failure has been historically measured by test anxiety (Taylor, 1953), and later in sport by competitive anxiety (Martens, 1977). An individual's fear of failure precipitates avoidance behavior. The eighth item gave the player an opportunity to record any additional pertinent thoughts, feelings, or facts.

The post-match questionnaire was an after match private thought record made up of eight questions. The first item asked for the match results, and the set scores. Items two and three reflected factors that contributed to winning or losing, and perceptions about personal performance. Players' attributions for winning or losing and reaching personal performance goals were reflected in these questions. Item four pertained to the player's overall satisfaction with the match, and item five to the things that the player enjoyed or did not enjoy about the match. Items six and seven asked for expectations about winning and playing well in the next match. Finally, item eight gave the player an opportunity to record any additional thoughts, feelings, or facts.

Three strategies were used in order to describe the specific changes discussed earlier. The first strategy described the changes in perceived confidence from the end of a match to the beginning of

the next match. After a match, expectation for winning the next match was recorded, for example, "I am 70% confident I will win the next match." On the day of the next match, the expectation for winning the upcoming match (the match the player is getting ready to play) was recorded. For example, "I am 80% confident I can win today's match." The difference between the two expectations of winning percentages were calculated. In this example there is a 10% point increase in expectation of winning from the end of the previous match to today's match. The same procedure was used to describe the differences in expectations of playing one's best. The following represents the stage in which pre- and post-expectations were ascribed. For example, changes that were analyzed occurred between expectations B-1 and B-2. Both B-1 and B-2 were in reference to Match "B". In addition, changes between B-2 and C-1 were analyzed.



Second, the data from the journal aided in describing the player's perceived confidence of winning in relationship to each achievement orientation component (i.e., win orientation, goal orientation, and competitiveness). A match-by-match analysis was made regarding each player's pre- and post- expectancy and orientation component. This information provided insight into any changes in achievement orientation and win expectancy over time.

Finally, the difference between achievement orientation, perceived confidence, and attributions according to matches won

versus matches lost were analyzed. All matches that were won comprised one group, while matches lost comprised the other group. Achievement orientation, perceived confidence, and attributions were described separately for each group. This information provided a profile of motivation according to whether the player won or lost. A comparison was made of motivation for winning matches versus losing matches.

The exact number of pre- and post-match questionnaires recorded depended upon the total number of matches played by each individual. Because all players participated in a different number of matches, a different total of completed pre- and post-match questionnaires resulted for each player. Two participants recorded their answers for eleven matches, one individual recorded fifteen matches, one individual reported for sixteen matches, and one individual recorded eighteen matches. The journal questionnaires were completed on the day of a tennis match, prior to the match and immediately after the match. The matches were played during the 1988 spring college tennis season.

Interviews

The major purpose of the interviews was to develop insights into athletes' perception of past salient tennis matches in terms of achievement orientation and perceived confidence which were uncorroborated by other historical data. Interview questions were developed by the investigator, derived from theories of achievement orientation and perceived confidence. After an interview outline

was developed, one pilot interview took place. One athlete (not participating in the study) was interviewed for approximately one hour in order to gain insight into the usefulness of the questions. This procedure led to the final protocol for two semi-structured interviews. The interview periods were established at the initial orientation meeting. One interview was conducted with each subject at the beginning of the study, and the other occurred three weeks before the end of the tennis season. All interviews were tape recorded. The interview was conducted in the following manner: Information about achievement orientation and perceived confidence was gathered by asking an athlete to recall salient tennis matches from her past. An initial question pertained to a player's past matches that were "memorable." Then she was asked to answer questions about perceived confidence, and achievement orientation. To illustrate, the following is a portion of an interview, followed by its interpretation:

RESEARCHER: List for me your most memorable tennis matches.

PLAYER: My first tournament at age 11
12's summer played the same girl as year before
High school challenge match Jr. yr in --
Another high school challenge match
Conference finals last year

RESEARCHER: Can you remember how you felt before that first match?

PLAYER: Nervous (laugh) - I was sick.

RESEARCHER: Sick to your stomach?

PLAYER: Yes - from being so nervous.

RESEARCHER: Did that happen often to you when you were young?

PLAYER: Yea! Probably until.....until I got to sixteens. Because when I got to sixteens I started winning consistently.

RESEARCHER: Can you remember specifically what you were nervous about?

PLAYER: Just being on the first court where the balcony was and just a lot of my friends were there and just my first tournament and my parents were there and coach.

RESEARCHER: Did you feel you were going to win?

PLAYER: No.

RESEARCHER: Did you feel you were going to lose?

PLAYER: I guess I probably felt I was going to lose since I lost the first set 6-0, just because she was so much bigger than me - 'cause I was really small.....and, I don't know if I felt I was going to lose or "What am I doing out here." I'm not sure. I remember once I calmed down a little I was better.

RESEARCHER: But before you went out there can you remember thinking about winning or losing?

PLAYER: I can't really recall that - I was just never sure.

RESEARCHER: Did you have any goals?

PLAYER: It was just to get through one round of the tournament.

RESEARCHER: Did you win?

PLAYER: No - but I felt like I accomplished something because it was my first tournament and I came back and played well.

This short example of such an interview was interpreted in

the following manner: This player seemed to have some doubt about whether or not she would win her first tournament at age 11. This is supported by her answer "No", to the question, "Did you feel you were going to win?" She indicated extreme problems with nervousness, "I was sick , from being so nervous." In addition, winning seemed to be important to this individual as reflected in her response to the question, "Did you have any goals", she said, "It was just to get through one round of the tournament". These statements seem to suggest that this individual at age 11 was nervous, low in confidence of winning, yet wanting to advance in tournament play.

To summarize, each prominent tennis match was investigated with the same interview outline procedure:

- A. Salient Tennis Events
- B. Questions Directed Towards Perceived Confidence
- C. Questions Directed Towards Achievement Orientation
- D. Follow-up Questions, Further Player Insights

In order to gain rapport with the players before the formal interview sessions began, the investigator attended several tennis matches during the spring season. Informal unstructured preliminary interviews were conducted so that the subjects and investigator both felt comfortable communicating with one another before formal interview sessions began.

In conclusion, it was assumed that participants answered the questionnaires, interview questions and pre- and post-match journal questionnaires sincerely. It is important to note that

because of the nature of the research strategy employed, generalizations must be limited in scope. And finally, the potential for bias in interpretation of interview data occurred as the researcher knew the outcome of questionnaire scores before analysis of interviews.

CHAPTER IV

RESULTS

The results are organized and presented within the framework of the questions asked in this study. Where data were similar for two or more subjects the results are grouped and described. The results of the study are presented in three major sections: (1) Achievement Orientation and Sport Self-Confidence, (2) Tennis Experiences Perceived by the Athlete as Having Influenced her Achievement Orientation and Perceived Confidence, and (3) Changes in Achievement Orientation, Perceived Confidence of Winning and Reaching Performance Goals, and Attributions of Success and Failure, Over a Season of Competition.

Achievement Orientation and Sport Self-Confidence

Achievement Orientation and Sport Self-Confidence were measured by the following questionnaires: (1) Sport Orientation Questionnaire (SOQ), (2) Achievement Orientation Questionnaire (AOQ), (3) Competitive Orientation Inventory (COI), and (4) Trait Sport-Confidence Inventory (TSCI). Responses to these questionnaires were taken as indications of subjects' strength of achievement orientation and level of sport confidence. By comparing subjects' scores, not only with other subjects, but also with scores previously reported for other athletes (Gill & Dzewaltowski, 1988;

Vealey, 1986) insights were gained regarding the relative magnitude of scores. All of the subjects in these studies, with the possible exception of the elite athletes in Vealey's (1986) study were comparable in ability level and experience to the subjects studied in this project.

Results of the Questionnaires on Achievement Orientation

Given the elite nature of the subject pool, it might be expected that achievement orientation scores would be fairly homogeneous, all subjects evidencing consistently high achievement orientation. The scores, however, tended to fall into two distinct patterns determined by COI results. Table 6 represents the scores for April and August on the COI, SOQ, and AOQ along with means and standard deviations for all subjects in this study, and the COI and SOQ (Gill & Dzewaltowski, 1988; Vealey, 1986) means and standard deviations for university students and intercollegiate athletes.

Table 6
April's and August's Achievement Orientation Questionnaire Results

QUESTIONNAIRES	APRIL	AUGUST	ALL SUBJ.		COLLEGE STUDENTS		ATHLETES	
			MEAN	SD	MEAN	SD	MEAN	SD
<u>SOQ</u>					(FEMALES)			
WIN	23	25	25.40	1.82	19.0	5.6	22.9	4.7
GOAL	24	26	27.40	2.41	26.4	3.3	27.0	3.4
COMPETITIVENESS	56	58	55.40	8.79	49.4	11.1	58.1	6.7
<u>COI</u>					(ELITE)			
PERFORMANCE	.21	.15	.53	.30	.58	.22	.73	.25
OUTCOME .73	.84	.42	.36		.33	.22	.21	.24
<u>AOQ</u>								
SOCIAL APPROVAL	4.6	5.0	4.36	.73	---	--	-----	
TASK ORIENT.	4.3	4.7	4.76	.29	---	--	-----	
INTRINSIC ORIENT.	3.0	4.5	3.60	.65	---	--	-----	
ABILITY ORIENT.	4.0	4.3	3.28	.84	---	--	-----	

These two players scored similarly on the achievement orientation questionnaires. Both scored higher on the COI-outcome than COI-performance. Scores for SOQ win orientation were slightly higher than the reported mean for athletes, scores for goal orientation were lower than the SOQ mean for athletes, while scores for competitiveness were approximately the same. April and August scored similarly on the AOQ, evidencing higher social approval-orientation and task-orientation than scores for intrinsic-orientation and ability-orientation.

An obvious pattern to April and August's achievement orientation scores for the SOQ and COI revealed a higher win orientation than performance or goal orientation. That is, for these two subjects winning seemed to be more important than performing

these two subjects winning seemed to be more important than performing well. Given a choice between winning and playing poorly, versus losing and playing well, the tendency would be to choose to win. This suggests that for April and August feelings of competence are largely determined by the outcome of the contest.

April and August's score on the the social approval dimension of the AOQ was their highest component score. Social approval oriented individuals characteristically value expressions of unrelenting effort (Maehr & Nicholls, 1980). April and August seemed to perceive themselves as being relentless competitors.

May, June, and July's scores on the COI, SOQ, and AOQ are represented in Table 7 along with available means and standard deviations for university students and intercollegiate athletes (Gill & Dzewaltowski, 1988; Vealey, 1986). Means and standard deviations for participants in this study are presented in Table 6.

Table 7
 May's, June's, and July's Achievement
 Orientation Questionnaire Results

QUESTIONNAIRE	MAY	JUNE	JULY	COLLEGE STUDENTS		ATHLETES	
				MEAN	SD	MEAN	SD
				(FEMALE)			
<u>SOQ</u>							
WIN	25	26	28	25.26	5.6	22.9	4.7
GOAL	29	30	28	21.70	3.3	27.0	3.4
COMPETITIVENESS	41	57	65	50.25	11.1	58.1	6.7
				(ELITE)			
<u>COI</u>							
PERFORMANCE	.87	.70	.73	.58	.22	.73	.25
OUTCOME	.07	.24	.21	.33	.22	.21	.24
<u>AOQ</u>							
SOCIAL APPROVAL	3.4	3.8	5.0	---	--	-----	
TASK ORIENTATION	5.0	4.8	5.0	---	--	-----	
INTRINSIC ORIENTATION	4.0	3.5	3.0	---	--	-----	
ABILITY ORIENTATION	2.3	2.8	3.0	---	--	-----	

The goal orientation component scores on the SOQ for these three players were relatively high (Gill & Dzewaltowski, 1988). June's score for goal orientation was the highest permitted for that scale. Although scores for all five subjects revealed a strong win orientation, stronger than previously reported by Gill et al. for intercollegiate athletes, May, June, and July were primarily goal oriented as determined by COI scores.

Generally, the most clear cut differences between the two groups were the fact that scores for May, June, and July, on the COI were more typical of athletes than were scores for April and August. In fact, July scored exactly the same as the previously reported COI performance mean (Vealey, 1986), and June's scores

were very close to that performance mean. Overall, they revealed a performance rather than an outcome orientation. COI scores for May were especially high for performance and especially low for outcome.

Competitiveness scores for May, June, and July on the SOQ varied considerably. July's competitiveness score (65) was the highest possible for that component and greatly exceeded the previously reported mean for athletes (58.1) (Gill & Dzewaltowski, 1988). May's competitiveness score (41) was uncharacteristically low, while June's score was close to the mean for athletes.

May, June, and July had an expected pattern of scores on the AOQ. Scores for task orientation were highest and scores for ability orientation were lowest. May and July scored the maximum score for task orientation. July also scored the maximum possible score for social approval.

The overall achievement orientation profile for May, June, and July is similar to that expected, based on group data from athletes in other studies. Athletes tend to be performance or goal oriented as opposed to outcome or win oriented (Gill & Dzewaltowski, 1988; Vealey, 1986). Athletes who are performance oriented concentrate on their individual goals and personal standards for defining success, rather than looking to others for approval or to the outcome of the event for purpose in the achievement setting.

In contrast, April and August tended to define their success by the outcome of the match and found their purpose in competing through winning. In addition, gaining the approval of others was

extremely important to August. Although all five subjects are advanced college performers with a strong desire to excel in sport, individual differences in achievement goals clearly exist.

Results for the Questionnaire on Sport Self-Confidence

The Trait Sport-Confidence Inventory (TSCI) was administered to assess "the belief or degree of certainty individuals usually possess in their ability to be successful in sport" (Vealey, 1986, p.223). The highest possible score on the TSCI is 117 points, indicating a strong trait sport-confidence. Sport confidence scores were expected to be similar to, or higher than, previously reported scores for college athletes (Vealey, 1986), as subjects in the present study were advanced college tennis players with a history of successes. It was not expected, however, that subjects would exceed the scores previously reported for elite athletes as these performers are in an ability classification much above subjects in the present study.

Table 8 shows the TSCI results for the subjects in this study and previously reported data for college and elite athletes (Vealey, 1986).

Table 8
TSCI Results For April, May, June, July, and August

QUESTIONNAIRE	APRIL	MAY	JUNE	JULY	AUGUST	ATHLETES			
						COLLEGE		ELITE	
						MEAN	SD	MEAN	SD
TSCI	77	76	77	96	89	77.77	17.09	99.79	13.65

July and August's scores indicated a moderately high level of sport-confidence, both scoring above the previously reported mean for college/adult athletes and below the previously reported mean for elite athletes (Vealey, 1986). Scores for April, May, and June were in accordance with the TSCI mean previously reported for college/adult athletes (77.77).

Athletes were grouped differently for the TSCI than achievement orientation questionnaires. As stated earlier, sport-confidence measures the relative certainty/uncertainty of an individual with respect to outcome or performance in a competitive encounter (Vealey, 1986), whereas achievement orientation instruments identify the goal an individual is striving for when engaged in competition. It is clear that athletes may have similar purposes for achieving, but differ in their degree of certainty for reaching the goal.

**Tennis Experiences Perceived by the Athlete as Having Influenced
 Their Achievement Orientation and Perceived Confidence**

The subjects were asked to recall and describe the most

salient tennis matches from their careers, a procedure intended to stimulate subjects' recall and help them clarify perceptions of achievement goals and confidence. This added a deeper level of understanding regarding the interrelatedness of variables under investigation. The athletes were asked to identify the memorable match in specific terms as possible. For example, "My first memorable match was when I was 14 years old and played in a mixed doubles tournament." Probing questions were asked regarding each match. Questions such as, "Can you remember how you felt before that match," "Did you think about winning before you went on the court," "How important was winning to you," "Do you recall any predetermined goals you had for the match," and "Did you win," were asked. As subjects responded to questions about each match, they were asked to compare their feelings with earlier matches. This process helped to describe more accurately changes in subjects' achievement goals and confidence level as they progressed in age and skill. For example, the athletes were commonly asked something like, "Did you tend to be more confident before your match when you were 14 or when you were 18?" As a result, the players' perceptions of their confidence level and achievement orientation was determined for various periods of their life.

During the final interview, subjects were asked how their experiences in the recalled matches had influenced their approach to sport today. Responses to this question were critical in identifying the athletes' perceptions of their former accomplishments and failures as influential ingredients of present achievement goals and

confidence levels. The following section presents an analysis of interview results for each subject. A complete summary of subjects interviews are in Appendix E.

Subjects' Perceptions of their Achievement Orientation and Perceived Confidence

April. April began playing tennis in a structured league at age 13. Three years before that, April was learning how to play tennis and informally competing with her parents and siblings. She grew to enjoy tennis because it was a challenge. April said she enjoyed participating competitively because "It's like challenging. There's always somebody out there that can beat you. . . . when you win, you win . . . and if you play bad you lose because you played bad."

April's recalled tennis matches that were played when she was 14, 16, 17, and 18 years old. She focused on winning from the first memorable tennis match at age 14 to the most recent. She consistently talked about how much she wanted to win and explained why she believed she won or why she lost. Statements such as, "I just want to win, win for myself more than anything else. I mean you want to win, that's why you're competing," highlighted her intense desire for winning.

April's win-orientation became manifested at age 14 when she began competing in the United States Tennis Association (USTA) junior league. This league is for youngsters ages 9 (and younger if individual is good enough) through age 18, with the purpose of competing throughout the state, region, and nation. The competition

level at each age grouping included "the best players" in the country.

Competitive interactions include the fact that two individuals are struggling to meet a goal which can only be accomplished by one person. Individuals act and react according to the behavior of their opponents. April was able to easily control her response to opponents' behavior. She found herself competing against girls who would try "psyching her out" in hopes of gaining a mental advantage. When she was 14, April recalled her opponent trying to "psych her out" by questioning her line calls. April said, "It just made me want to beat her more." This type of situation occurred throughout April's junior tennis participation which in turn seemed to cultivate her inner desire to win.

Competition in the junior tennis league also greatly impacted April's confidence. Gaining experience playing a variety of competitors enabled April to learn how to maintain her concentration in adverse circumstances along with improving her physical skills. This gave April confidence, preparing her for opponent's strategies. Although April has won many matches, in her career two of the four matches recalled were those she lost. Paradoxically, April said that the memorable matches "gave her confidence." Both of these matches were against girls that had a national ranking (April was only regionally ranked). She said, "When I played the girls that were nationally ranked, I stayed on the court with them, and that gave me confidence, . . . the fact that I could stay out there for 2 hours." This illustrates that even though an athlete may be win-oriented, other achievement goals may be

operating also. Although April was strongly win-oriented, she was able to maintain confidence even when losing to an opponent with a higher skill by focusing on a different achievement goal. April noted frustration when playing against girls who were more skillful than she, but claimed that she often played some of her "best matches" (performed well) under this condition. It has often been said that athletes play well against tough opponents, and for April this seemed to be true.

April appeared to maintain her win-orientation and an above average level of confidence as she progressed through the junior league into college competition. Her achievement orientation questionnaire results were outcome oriented, which was consistent with interview data. There seemed to be a slight discrepancy, however, between April's perceived confidence portrayed through interviews and her score on the TSCI. April's TSCI score was 77, a relatively average score for college athletes (Vealey, 1986). Yet, as reported during interviews, April seemed to maintain her confidence when opponents tried to intimidate her. It is difficult to determine whether April's behavior accurately reflects her confidence, or whether her TSCI score is a more valid measure. Nevertheless, knowledge obtained through quantitative and qualitative measures provides a more complete picture of April's achievement orientation and confidence.

May. When May first began playing tennis at age 10, she said, "for my parents." Her parents were tennis officendos and

encouraged May to participate. When May was 11 years old she began playing in the USTA junior league tennis tournaments. She described her mother as "a total tennis mom," meaning that her mom went to all May's tournaments, argued over line calls with the opponent's mom, and generally "her number one fan". After about a year of playing in the junior tournaments, May was no longer "playing for her parents," but said she was "playing for fun."

May's memorable tennis matches were played at ages 11, 12, 16, 17, and 18. Between her first and last memorable match many changes occurred in her approach to tennis. At age 11 and 12 she played mostly "for fun." Her expectation for winning increased slightly during that year as she claimed, ". . . . I was more assured of myself because I was playing better. I played a year of tournaments and gained a lot more confidence in myself" Gaining in confidence was a critical factor to May's performance and outlook on competitive tennis. In her first match at age 11, she was "physically sick because of extreme nervousness." She was "real nervous" when competing at age 12, but she also was more "assured" of herself.

When May was 15 she hit an emotional low point and gave some thought to dropping out of tennis competition. She lost a challenge match that she felt she should have won. ("The girl was awful) Losing the match was emotionally debilitating but it was not the reason May identified the principal source of discontent with tennis competition. Rather it was "family problems" that made her lose her concentration and her zest for tennis. Eventually tennis became

a convenient mechanism for escaping the anxiety of family distress. When May was asked why she didn't quit, she said, "I don't know. Tennis had become such a big part of my life. I had spent so much time and effort, it had been at least 80 per cent of my life since I was 11 years old. So, I just figured I'd be lost without it." The following summer she won many matches and tournaments and had her best junior league season ever. As the family problems continued, May put more time and effort into her tennis game. She said, "I began to get real competitive. All I wanted to do was win. I worked real, real hard, every single day, hours on the court. It was just sorta my life." Although one cannot insist, it is not unreasonable to assume that May's family problems were a challenge to her tennis commitment. As a result of her increased commitment to tennis, she said, "My confidence was pretty high because of the tournaments I won."

After high school, another significant change occurred. Although May maintained a desire to win "other important things" came into her life. Things like meaningful relationships and a college degree grew in importance. Thus, her life no longer was organized solely around tennis.

Of the five matches May discussed as being memorable, she won only one. She listed matches she lost as being memorable because "they've all been hard matches. They've all been emotional matches, so I guess they've made me a little tougher on the court. And too, they've made me want to win more." May was the only subject that focused more on matches she lost rather than won. She was also the

only subject to feel that nervousness negatively influenced her play throughout her career.

May's achievement orientation seemed to go through something of a metamorphosis. When she was 11 and 12 she focused on personal goals (i.e., having fun, getting through one round of the tournament). Then at age 16, she began to place more importance on winning, which she did with increasing frequency. Between age 18 and the present, May indicated that she "still wanted to win," but that "tennis is not my entire life anymore." This was reflected in her score on the SOQ in competitiveness, which was 15 points below other subjects and 17 points below previously reported scores for athletes. In addition, May's other achievement orientation scores reflected a performance orientation which is consistent with interview data relating to her college career, but not when she was 16 years old. If May would have taken the SOQ, COI, and AOQ when she was 16 different results may have occurred.

May had the lowest score (76) of the five subjects on the TSCI, although it was only slightly below previously reported scores (77.77) for college athletes. She focused mainly on matches she had lost, claiming they were hard matches and very emotional. May also indicated that nervousness had sometimes hindered her play. It seems that May's TSCI score is consistent with interview data.

June. June's mother taught her to play tennis at age 11. June said, "it was fun," and she received a lot of encouragement from both parents. At age 13 she played her first tournament. It was a

mixed doubles tournament and June was "scared" because the "guys hit the ball so hard." Although June said she could not remember very much about the match, she recalled "playing her part" and they "won the match." Unlike all other subjects June won all the matches she recalled.

Although June often referred to winning, always it was in relation to an extrinsic concern or prize. She rarely attached intrinsic importance to winning. For example, the summer after June graduated from high school, she competed against a girl who was trying to get a tennis scholarship to the same school June wanted to attend. June said, "I was determined and confident I would win the match. I was a little nervous but at the same time feeling loose about it. I was relaxed." June wanted to win the match because she felt it would increase her chances of securing the scholarship. June won the match and received the tennis scholarship. (The girl she beat also received a scholarship to the same school.) June's extrinsic goal, securing the tennis scholarship, was accomplished.

Another match June recalled was a doubles match during college. June's coach placed her at a higher doubles seed and told her that she "better do well or else." June desperately wanted to win because she wanted to "prove" to her coach that she "should be playing at the higher doubles seed." Playing at a higher position on the team brings higher status. June and her partner came from behind and won the match in three sets. June played at the higher doubles seed for the remainder of that season.

June claimed that her level of confidence fluctuated throughout her tennis career. Although she could not recall a memorable match between the ages 13-17, she did discuss her perceptions regarding why she has difficulty maintaining confidence in singles matches. In discussing the tennis season she had just completed June said, "You'll probably ask me later, but I had a stretch towards the end of the season where I lost a lot of confidence and didn't play well. And I got it back at the last match and feel better about it now, but then I wasn't very confident at all. And that's where I was saying that those other matches, if I would have had more matches that I played well in the past, that it would not have allowed me to slip into losing that confidence because I wasn't that way in doubles. I've played a lot of doubles and have a lot of good doubles matches to remember. I was trying to think why I lose my confidence in singles, and I think it's because I don't have as many good positive experiences" to draw upon in tough situations.

The lack of past successes, however, were not the only negative influence upon June's confidence. June said she has always had that "drive to succeed, to do her best" and when she fails to meet her goals, she is "really disappointed." She approaches her studies with the same resolve: "I'm always wanting to do the best that I can." Being in a demanding college curriculum and participating on a highly competitive tennis team sometimes calls for more time and effort than June was capable of giving. As a result, she occasionally suffered lapses in concentration intensity on the tennis court. These led to uncharacteristic unforced errors,

thus, undermining her confidence. She said, "The conference finals came up the week before I had a really bad week in school, tests, oral presentation . . . that's when I started to lose my confidence. I was so burnt out. I was so tired . . . I didn't feel I could get up and do it at all. So, I lost the finals of the conference to someone I had beaten before. And (I lost) badly too. And I just had this feeling the whole week that I wasn't going to win that (the upcoming) match. I just knew I was too tired and couldn't get up for it. And I lost." Since June desired to excel in all she undertook her confidence in tennis sometimes fell prey to time fulfilling other commitments. Time she could have devoted to tennis was therefore limited. Subsequently, she was unable to maintain consistently the high level of concentration and intensity required for competitive college tennis. Yet, June won the majority of her matches.

As reported in interviews, June's achievement orientation was reflected in her desire to win in order to meet her primary goals (e.g., receiving a tennis scholarship, playing at a higher doubles seed). Scores on June's achievement orientation questionnaires supported a high goal orientation on the SOQ (30 points where this represents the maximum points possible) and a performance orientation on the COI. In addition, June's task orientation on the AOQ was close (4.8) to the maximum score possible (5.0). These scores on questionnaires were consistent with June's perceived achievement orientation described through interviews.

June's TSCI score reflected an average level of confidence relative to the previously reported scores for athletes (Vealey,

1986). Overall, interview data was similar with the average TSCI score. What seemed critical to June's sport confidence, was her general level of confidence in all activities since she tended to generalize confidence across different fields of endeavor. The TSCI measures an athlete's degree of certainty about success in sports in general. Although the TSCI did not have the capacity to measure state-confidence, interview data revealed the reasons for changes in June's confidence, thus, providing a more complete view of her confidence.

July. July began playing tennis at age 13. She played her first junior USTA tournament at age 14. July could not recall any memorable match until her last summer in the junior league at 18 years old. She said when she was between ages 14-17 she had "a lot of wins, but not great wins," and no specific match stood out in her mind. July said those matches played during the teenage years seemed to "all run together." That may be due to the fact that July was traveling to tennis tournaments usually three weekends a month and playing in a highly competitive after school tennis academy. Although July described no specific memorable match, she gave an overall description of what playing tennis was like up until the summer before she went to college. July's background was extremely competitive. Her coaches instilled in her the notion that she must "hate" her opponents to win. July discussed why she was driven to win. She said, "I think it's just because of the tennis pro's I went to and the environment I was in. You know, it's like you hate

your opponents. It's not like you'll do anything to win. I mean you don't cheat and stuff like that, but you just don't want to lose. A really good friend of mine, when we play we fight the entire time and have to get linesmen. And it's just because you have to hate the person. I mean that's how I was brought up. And I'm very competitive. In all my sports I was always the best, but tennis was a challenge because I started so late." July thrived on competition. Tennis seemed to be an added challenge because other girls had been competing much longer than July. July said she enjoyed tennis because, ". . . it's just you against that one other person and you're in control of everything. You dominate everything that happens and it makes you psychologically tough, because it's just you out there - not like a whole team. And I'm very competitive . . . I just like going against another person, and plus, you advance. I do my own thing all the time. I'm not a loner, but I don't always have to have people around. I'm very aggressive."

Having had teachers that promoted competitiveness, July's desire to "dominate" over her opponents was cultivated. For five years July was strongly encouraged that "hating" her opponents would heighten her chances to win. Her fierce competitiveness would manifest itself after a few minutes of conversation. Yet, her desire to win was tempered by her concentration on her performance. "If I'm playing well and I'm at the top of my game, I'm going to win. If I'm playing well in practice and all, I know that I will win. That's the way I look at it." Understandably, her scores on the COI were performance-oriented. Playing well means winning to

July.

She lost two of her memorable matches. One match was described as "really competitive" and "inspiring" because her opponent was ranked number two in the nation. July was younger than her opponent and less experienced. July believed she lost the match because her opponent was "so confident."

The other memorable match July recalled was against a girl she had beaten earlier in the year. July said she lost this match because "I was just getting burned out. I was just dead and my elbow was hurting so bad. And, I was just dying. I was like tired." July's comments underscored the fact that memorable matches do not always reflect superior performances. Sometimes losing can be just as memorable. In July's first loss described, the match was memorable because she played extremely well against an opponent that was expected to dominate. The second loss described was a match she wanted to win but lost due to the lack of strength to overcome physical and emotional strain. Although an individual may have a strong win-orientation this alone does not guarantee winning.

In addition, July revealed that she worries what other people think of her. "I was very nervous because I thought 'What is everybody thinking?' " She won that match and said, ". . . . it was good (winning). It was a turning point too because then I got more respect from coaches whatever that means." July also said, she "worries what will people think if she loses to someone she shouldn't lose to." When July was competing at the tennis academy, professional teachers often compared players' skills. As July

stated, "It was the environment I grew up in." Most youngsters want the praise and attention of their mentors. In July's case, her desire for social approval from tennis "experts," continued during her collegiate career. July's AOQ social approval score was the maximum score possible (5.0).

As July said earlier, she had "many wins" during the junior league. A history of winning gave her confidence. She said, "I think they (matches she won) gave me more confidence in myself. All the hard work paid off. And just that you accomplished something and realize you can do something you might think and know inside that you can do it but until you actually do it" She went on to say that "nervousness" has "never" been a negative influence on her performance. July used the nervousness that she sometimes experienced at the beginning of a match to "get her motivation going." She has played in many close matches and usually won. The close matches have helped her to maintain confidence under adverse circumstances. The following excerpt highlighted July's perceived confidence:

"If you (July) played an opponent that was equal in ability to you, and you played her 3 times and lost 3 times, would you feel you were a success? "No."

"Even if you played your best?"

"I think if I played my best I wouldn't lose to her 3 times, if we were equal in ability."

July's TSCI score was the highest score recorded for subjects in this study and was very close (96 points) to previously reported

scores for elite athletes (99.79). July was not plagued by a loss of confidence, she reported using pre-match anxious feelings in constructive ways. She had a history of successes against players with high rankings and most often won matches that were three sets long. Her high level of confidence seemed to be one of her greatest assets when competing.

July's achievement orientation was the highest among the players observed. She scored the maximum number of points for the competitiveness (65) component on the SOQ. She was taught at a young age to "hate" her opponent and win. She often discussed the importance of winning and how she hated to lose. Yet, her COI and AOQ reflected a performance orientation rather than a win orientation. This apparent contradiction is best explained by July's belief that winning (which clearly is important to her) will be the inevitable consequence of playing well. If she plays well she will win.

August. August was a member of a physically active family and grew up competing with her siblings. She began playing tennis competitively at age 13. "Tennis has been important to since seventh grade," but she also competed in other sports until college. During college other sports lost their appeal and August competed only in tennis. She was unable to recall a memorable tennis match earlier than her college career. Although she said she had a good high school career, could not recall any memorable matches. Therefore, August's discussion of her thoughts and feelings

regarding "past" tennis matches were relatively recent events. Nevertheless, she was insightful and informative regarding the effect she believed that personal memorable matches had upon her tennis game.

August listed four matches as memorable, three of which were challenge matches. Of the four matches, she won two and lost two. She exhibited a powerful style of play. "I just want to get the point over with, and not just win the point, but make it a winner," was August's approach to each match. When August was asked "why she wants to hit winners," she replied, "Self-satisfaction. And I don't know, it probably looks good if anybody is watching. It just feels good to you. And like I said, I'm an aggressive player I'm not one to stay out there all day and lob." August enjoyed hitting the ball hard and receiving praise for "good shots." Her style of play seemed to reflect a desire for social approval. The approval of August's parents seemed especially important to her. She said, "I just wouldn't want to disappoint them (parents) with anything I do, whether it be tennis or studies." August's parents have always attended "all her games, no matter what sport it was." Her parents were "always there they always have been." August believed that her parents (and others) attending her games helped her to "play better." August said, "I think it's real important in this sport to have support. Whether it's coaches or friends, or family, I just find it real helpful. I love it when people are there watching me, I'll admit it. It just makes a difference. You have that support behind you. You have that extra bit of confidence knowing having them

there saying 'You can do it.' And that really helps me. As I said before, my parents have been real supportive and that's always helped me. I just think it's really important to tennis players because of the individuality of it. You know you got to be independent too, and if people aren't there, that's okay too, but it just helps."

Overall, August sought approval from significant others. Winning was important to her, but if she lost a match and played impressively she did not feel as badly as if she played poorly. After one match, August's coach told her that "it was the best match you (August) ever played," yet, she lost the match. In response August said, "I did everything I set out to do before I went out there. I felt really good because I played the way I wanted to play. I wasn't tentative and I was more consistent."

She did not play in the USTA junior league partially because of her interests in other sports and partially because she perceived the league as "hard core." She viewed most girls in the league as "impolite" and "overly competitive". August said, "I like to have a little 'nice shot,' (from opponents) you know? If it's a nice shot, say it's a nice shot! It really gets me mad when people don't comment on a really good shot. 'Don't just turn around and not say anything.' I'm competitive, but I'm not hard core."

August claimed that her memorable matches made her more confident. The two challenge matches August lost were against teammates of superior ability. The matches were close and August said, ". . . . that (the closeness) was a positive thing for me."

August has played during her college career when her confidence was wavering. When August was asked to describe the circumstances surrounding the loss of confidence she said, "I was really nervous. I don't know why. I felt like I stayed up the whole night - that type of feeling. Like I had a whole bunch of caffeine in me, but I didn't. It was just weird, I don't know why. I guess it was just a whole bunch of things - school, stress, tennis - just everything. And the consequences of that is you're either more tentative or you're a tank. You just don't feel right." Pressures originating from other sources than tennis, negatively effected August's confidence. Periodic slips in confidence, however, were not characteristic of August's career.

August demonstrated a great desire for the approval of others. She was concerned about the perceptions of others regarding her tennis ability. Her parents' opinion were of utmost importance. A focus on achieving the approval of others was also manifested in August's AOQ scores. Her social approval score was the maximum score possible (5.0), which complimented interview findings. In addition, August strived to win, which manifested itself in "hitting winners" and "hopefully winning." She admitted having a problem with patience during points. She wanted to finish points quickly. Scores from the SOQ and COI indicated August was win-oriented. It seemed that she sought the approval of others through exhibiting maximum effort and the demonstration of ability.

August claimed to be competitive but not "hard core." She did not participate in the junior USTA partially because of the negative

perception she had towards the girls that did play. August's competitive score on the SOQ reflected average competitiveness. Interview and quantitative scores seemed consistent.

She maintained a relatively above average level of confidence when compared with the previous scores of athletes. She had the second highest TSCI score (89) among subjects in this study. In addition, she scored higher than scores previously reported for college varsity athletes (77.77). Interview data also revealed her to be a confident athlete. She proclaimed confidence and relied on family and friends for encouragement. August's parents always supported her, which seemed to be a very critical factor in her development of confidence.

Summary. A clearer picture of players' achievement orientation and self-confidence has resulted from considering interview data along with questionnaire scores. Overall, it seemed that interview data illuminated questionnaire results and contradictory data were observed. Consistent results were found between quantitative and qualitative achievement orientation and self-confidence data for all players except July's achievement orientation. A contradiction between interview data and the COI were found for July, but were explained through further analysis of interview information.

**Changes in Achievement Orientation, Perceived Confidence of
Winning and Reaching Performance Goals, and Attributions of
Success and Failure, Over a Season of Competition**

Three major observations formed this phase of the study: (1) changes in the perceived confidence between the end of one match and the beginning of the next match, (2) changes in achievement orientation relative to the level of expectancy for winning and playing one's best, and (3) differences in achievement orientation, perceived confidence, and attributions for matches won versus matches lost. Although questionnaire scores and interview data provided valuable information regarding players achievement orientation, those results yielded limited information as to the interrelatedness of variables. Changes in variables and their interrelatedness is made possible in this part of the study as information regarding these variables was gleaned for each match. Therefore, a more comprehensive view of achievement orientation, self-confidence, and attributions resulted.

Changes In Perceived Confidence Between Matches

Tables 9 and 10 present scores indicating subjects' expectations for winning and playing one's best for each match.

Table 9

Subjects' Pre- and Post-Expectation For Winning In Relationship To Match Outcome

SUBJECT	MATCH #:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
APRIL	PRE. EXP. %	50	75	90	50	50	50	50	50	50	50	70	60						
	POST EXP. %	50	60	60	50	50	50	--	50	50	50	50	50						
	OUTCOME	W	W	W	W	W	L	--	L	W	L	W	W						
MAY	PRE. EXP. %	80	100	100	50	50	80	70	90	90	70	70							
	POST EXP. %	90	100	70	50	50	80	90	80	90	80	90							
	OUTCOME	L	W	W	L	L	W	L	W	W	L	L							
JUNE	PRE. EXP. %	75	100	100	90	75	99	60	65	--	85	65	95	20	--	--			
	POST EXP. %	100	100	90	85	95	60	--	80	85	70	75	20	--	60	--			
	OUTCOME	W	W	W	W	W	W	--	L	W	L	L	W	L	W	L			
JULY	PRE. EXP. %	90	99.9	99.9	99.9	90	100	50	99	99.9	95	90	90	99.9	95	90	50	85	85
	POST EXP. %	99.9	99.9	99.9	99.9	90	50	90	95	95	90	90	99.9	90	90	50	90	85	--
	OUTCOME	W	W	W	W	W	W	L	W	W	W	W	W	W	W	W	L	W	L
AUGUST	PRE. EXP. %	80	100	100	90	90	80	70	90	75	80	80	100	85	50	90	80		
	POST EXP. %	100	100	100	85	80	80	--	70	70	80	90	100	80	--	--	--		
	OUTCOME	W	W	W	W	L	W	L	W	W	L	L	W	W	L	W	L		

Key: Pre-Exp.% = Pre-Expectation = expectation for winning the upcoming match
 Post-Exp.% = Post-Expectation = expectation for winning the next match
 Outcome = won (W) and lost (L)

Table 10

Subjects Expectation For Playing One's Best In Relationship To Outcome

SUBJECT	MATCH #:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
APRIL	PRE. EXP. %	80	50	70	50	50	50	50	50	50	50	50							
	POST EXP. %	75	60	60	50	80	50	--	50	50	50	50							
	OUTCOME	W	W	W	W	W	L	L	W	L	W	W							
MAY	PRE. EXP. %	60	50	50	80	60	50	60	80	90	80	80							
	POST EXP. %	50	50	60	50	50	80	90	90	80	90	90							
	OUTCOME	L	W	W	L	L	W	L	W	W	L	L							
JUNE	PRE. EXP. %	70	75	70	80	80	75	60	60	--	80	70	80	50					
	POST EXP. %	75	70	75	80	80	60	--	75	80	70	70	50	--	70	--			
	OUTCOME	W	W	W	W	W	W	--	L	W	L	L	W	L	W	L			
JULY	PRE. EXP. %	90	95	95	90	80	90	50	95	95	90	95	90	90	95	90	80	75	80
	POST EXP. %	95	95	90	90	90	80	90	95	95	90	90	90	90	90	50	90	80	--
	OUTCOME	W	W	W	W	W	W	L	W	W	W	W	W	W	W	W	L	W	L
AUGUST	PRE. EXP. %	80	75	80	90	90	90	70	75	70	70	70	85	80	70	80	80		
	POST EXP. %	75	75	80	90	80	95	--	75	75	70	90	85	85	--	--	--		
	OUTCOME	W	W	W	W	L	W	L	W	W	L	L	W	W	L	W	L		

Key: Pre-Exp.% = Expectation for playing one's best in the upcoming match (match played that day)
 Post-Exp.% = Expectation for playing one's best in the next match (typically 1 to 3 days later)
 Outcome = won (W) and lost (L)

Table 11
Frequency of Changes in Perceived Confidence Between Matches

SUBJECT		PLAYING ONE'S BEST	WINNING
APRIL	INCREASED	4 *	1
	DECREASED	1	3
	UNCHANGED	5	6
MAY	INCREASED	3	2
	DECREASED	4	3
	UNCHANGED	3	5
JUNE	INCREASED	2	2
	DECREASED	2	1
	UNCHANGED	6	7
JULY	INCREASED	4	4
	DECREASED	2	4
	UNCHANGED	11	9
AUGUST	INCREASED	4	3
	DECREASED	4	6
	UNCHANGED	4	3

* Number of matches individual's expectations increased, decreased, or were unchanged.

Frequency of Changes in Expectations. Table 11 presents data regarding frequency of changes in expectations for winning and for playing one's best. At the end of each match, subjects recorded their expectations for winning and performing well in the next match. At the beginning of the following match, subjects again recorded their expectations for winning and performing well.

Expectations were expressed by assigning percent probability for winning and performing well. Thus, frequency of changes in perceived confidence with respect to a match were measured from the conclusion of the previous match to shortly prior to the start of the match in question. For example, April increased her expectancy to win between matches on four different occasions while increasing her expectancy to perform well only once. When comparing overall win and performance expectations May, June, and August had higher win expectations than performance expectations. These subjects tended to believe that they could win even if they did not play their best, perhaps reflecting an unusually high regard for their own abilities. On one occasion (match #13) June expressed a low expectation for winning (20 percent), she had a higher expectation for performing well (50 percent). One's expectation to play well may remain stable even if chances for winning are slim. Such apparent discrepancies appear rooted in contextual variables, especially the performance history and ability of the upcoming opponent.

April and July's expectations for winning were fairly consistent with their expectations for playing well. April tended to rate her chances of winning and playing well at 50 percent, while July's expectations were all very high (80 percent to 90 percent). July's interview data indicated that, for her, good performances and winning were related. When her expectations for winning were high she expected to perform her best, and if her expectations for performing were high she expected to win.

It was interesting to find that some subjects' expectations often were unchanged between matches. No matter whether they had won or lost the previous match, their expectations for the next match oftentimes was unaltered.

There were, however, changes in expectations over the season. April and July's expectation for winning increased more often than it decreased. However, April's expectations for playing her best decreased more often than it increased. July's expectation to play her best remained unchanged. On the other hand, May decreased in her expectation to win and play her best most often. June and August's expectation to win increased and decreased the same number of times, but August's expectation to play her best decreased most often. June's expectation to play her best increased most often.

Most interesting was August's tendency to decrease in her win and performance expectations from match to match. Among subjects in this study, August had the second highest score on Vealey's (1986) Trait Sport-Confidence Inventory and was above previously reported scores for college students (non-athletes). Yet, her win-expectations from match-to-match decreased four times and her performance- expectations decreased six times. This discrepancy between the TSCI score and journal information may be reflecting a difference between August's trait sport-confidence and state sport-confidence. In this case it was understandable that August's score on the TSCI was not supportive of her journal expectations since the two sources of information measured

different aspects of sport-confidence. However, this also may have been signaling the beginning of a overall drop in confidence.

Summary. Overall, subjects demonstrated a certain degree of stability in self-confidence through stable expectations across a season of competition. Yet, there was support for the notion that self-confidence fluctuates according to temporal and situational factors. Expectancy levels for playing well and winning were found to be consistent, as July's expectations illustrated. Conversely, data for June revealed that expectations were different for playing well and winning. Therefore, some individuals' confidence may be consistent across all sport situations, while others' confidence may be linked to specific sport situations.

Magnitude of Change in Expectations. When the data in Tables 9 and 10 are graphed, differences in magnitude of changes in expectations are readily seen. Figures 1 - 5 illustrate subjects' magnitude of change for win expectation and Figures 6 - 10 illustrate subjects' magnitude of change for playing one's best. These measures reflected changes that occurred between the end of a match (post-expectation) and the beginning of the next match (pre-expectation). The changes between the end of one match and the beginning of the next suggest that intervening variables in varying strengths are affecting the subjects' level of confidence in the time period between matches.

Figure 1

April's Magnitude of Change Between Pre- and Post- Win Expectations

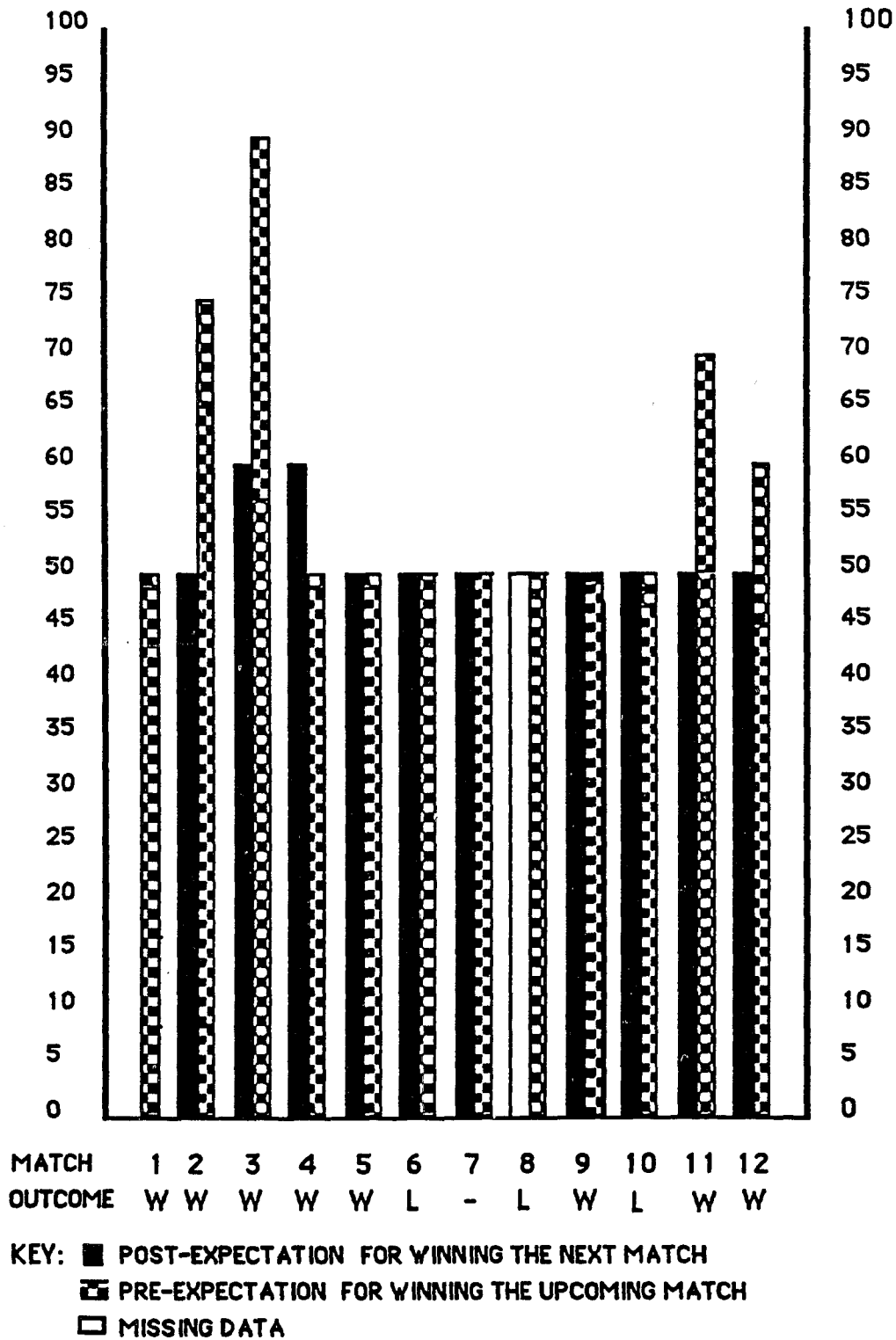


Figure II

May's Magnitude of Change Between Pre- and Post- Win Expectations

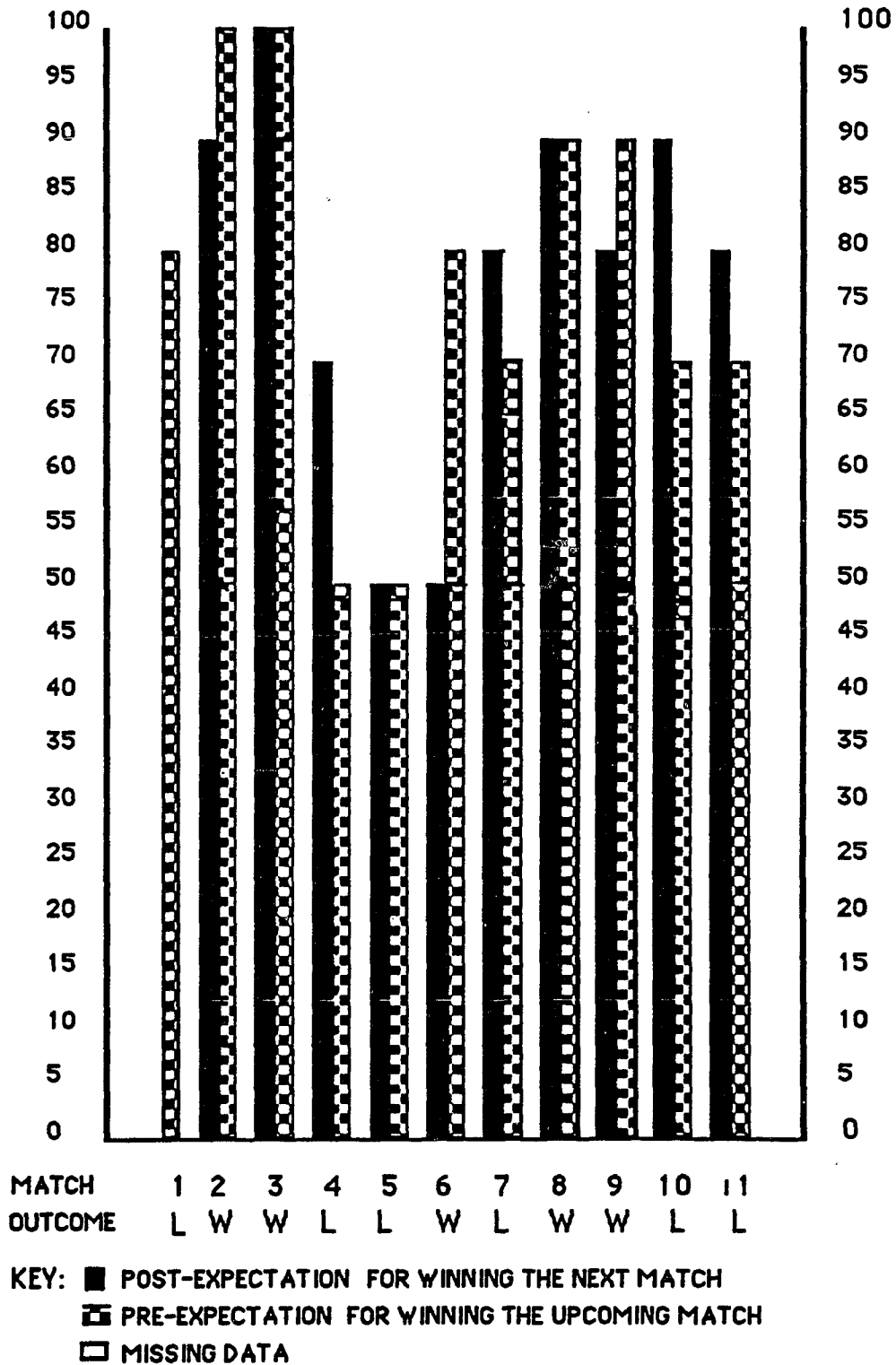


Figure III
June's Magnitude of Change Between Pre- and Post- Win Expectations

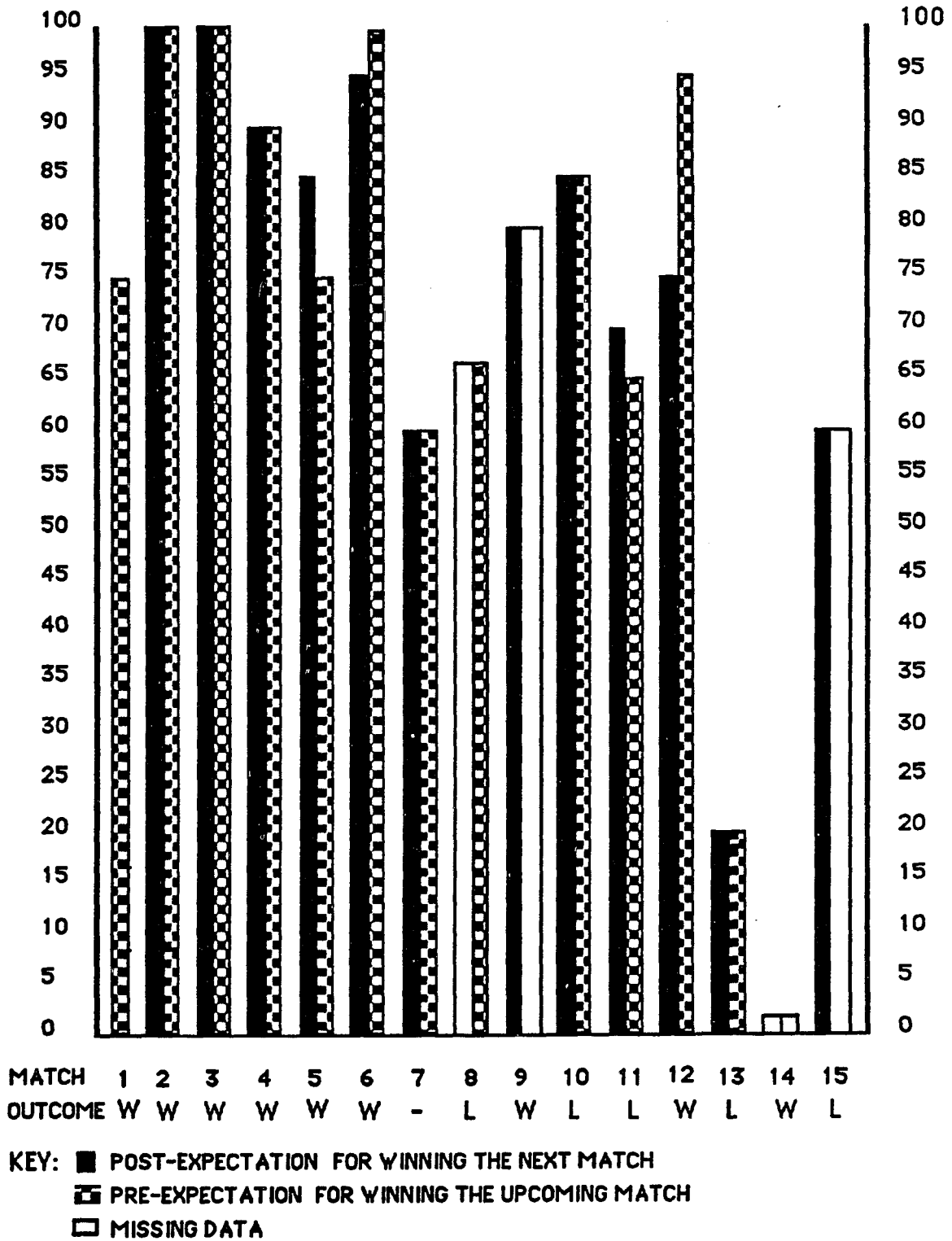


Figure IV

July's Magnitude of Change Between Pre- and Post- Win Expectations

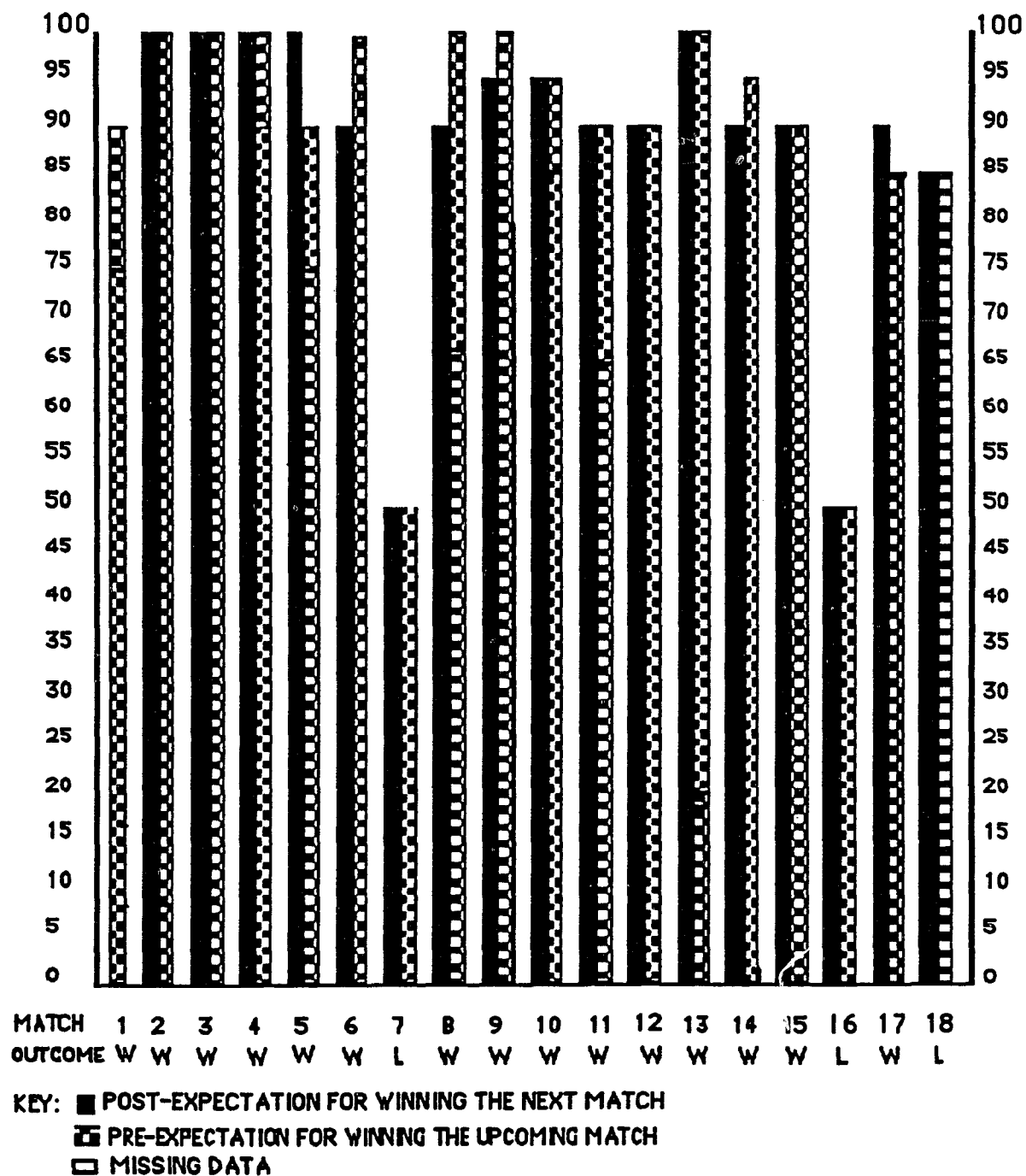


Figure V

August's Magnitude of Change Between Pre- and Post- Win Expectations

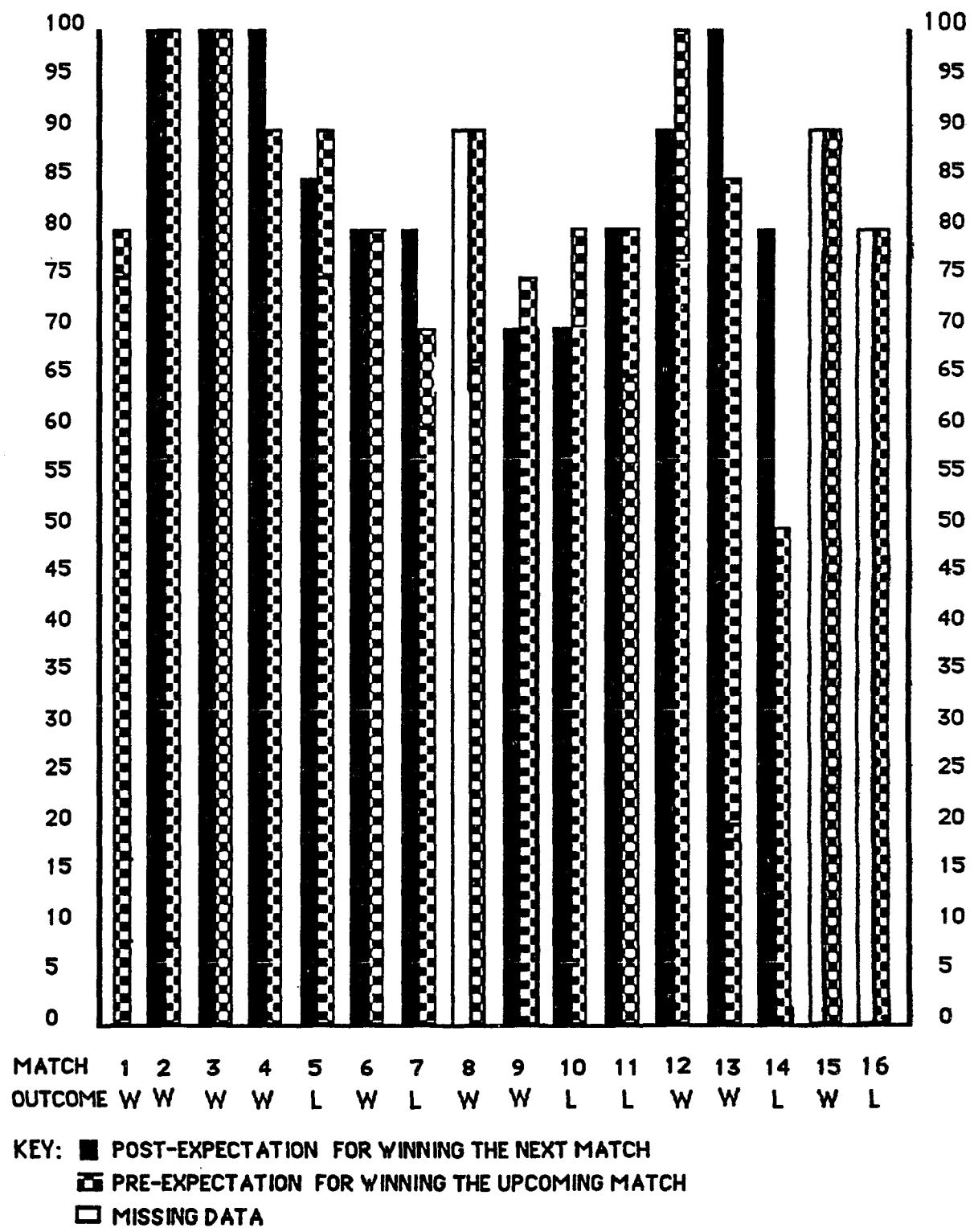


Figure VI
April's Magnitude of Change Between Pre- and Post- Expectations for
Playing One's Best

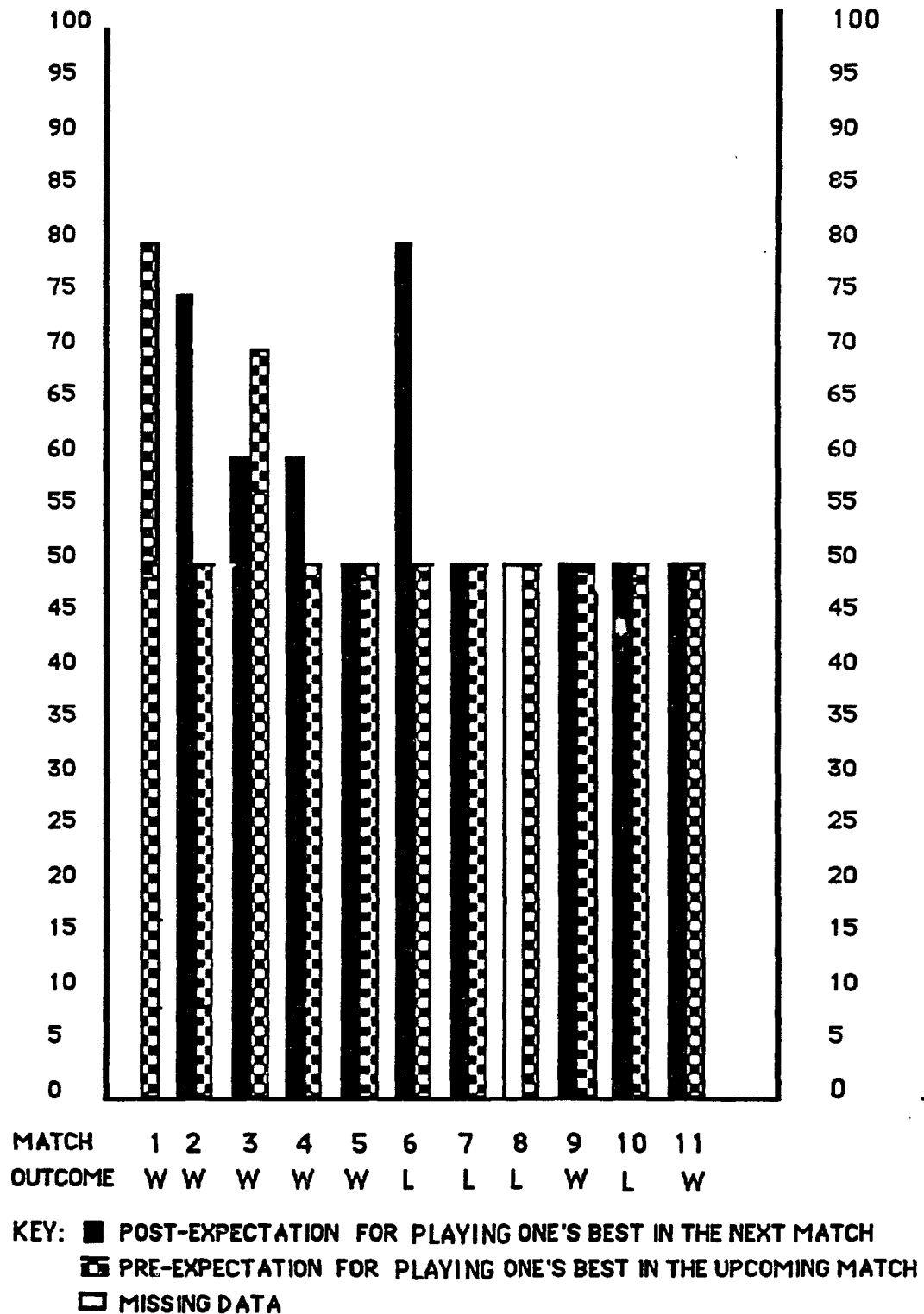


Figure VII
 May's Magnitude of Change Between Pre- and Post- Expectations for
 Playing One's Best

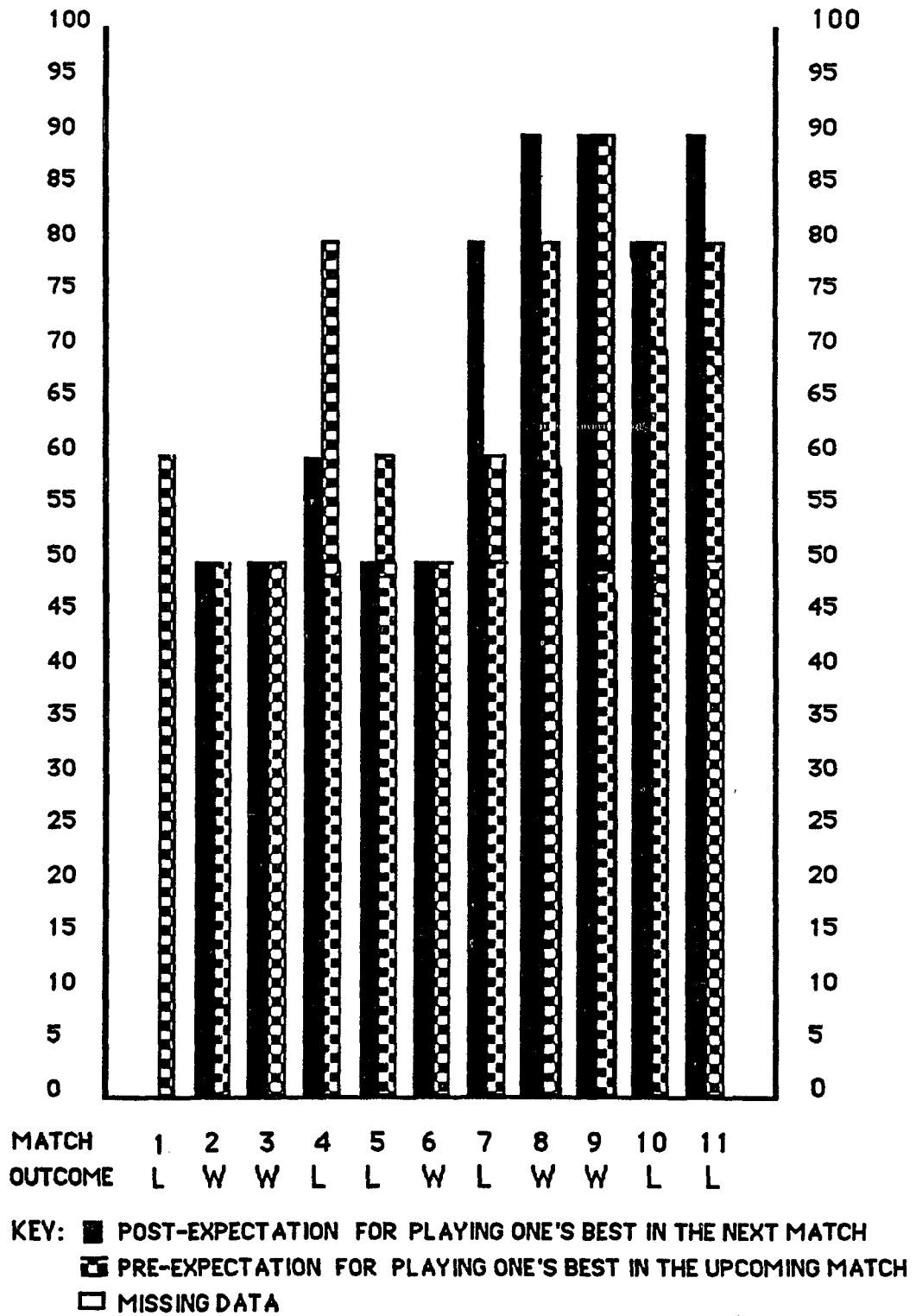


Figure VIII
 June's Magnitude of Change Between Pre- and Post- Expectations for
 Playing One's Best

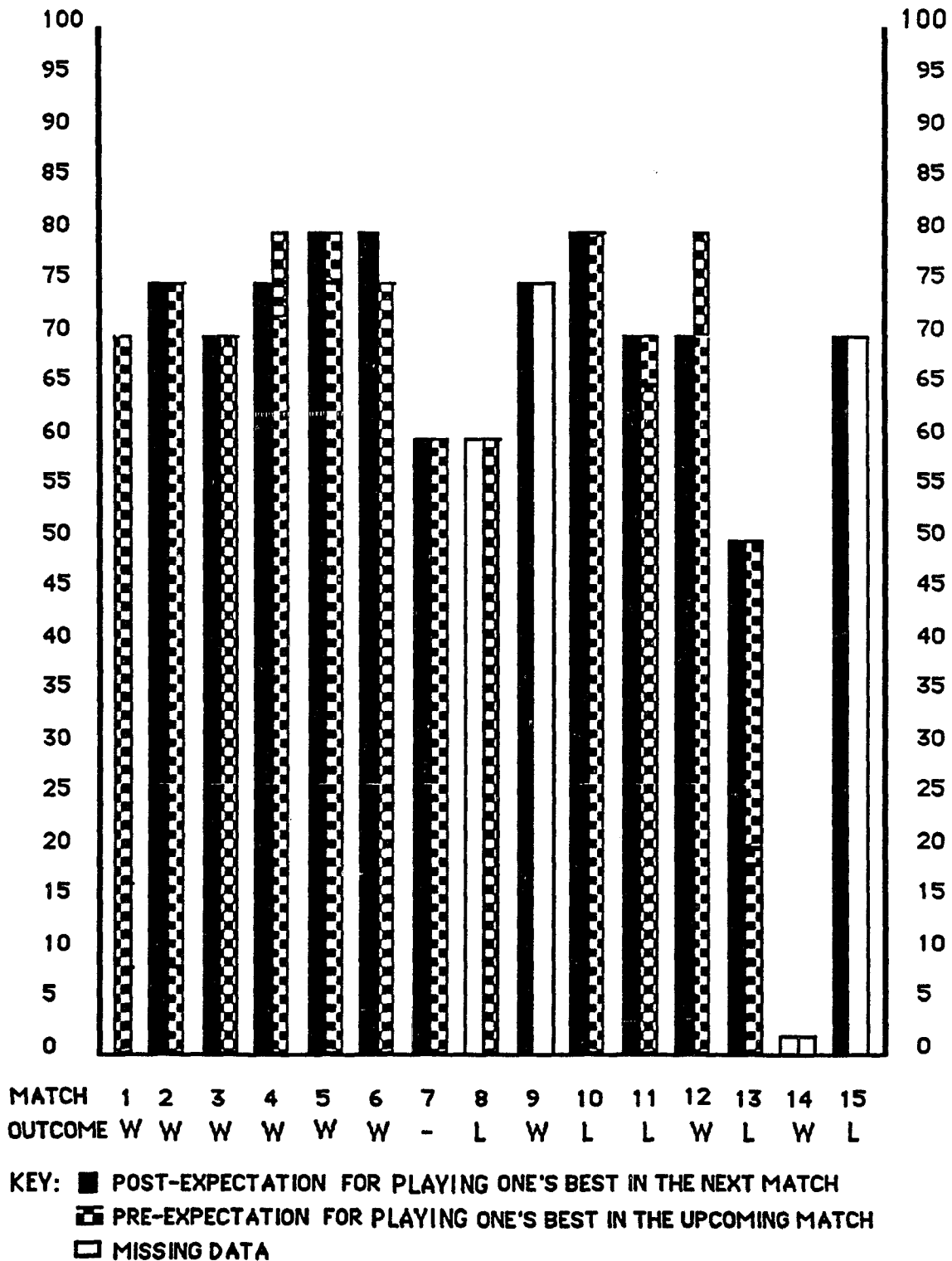
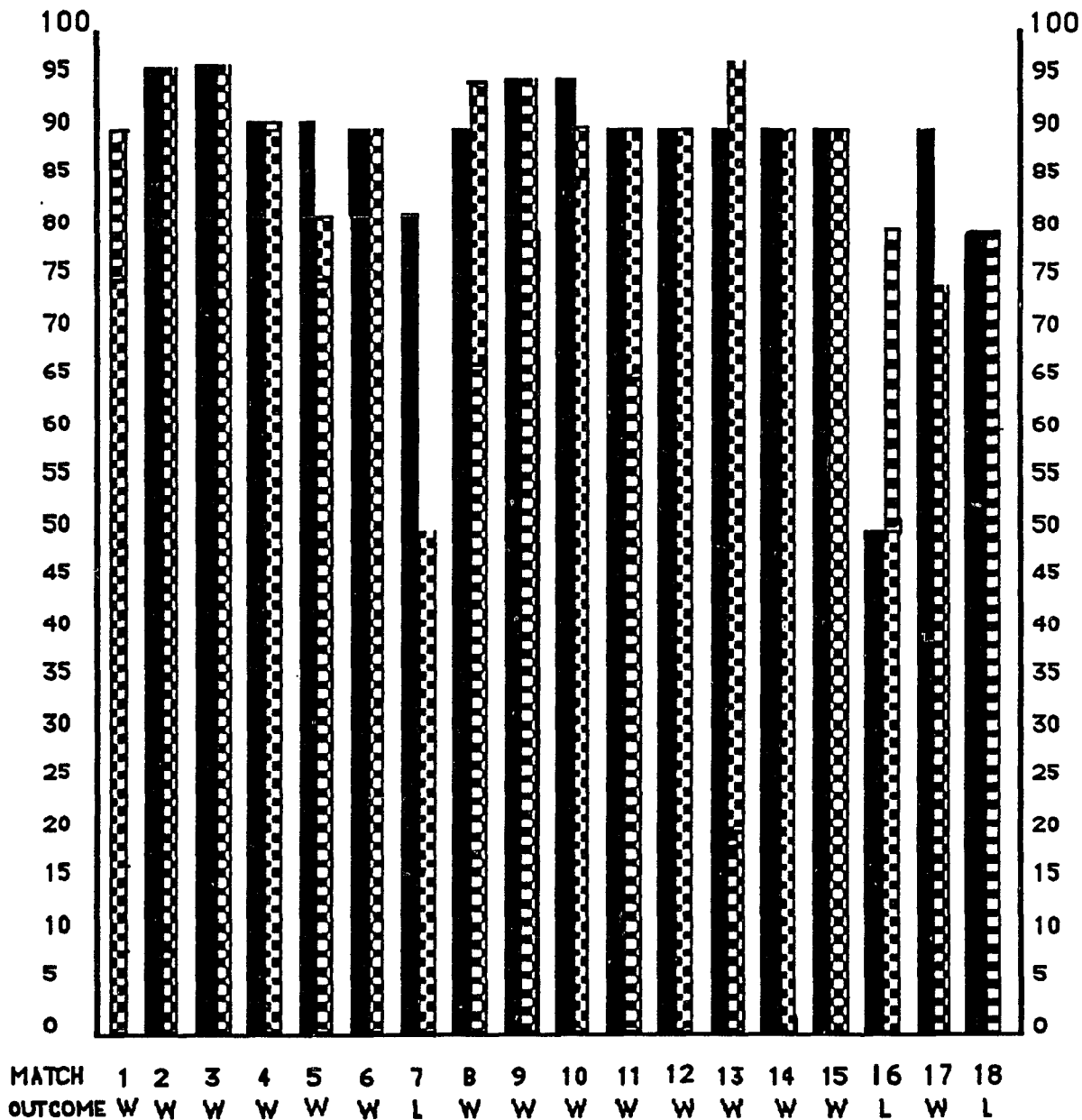


Figure IX

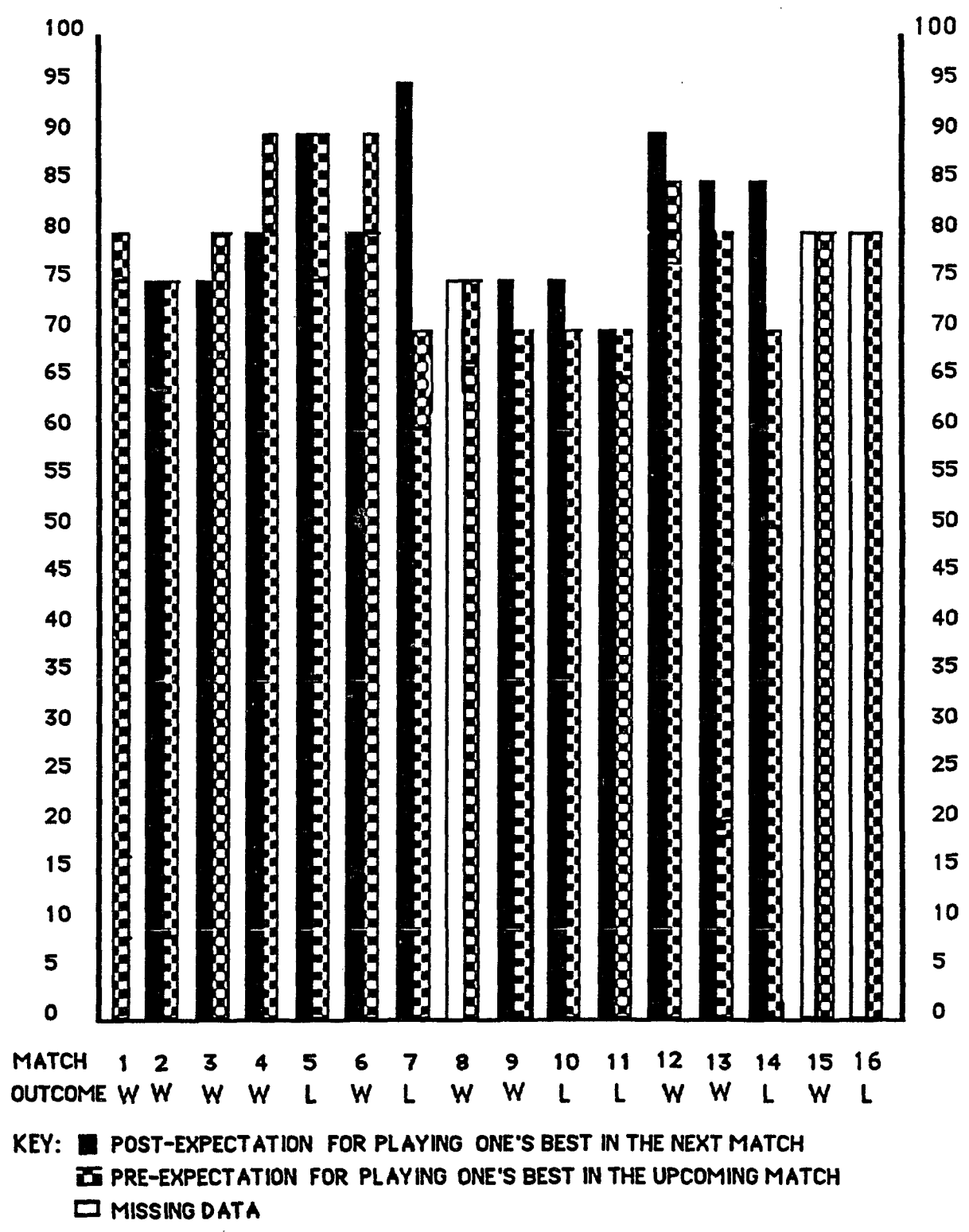
July's Magnitude of Change Between Pre- and Post- Expectations for Playing One's Best



KEY: ■ POST-EXPECTATION FOR PLAYING ONE'S BEST IN THE NEXT MATCH
 ▨ PRE-EXPECTATION FOR PLAYING ONE'S BEST IN THE UPCOMING MATCH
 □ MISSING DATA

Figure X

August's Magnitude of Change Between Pre- and Post- Expectations for Playing One's Best



The number of times a player's expectations change (described in pp. 70-73) is important, but the magnitude of each change illustrates the strength of the influencing variable. A substantial decrease from post match expectation to pre match expectation would signify a relative loss of confidence between matches which in turn may or may not have consequential effects on performance. These data indicated both increases and decreases in the magnitude of change in expectations between matches. As discussed earlier, subjects' performance and win expectations did not necessarily coincide with each other, and therefore they were considered individually.

April showed the greatest single positive change in win expectancy between the end of matches and the beginning of subsequent next matches, although on 8 of 12 occasions post-match and pre-match levels of win expectation remained stable at 50 percent. However, on the few occasions where pre-match expectations did not duplicate the 50 percent post match expectations, the pre-match changes were in the positive direction and tended to increase. April's increase in expectation to win prior to the match seemed to stem primarily from verbal encouragement and past successes. For match Number Two April's expectation to win increased 25 percentage points. This dramatic increase in her expectation to win was accounted for in her journal. April's coach informed her that she would have an easy match, and in fact she won the match convincingly. On several other occasions, April reported feeling confident in her ability to win as a

result of successful past experiences. April recorded statements such as, "I've beat this girl before , once in the last week," and, "I played well in my challenge match yesterday." When decreases occurred in her expectation to win and play well, April did not record any information that could account for the change. Although the other subjects' post win-expectations and pre win-expectations changed more often between matches than April's, April recorded the most dramatic changes.

Unlike April, May revealed reasons for lowering her expectations between matches: her past unsuccessful experiences and her anxious state. On one occasion, May noted in her journal entries that her opponent was a girl who always challenged her in the past. "We always split sets, and I hate the way she plays," wrote May. In addition, May's anxiousness was revealed as a continual hurdle in the quest for more confidence in winning.

When considering the magnitude of change in performance expectations, June's changes from post- to pre-expectations were low, yet all changes were in the positive direction. This information supported questionnaire scores and interview data that indicated June was highly performance oriented. June was entrenched in her achievement desire to play well, so much to the extent that competitive circumstances (quality of opponent, etc.) between matches did not influence her expectation to perform well.

April, May, July, and August's pre-expectations for performance decreased between matches by a larger margin than they increased. When July recorded a 30 percentage point decrease in expectancy to

play well, she reported feeling nervous and mentally unprepared for the match. She wrote, "I'm nervous and don't feel prepared because of the lack of tough matches (that season)." Subsequently, she lost the match. In a related case, August accounted for a 25 percentage point decrease in her pre-match performance expectation by a general lack of motivation. She recorded, "I don't feel as motivated and psyched as I normally do. I think the reason for this is because I have a lot of other things on my mind and up in the air , jobs, living, papers, etc." August lost the match.

Summary. April revealed dramatic positive changes in win expectations, primarily spurred by her coaches comments and past successes. Throughout the season, May evidenced negative changes in win expectations between matches, due largely to a number of memorable matches she lost, often accompanied by debilitating anxiousness.

June's changes in performance expectations were all positive. Major decreases in performance expectations were reported by July and August on one occasion. July's nervousness (which was uncharacteristic of her) and not feeling prepared for the match, and August's lack of motivation as other things were on her mind, contributed to negative changes in their expectations' to play their best.

Achievement Orientation and Level of Expectancy

Table 12 presents data from journals describing players' expectations of winning in relationship to their achievement orientation. This table depicts subjects' match-by-match pre- and post- expectations and achievement orientation.

Table 12

Subjects Expectation For Winning In Relationship To Each Achievement Orientation Component And Outcome

SUBJECT	MATCH #:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
APRIL	PRE. EXP. %	50	75	90	50	50	50	50	50	50	50	70	60						
	WIN	5	5	5	5	5	5	5	5	5	5	5	5						
	COMP.	4	4	5	4	5	5	4	5	5	5	5	5						
	GOAL	5	5	5	5	5	5	5	5	5	5	5	5						
	POST EXP. %	50	60	60	50	50	50	--	50	50	50	50	50						
	OUTCOME	W	W	W	W	W	L	--	L	W	L	W	W						
MAY	PRE. EXP. %	80	100	100	50	50	80	70	90	90	70	70							
	WIN	5	5	5	5	5	5	5	5	5	5	5							
	COMP.	5	5	4	5	3	5	5	5	5	5	5							
	GOAL	5	4	4	5	5	5	5	5	5	5	5							
	POST EXP. %	90	100	70	50	50	80	90	80	90	80	90							
	OUTCOME	L	W	W	L	L	W	L	W	W	L	L							
JUNE	PRE. EXP. %	75	100	100	90	75	99	60	65	--	85	65	95	20	--	--			
	WIN	5	5	5	5	5	5	5	4	--	5	5	5	4	--	--			
	COMP.	4	5	4	5	5	5	4	4	--	5	4	5	4	--	--			
	GOAL	4	4	4	5	5	4	4	4	--	5	5	5	4	--	--			
	POST EXP. %	100	100	90	85	95	60	--	80	85	70	75	20	--	60	--			
	OUTCOME	W	W	W	W	W	W	--	L	W	L	L	W	L	W	L			
JULY	PRE. EXP. %	90	99.9	99.9	99.9	90	100	50	99	99.9	95	90	90	99.9	95	90	50	85	85
	WIN	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	COMP.	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	GOAL	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4
	POST EXP. %	99.9	99.9	99.9	99.9	90	50	90	95	95	90	90	99.9	90	90	50	90	85	--
	OUTCOME	W	W	W	W	W	W	L	W	W	W	W	W	W	W	W	L	W	L
AUGUST	PRE. EXP. %	80	100	100	90	90	80	70	90	75	80	80	100	85	50	90	80		
	WIN	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
	COMP.	5	3	5	5	5	5	4	5	5	5	5	5	5	5	5	5		
	GOAL	3	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5		
	POST EXP. %	100	100	100	85	80	80	--	70	70	80	90	100	80	--	--	--		
	OUTCOME	W	W	W	W	L	W	L	W	W	L	L	W	W	L	W	L		

Key:
 Pre-Exp.% = Expectation for winning the upcoming match (match played that day)
 Win = Win orientation score. Five highest score possible.
 Comp. = Competitiveness score. Five highest score possible.
 Goal = Goal orientation score. Five highest score possible.
 Post-Exp.% = Expectation for winning the next match (typically 1 to 3 days later)
 Outcome = won (W) and lost (L)

Originally, it was thought that achievement orientation would change according to the level of expectation, as hypothesized by Veroff's (1969) integrated stage of achievement orientation. As explained earlier, Veroff believed that achievement orientation may be a function of an individual's perception of his/her probability of success. This, however, did not occur. Achievement orientation remained unchanged regardless of the subject's level of win expectancy, supporting other theoretical claims that achievement orientation is a stable personality factor (McClelland, et. al, 1958; Spence & Helmreich, 1978) .

Differences In Achievement Orientation, Perceived Confidence, And Attributions For Matches Won Versus Matches Lost

The journal data also provided information regarding changes in variables for matches won versus matches lost. Indices of achievement orientation, pre- and post- win and performance expectations, state anxiety, and state sport-confidence were recorded by the athlete for every match. It was expected that player's A-state and state confidence would vary as a function of outcome. In addition, it was believed that win- and performance-expectations would be higher for matches won. Tables 13 and 14 present the mean scores for each subject, categorized according to matches "won" versus matches "lost."

Table 13

Achievement Orientation, State Anxiety, and State Sport Confidence for Matches Won Versus Matches Lost

SUBJECT	OUTCOME	WIN	COMP.	GOAL	A-STATE	STATE CONF.
APRIL	WON	5	4.1	5	4.3	4.3
	LOST	5	5	5	5	5
MAY	WON	5	4.8	4.6	4.4	4.8
	LOST	5	4.6	5	4.8	4.2
JUNE	WON	5	4.7	4.4	2.4	4.4
	LOST	4.5	3.8	4.5	3.5	4
JULY	WON	5	5	5	1.8	5
	LOST	5	4.7	5	5	3.7
AUGUST	WON	5	4.8	4.8	4.6	5
	LOST	5	4.8	4.8	4.8	4.7
Group mean and SD	WON	X=5 SD=0	X=4.7 SD=.34	X=4.8 SD=.26	X=3.5 SD=1.3	X=4.7 SD=.33
	LOST	X=4.9 SD=.22	X=4.6 SD=.46	X=4.9 SD=.22	X=4.6 SD=.63	X=4.3 SD=.53

Key: Win = win orientation over season. 5 is maximum score.
 Comp. = competitiveness orientation over season. 5 is maximum score.
 Goal = goal orientation over season. 5 is maximum score.
 A-State = state anxiety over season. 5 is maximum score.
 State Conf. = state confidence. 5 is maximum score.

Table 14

Subjects' Pre- and Post-Expectation For Winning and Playing One's Best For Matches Won Versus Matches Lost

SUBJECT	EXP. FOR:	OUTCOME	PRE-EXP. %	POST-EXP. %	
APRIL	WINNING	WON	61	53	
		LOST	50	50	
	PLAYING HER BEST	WON	56	60	
		LOST	50	50	
	MAY	WINNING	WON	92	84
			LOST	65	75
PLAYING HER BEST		WON	64	72	
		LOST	70	70	
JUNE		WINNING	WON	91	77
			LOST	59	75
	PLAYING HER BEST	WON	76	71	
		LOST	65	72	
	JULY	WINNING	WON	95	88
			LOST	62	90
PLAYING HER BEST		WON	90	87	
		LOST	70	90	
AUGUST		WINNING	WON	88	88
			LOST	74	80
	PLAYING HER BEST	WON	81	82	
		LOST	75	80	

Achievement Orientation for Matches Won Versus Matches Lost.

Data presented in Table 13 indicate that achievement orientation tended not to vary as a function of competitive success. Scores ranged between 4 and 5. (June's competitiveness score for matches lost was the single exception). These scores reflected a high achievement orientation across all achievement components regardless of the match outcome.

Perceived Confidence for Matches Won Versus Matches Lost. Table

14 presents data concerning interesting changes that occurred in pre- and post- expectancies for matches won and matches lost expressed in mean percentages. Four of the five subjects indicated a lower mean level of expectation for winning the next match compared to their pre-match expectations for the match they had just won. The specific number of matches that subjects decreased in percent expectation for winning was as follows: April four matches, May two matches, June four matches, July six matches, and August four matches. It seemed counterintuitive that athletes' level of confidence for the next match would be lower after winning, yet, there appeared to be a host of factors operating to produce this effect.

When subjects lost a match, the mean (post-expectation) for winning the next match was higher for four of the five subjects. Individual number of matches when this occurred was as follows: May four matches, June two matches, July two matches, and August one match. These data supported the subjects' TSCI scores

indicating an average level of confidence when compared to previous scores of athletes. In addition, interview data supported an average "never give up" attitude.

Overall, subject's mean pre- and post-win-expectations for matches won were higher than for matches lost. Higher expectations reported for matches won seemed consistent with Bandura's (1982) claim that higher confidence helps generate success. Along the same line, four of the subjects' mean state sport-confidence scores (see Table 13) were higher for matches they eventually won than for matches lost. April's mean sport-confidence scores were higher for matches lost (by .7 points) than matches won. This finding underscored the fact that April had difficulty in assessing her abilities in relationship to those of her opponents.

Data for in Table 14 show that four of the mean expectations for performance were higher before matches subjects' won (May's expectations were 6 percentage points lower). However, in cases where subjects won the match, pre-match performance expectations were uniformly lower than were pre-match expectations for winning. This suggested that subjects may have believed they could win the match without playing their best. In many cases this was corroborated by subjects' journal entries.

It is clear that match outcome is only one of several intervening variables associated with the establishment of a player's level of confidence. Other variables, such as, the player's past performance, her next opponent's perceived ability, her

physiological state, the particular spectators present, home or away court advantage, and others' expectations (coach, teammates, parents) collectively influence an athlete's confidence.

When an athlete enters a competitive event she not only carries with her certain expectations for outcome and performance, she also experiences state anxiety (A-state). The subject's A-state was recorded and is shown in Table 13, with a high score indicating a high level of anxiousness. Although the differences in June and August's scores for matches won versus matches lost was marginal, all subjects reported feeling more anxious before matches they lost. In addition, May and June's win expectations and August's performance expectations typically decreased before matches they lost, possibly manifesting their emotional uneasiness. Other subjects did not consistently report a decrease in confidence manifested through win or performance expectations for matches lost.

Attributions for Matches Won Versus Matches Lost. The reasons athletes offer to explain why they won or lost contests helps to identify what they perceive as important for success. Sometimes athletes attribute winning and losing to internal causes (e.g., lack of skill or effort) or external causes (e.g., the environment or bad luck). Three judges coded all the subjects' attributional statements included in journals as "internal" or "external" in cause. There was 100% agreement among the judges in the classification of these responses. A record of subjects attributional statements can be found in Appendix F.

Table 15 illustrates the percent of internal and external attributions made following matches won versus matches lost.

Table 15

Percent of Internal and External Attributions
for Matches Won Versus Matches Lost

SUBJECT	OUTCOME	INTERNAL	EXTERNAL
APRIL	WON	87%	13%
	LOST	100%	0%
MAY	WON	86%	14%
	LOST	77%	23%
JUNE	WON	100%	0%
	LOST	73%	27%
JULY	WON	80%	20%
	LOST	100%	0%
AUGUST	WON	87%	13%
	LOST	100%	0%

All subjects tended to attribute the outcome of contests to internal events. Irrespective of winning or losing, subjects' external attributions never exceeded 27%.

April, July, and August always made internal attributions following a loss. Internal orientation was manifested in such interview statements as, "I kinda rely on myself. I don't know, its like when you win, you win and if you play bad, you lose because you played bad" (April), or ". . . . you're in control of everything" (July), or, ". . . . you can't blame it (losing) on anybody but yourself" (August).

May and June displayed the highest percentage of external attribution after a loss, although their percentage of internal attributions also were higher. The increase in external attributions following a loss may have been an attempt to save face by attributing the defeat to something outside of their power to control. After losing a match against a weaker opponent May said she lost because, "family problems" were distracting her. June described a situation out of her control that caused her to lose a match she should have won. "Due to a heavy load of school work I was tired I didn't feel I could get up and do it all." June, however, gave internal causes 100% of the time for winning matches.

Overall, subjects followed the expected pattern of attributing internal causes to winning and losing (Gill, Ruder, & Gross 1982; McAuley & Gross, 1983). In general it appears that players had adequate levels of confidence and did not need to protect their

emotional well being by attributing their few lost matches to external causes. In addition, players that were performance oriented (May, June, and July) may not have perceived losing a match as a failure experience.

Summary

The general findings of the study may be summarized as follows:

(a) Players were stable in their levels of achievement orientation from match to match irrespective of confidence level. Over a season of competition athletes play against a variety of opponents, all unique in their ability, psychological state, and achievement desires. It was expected that confidence level would vary according to the opponent's skills and their own internal readiness to compete. This, in fact, did occur. One might also expect (Veroff, 1969) that if an athlete had a high win orientation and state-confidence was relatively low, her achievement orientation might change as expectations changed. This, however, did not occur. Athletes achievement orientation did not fluctuate according to expectations of win/loss or performance level.

(b) Each players' achievement orientation had different characteristics. In a related vein, it has been reported that experienced athletes are more performance oriented than outcome oriented (Gill & Dzewaltowski, 1988; Vealey, 1988). Two subjects in this study, however, did not fall into the stereotypical achievement orientation pattern. The remaining three subjects

appeared highly performance oriented, with one subject also manifesting extremely high competitiveness.

The most interesting finding, however, was the uniqueness in the subjects' perceptions of former competitive tennis events which they felt shaped their present achievement orientation.

(c) Athletes' pre-match expectations were constantly higher for events they won. Athletes were very accurate in predicting whether or not they would win or lose a match. The higher pre-match expectations the more often they won. This was not surprising considering the wealth of support which claims the greater the confidence the more chance for success (Bandura, 1977; Gould, Weiss, & Weinberg, 1981; Mahoney, 1978; Weinberg, Gould, & Jackson, 1979). Although confidence does not automatically guarantee winning, it does increase the chance for success as the athlete puts forth greater effort (Weinberg, et. al., 1979).

(d) Following a win, athletes tended to have lower expectations for winning the next match relative to their expectations for the match just completed. Although pre-match expectations for success was strongly associated with winning, the immediate effect of winning a match appeared to be to decrease in their estimation for success in the next match. What may have been critical to this decrease in expectation to win could have been the skill of the next opponent, former won/loss record against that opponent, and overall implications perceived in winning or losing the upcoming match (match deemed more important if it was the finals of a tournament). Yet, this information seems to be counterintuitive. Further study

regarding changes in expectations under varying conditions is needed.

(e) Substantial increases and decreases in expectancy to win and play well were observed between matches. Subjects' expectations for success often changed between matches. The typical length of time in which expectations had a chance to change were anywhere between a few hours and a few days. During this time period it was found that successes during practice sessions, coach's encouragement, and changes in anxiety contributed to increases and decreases in athletes expectations. Direct application as a result of these findings could be incorporated into the coach's strategy as he/she prepared his/her players for upcoming matches.

CHAPTER V

DISCUSSION

This section includes an analysis and integration of data regarding subjects' motivational processes, specifically achievement orientation, perceived confidence, and attributions. A further analysis includes the author's observations followed by post-methodological considerations.

April

Of all subjects, April was the most private in making journal entries or in revealing her feelings regarding her tennis life. She was the least responsive to questions asked during the interview. Even so, interesting insights concerning April's expectations and achievement orientation could be gleaned from the data.

Since age 13 April played competitive tennis; her avowed purpose for competing has been to win. As recorded in her journal, April enjoyed winning, and she derived no enjoyment when losing. She was extremely cautious in predicting whether or not she would win. Even against opponents she had previously beaten by scores of 6-0, 6-1, she was careful to acknowledge only a 50 percent chance of winning the next contest. This was difficult to reconcile in situations even where her competitive history suggested she would most likely win the match. One possibility was that she employed

this as a strategy for challenging herself before matches against inferior opponents. By assuming a mindset in which she acknowledged only a 50 percent chance of winning she introduced maximum uncertainty into the situation to arouse herself to appropriate levels of readiness. During an interview April said, "I get a little negative before the match , usually I play better when I'm down." April's strategy is consistent with research that has found that individuals with a high need to achieve prefer competitive situations where they have a 50 percent chance of winning (McClelland, et al., 1953). A probability of winning less than 50 percent or more than 50 percent is not viewed to be as challenging as situations where uncertainty is at a maximum.

Another explanation for April's unjustified expressions of low expectancy for success may be related to what Bandura (1982, p. 129) calls, "faulty self-knowledge, misjudgment of task requirements, unforeseen situations, and inadequate assessments of performance." According to Bandura any of these can influence one to underestimate or overestimate his/her chance for success. April simply may not have had the requisite skills for accurately assessing her probability of winning.

April's reported win expectancy rate also may have been reflecting her generally closed disposition. Not risking a definitive "bet" on her prospects for the next match seemed entirely consistent with her general reluctance to volunteer information about herself during interviews. By ascribing a 50 percent chance of winning April avoided the need to make a definitive commitment.

She seemed more comfortable letting observers predict her chances for winning, just as her reluctant style in interviews encouraged the researcher to derive conclusions from superficial responses.

However low her expectations for winning, they did not seem to stem from a general "lack of confidence." April's state sport confidence was between 4 and 5 (5 = highly confident), her TSCI scores were similar to other athletes, and her interview responses did not reveal a lack of confidence. Neither did she appear to experience debilitating anxiety. Also, April's relatively low level of expectation for winning and playing her best had no apparent effect on the outcome. She won 9 of the 12 recorded matches.

Unlike other players for whom attaining personal goals was of primary importance, April maintained a strong desire to conquer her opponents. This was confirmed by her SOQ and COI scores which were outcome-oriented. Unlike other players, April frequently mentioned her desire to win during interviews. Her approach to competition took on a strong personal element. Partly this was cultivated by her opponent's attempt to "psych her out" or when an opponent made an obviously poor line call. Like Fenz's (1975) parachute jumpers who were naturally aroused (because of their task of jumping out of an airplane) and able to control arousal and bring it to an advantageous level, April seemed to channel the increased arousal to heighten her performance.

May

May began playing competitive tennis when she was 11 years old. Although she won many matches, her most memorable were those she lost. Why matches lost were more readily recalled than matches won was a puzzling finding. It raised the possibility that the emotional experience of losing may produce such an indelible impression that merely reflecting on it may serve as an effective arousal mechanism. Also, coaches and athletes mention that they learn from losing and claim that what is learned from the loss will help in later performances. The data collected on May suggest that these may not be mere rationalizations. At the same time, the critical ingredient for producing higher performance levels, cannot be considered to be losing. Generally, repeated failures negatively influence self-efficacy, and performance (Bandura, 1982; McAuley, 1985).

What must be considered are athletes' perceptions of variables they feel are significant during the match. May seemed to recall matches she had lost because she perceived them as "hard matches," or "emotional matches," which made her "emotionally tougher," and "want to win more." If an athlete does not perceive factors within the contest as beneficial and relevant for future matches, then it is doubtful that losing would be perceived as significant.

May's emotional instability before and sometimes during competition was somewhat surprising. From her earliest competitive experience May had been plagued with anxiousness. Consistent with other findings (Hall & Pruvic, 1980; Klavara, 1977;

Sonstroem & Bernardo, 1982) she noted in her journal that anxiousness negatively affected her performance. In one entry, she admitted that what she enjoyed about the match was "getting off the court" because she was physically sick due to extreme nervousness. In addition, May periodically lost control of her emotions during a match and yelled and screamed because she was not performing up to her expectations. After one loss May characterized herself as a "brat" because she yelled and screamed at herself during the match. It has been established that "perceptions of self-efficacy affect emotional reactions as well as behavior" (Bandura, 1982, p. 136), and emotions are responses to the way one is thinking (Arnold, 1960; Beck, 1976). If May believed she was not performing up to her own standards of performance, then emotional outbursts may have been manifestations of that. May's frustration, generated from dwindling confidence, confirmed her inner struggles.

In a related vein, perceptions regarding one's performance seem not only to stimulate emotional reactions, but also may influence the strength of one's achievement orientation (Vealey, 1986). May scored high on the SOQ goal-orientation, COI performance orientation, and AOQ task-orientation. High scores in these questionnaire components signify a strong desire to meet internal standards of excellence. Her high performance achievement orientation was consistent with her tendency to recall matches in which she played well regardless of the outcome. Although May's journal responses for achievement orientation indicated high scores across all components (win, competitiveness, and goal), the

familiarity with the task may have facilitated the same response on each question for each match.

The best single predictor regarding the outcome of the match was the change in May's expectation for winning between the first and second estimate. Her expectations for winning tended to increase before matches she won and decrease before matches she lost. The magnitude of change was greater for matches she lost. Although nervousness may be partially to blame for May's decrease in expectancy to win and play well, it cannot be considered as the sole factor, since she recorded feelings of nervousness before matches she won as well as matches she lost. She indicated that nervousness sometimes helped her "intensity," while at other times it made her "tentative." High anxiety seems to stem from uncontrollable arousal (Fenz, 1975), and when May was able to control her arousal level she also was able to control her level of effort. At other times, May's performance seemed to decline due to anxiousness. She may have been focusing more on her anxiousness than on the task at hand (Mahoney, 1979). May had a more difficult time controlling her anxiousness when competing against better players. Of course other emotional, social, and environmental factors may be brought to bear on a player's psychological state before, during, and after competition. According to Kane and Callaghan's (1965) study of personality traits of male and female world class tennis players, a little temperamental anxiety may be beneficial as long as it is controlled by compensating personality traits.

June

June began playing competitive tennis when she was 13 years old and has set specific tennis goals for herself throughout her career. These goals ranged from "being an able competitor in mixed doubles" to "being awarded a college tennis scholarship." She was extremely goal oriented, scoring the maximum points possible on SOQ goal orientation. Her COI scores revealed a performance orientation, and she scored 4.8 on the AOQ task-orientation, which was close to the maximum points possible (5.0). All of this is consistent with the profile of an individual with a high goal orientation.

June not only had a strong desire to perform well in tennis, but also in the classroom. When tennis interfered with going to class, she became very frustrated. Asked to respond to the question "What did you not enjoy about today's match," June said, "I did not enjoy being 2 hours late for lab." When school pressures mounted June found it increasingly difficult to concentrate on tennis. This was also frustrating for her. An individual that has a high goal-orientation in all she activities undertakes is intensely challenged by human and environmental limitations (e.g., physical energy and time). Not only can these limiting factors impede the quality of performance, they may ultimately lead to a decrease in self-confidence. It seemed as though June suffered from this syndrome. Although June's TSCI score was similar to scores previously reported for college athletes, the declining course of her

self-confidence throughout the first part of the season may help to explain the performance-confidence relationship and how that relationship influenced match outcome.

June's decrease in confidence was borne out of personal, academic and historical factors. Tracing these factors from match to match underscored her progressive loss of confidence. The first indication of loss of confidence appeared when she was afflicted with a bad cold. She reported being "especially tired" and "playing poorly." Although she won the match, she lost more games than she expected. When traveling to the following match (2 days later) she became car sick. After the match she reported having lost her concentration which developed from feeling ill, in addition to stress from school. Loss of this match was the first following six straight wins.

She won her next match and felt she had regained some confidence. However, she lost the next match the day following a win. She reported, "I had a nagging feeling all week. A loss of confidence. I didn't think I was going to win. I was nervous going out, but took the first three games, then lost six. It was a self-fulfilling prophecy. I had a feeling I was going to lose. I was so tired mentally. I had a really tough week in school. I was exhausted from having to get up each time. It is such a relief that the match is over."

Three days later June lost again. Twice before the match she reported, "Last year I played poorly" against the same opponent. During an interview, June discussed her lack of good positive

experiences in singles matches. She believed if she had more memorable wins in single matches, they would have helped her to overcome her lack of confidence.

June won the following match three days later. However, she recorded that although she won the match her confidence was still wavering. June wrote, "I still don't feel very confident in myself. I was tentative."

The next day June lost another match. Again, she wrote before she played, "I am not very confident." This match was the last one before a month lay-over and the national tournament. June won her first match at the national tournament and lost the second. She did not report a loss of confidence.

Although June's loss of confidence increased over the latter half of the tennis season, it was clear that her poor performance was negatively affecting her confidence in the initial part of the season. One is reminded of Vealey (1986) and Feltz's (1982) findings that performance more strongly predicts self-confidence than self-confidence predicts performance. In this sense June's case seems to serve as a good example. On the other hand, June's expectancy for winning and for playing her best before matches she eventually lost were lower than for matches she won. If in fact expectation reflects one's confidence, these data suggest June lacked confidence before she competed. Ultimately, it appears as though self-confidence and performance are continually influencing each other and that this motivational cycle is critical to the outcome of a competitive event. Certain questions remain

unanswered, however. How much confidence does an athlete need in order to overcome the effects of a poor performance? How well does an athlete have to perform, and for how long, in order to restore confidence? These questions should be addressed in further research.

July

July began playing tennis competitively at age 14. Although this is relatively late in life to begin a serious tennis career, July accepted the challenge. She competed in an after school tennis academy that influenced her approach to the game.

July loved competition. Her competitiveness score on the SOQ was the maximum number of points possible, indicating her desire to overcome the skill of her opponent. Her interview responses were filled with statements such as, "I'm very competitive," "I dominate everything," "I'm in control of everything," and "I love going against one person and then advancing." July's journal responses also highlighted her competitive orientation. Statements such as, "I dominated her on the court," and "This is the type of match I like (one that is close)," were prevalent throughout her journal. July believed if she performed her best against an opponent of equal ability that she would win the match.

Often, athletes who are highly competitive can become entrenched in the competition and lose sight of the task, which deters performance (Spence, 1985). Spence (1985) further explained that being totally absorbed in attempting to dominate an

opponent may actually be detrimental to performance. This did not occur with July, however. Her competitiveness did not overtake her at the expense of losing concentration. It seemed as though July used the interaction as a source of information (Veroff, 1969) regarding the strength of her tennis skills. Although July was highly competitive, her COI and AOQ scores indicated she was also performance-oriented and task-oriented. July thrived on competition and desired to perform up to her expectations. July said she "hates to lose," and performing well was a means to accomplish the goal of avoiding defeat. Therefore, July believed playing well against equal or lesser skilled opponents insured victory.

July's COI scores reflected a performance-orientation and her journal responses were characterized by social comparison statements. Repeatedly her commentary contained comparisons of her tennis ability with her opponents' ability. Statements such as, "This team is terrible, and unless I was injured there is no way I could lose," "The girl I am playing won't be able to challenge me," "I'm a better player, but she's not bad. If she has a good day she could beat me," and "The girl is a very good player and I'll have to play extremely well to win," were recorded for every match she played. For July, the primary variable in determining the outcome of the contest was her opponent's ability relative to her own. Comparisons of this nature suggest that she was focusing on external standards (i.e., opponents ability) in calculating her chances for winning. Individuals who calculate their chance to win

by social comparison processes tend to be outcome-oriented (Nicholls, 1984). July's outcome-orientation supported from journal statements, and her performance-orientation founded on scores from the COI and AOQ seemed to imply a contradictory achievement orientation.

According to Nicholls' (1984), previous experience in competitive situations that were primarily task- or outcome-oriented (Maehr & Nicholls, 1980) can influence personal disposition toward developing task or social-comparison based goals. Individuals who focused on task goals (concentrating on improving skills) and social-comparison goals (caring the most about scoring more points) have been found to participate in sport longer than those individuals that solely focus on winning and losing (Duda, 1985a, 1985b, 1986). Sport attrition seems to be associated with athletes focusing on the outcome of competition and who often lose (Duda, 1985a, 1985b, 1986; Ewing, 1981). As discussed earlier, July participated in a highly competitive tennis program that encouraged youngsters to compare their skills with those of their opponents. That July did not drop out of tennis in spite of the fact that her coaches proclaimed the importance of winning, was probably because July was a relatively successful young player, who was regularly reinforced by her coaches.

The profile of July's achievement orientation was complemented by her self-confidence scores. July scored the highest of the subjects on the TSCI (96) and was very close to previously reported scores for elite athletes (99.79). Her

state-confidence was high and her state anxiety was low for matches she won. Her pre- and post-expectations for winning and playing her best were the highest among subjects. In interviews July proclaimed her strong confidence. In addition, she recorded in her journal "feeling confident" before and after matches. Unquestionably, July is highly confident in her ability to win and play her best.

July's confidence was immersed in win and performance goals. When she played well it enhanced her chances to win (Bandura, 1982). As she reached each achievement goal it further stimulated those goals and confidence. Therefore, July's outcome-orientation and performance-orientation were not in opposition but complementary.

August

August began playing competitive tennis at age 13. She was the only subject who did not participate in the junior USTA, partly because she enjoyed spending time competing in other sports besides tennis, and partly because she did not find the conduct and behaviors of other players in the league desirable.

August had a very close relationship with her parents. Even though she was a young adult, she continued to seek their approval. She also sought approval from her coaches, friends, and "anybody that might be watching." In this sense she supported what has been identified as the "traditional view" of the female athlete by striving for social-approval (Sheriff, 1972; Bardwick, 1971). August's

perceptions of the thoughts of others concerning her performance influenced her tennis strategies. Her tendency to go for "winners" not only stemmed from sheer enjoyment of the performance but also from consideration of the impression it might make on others. August said she enjoyed hitting the ball hard "because it feels good, and if anybody is watching it probably looks good."

When a tennis player hits the ball hard, and attempts difficult shots, it tends to be perceived by others as exhibiting a great amount of effort. The dominant concern of a social approval oriented individual is to be perceived as putting forth maximum effort (Maehr & Nicholls, 1980).

What also seemed important to August was the outcome of the match. August had relatively high scores on COI outcome-orientation (.84) compared to the mean previously reported for elite athletes (.21). In addition, her SOQ win-orientation was above previously reported scores for athletes. It appeared that August was concerned not only with others' perceptions regarding her level of effort and skill, but whether or not she actually won. Tennis competition offered her hopes of fulfilling two goals: (a) a social goal, and (b) an outcome goal. Because outcomes of competition frequently affect social attitudes of others (Mussen, 1983), it is understandable that August's social approval orientation was coupled to a win-orientation. When August accomplished her quest for social-approval, she would subsequently put forth more effort in performance, which in most instances, increases chances for winning. A social-approval orientation, however, is not the only

variable influencing effort expenditure.

"Judgments of self-efficacy also determine how much effort people will expend and how long they will persist in the face of obstacles or adverse experiences (Bandura, 1982, p. 123). As reflected in expectancy for success and the TSCI score, August's self-confidence was strong. Bandura (1982) would predict that August would "give full attention to the task and be spurred on to greater effort by obstacles" (p. 123). At times, however, she reported "trying too hard", something that led to her losing. Another factor August reported as being detrimental to her performance was "impatience." Tennis is a very strategic game. Many times a victory hinges upon the ability to be patient and wait for the opponent to make an error. August's impatience during points was occasionally manifested through "trying to hit the lines too much." Although August put forth admirable effort, her desire for social-approval may have periodically undermined her success through attempting crowd pleasing shots at inopportune times.

Observations

The data support several observations regarding the influences of factors on athletes' level of confidence as reflected in their expression of expectations. An athlete's ratings of self-confidence are the result of complex processing of information. Critical to this process is the amount of experiences athletes have had, both in competing and in calculating their chance for success/failure in pending matches. All athletes in this study were advanced

competitors with at least 10 years of participation in sport. Therefore, it seems logical to assume these subjects had ample experience taking in and using pertinent information to determine their chances for winning and playing their best. For subjects in this study, expectations were relatively high, with the exception of April's tendency to consistently rate her chances at 50 percent. Athletes acknowledged a higher chance of winning before matches they won.

On occasions, advanced players may make irrational estimates of their chances for winning and playing well, and April may be an example of this. She consistently reported a 50 percent chance for winning and playing her best, while her teammates, equal in experience, assigned 70 to 90 percent expectancies. She appeared to lower her expressed expectations as a psychological strategy for improving her performance. Expressing a low expectation for winning, where winning seems (objectively) certain, may have allowed her to assume and maintain a higher level of readiness for competition. She stated she felt the most comfortable when she "was a little down before the match began." April's considerable success suggested that she was able to use this mental strategy of purposefully concocting unrealistic estimations of her chances for winning and playing well to her advantage.

Another reason advanced performers may purposely make unrealistic claims regarding their chances for winning and playing well may be linked to the traditional social expectations for athletes to demonstrate confidence. Predicting that one will lose a

contest or will not play well, regardless of its likelihood, objectively considered, is not in keeping with the best traditions of sport. On one occasion, June reported a much higher expectation for winning and playing well than what she actually believed. She was concerned that if she wrote down what she really believed concerning her chances for winning and playing well, she would be admitting weakness which might negatively influence her performance. This suggests that some athletes may not care if their predictions are based in an objective assessment of their abilities relative to an opponent's. Mere verbal expressions of confidence may be sufficient to facilitate their performance, although in this instance June's strategy did not pay off. Even though she recorded high expectations, she lost the match.

In a related vein, athletes sometimes may protect themselves from becoming overconfident by indicating a relatively low chance of winning and playing well even when available information indicates otherwise. This may have been one explanation for the number of instances when subjects' expectations for the next match relative to pre contest expectations for the match recently completed, tended to be lower following a win than a loss. One might assume that the "afterglow of victory" would lead to generalized higher levels of confidence, including increased confidence for the next match. Winning did not produce this generalized effect in this study. However, because the context for the next match, including opponents, the importance of the match, its setting, etc., varied, it is impossible to determine precisely

what the isolated effects of winning were on predictions of performance. Thus, the effect that winning had upon the expression of future expectations remains unclear. This phenomenon deserves further study.

The process by which advanced tennis players calculate their expectancies for playing well is quite complex. Expectations for playing one's best (as distinguished from winning) seemed to be largely influenced by the players' perceptions of the abilities of their opponents. Because tennis is a reactive game involving demonstration of skill by responding to opponents' shots, the quality of one's performance is determined to a large extent by the difficulty of the challenges to which one is forced to respond. If an athlete believes she is the superior player and that her opponent will be unable to challenge her skill, and that the possibility of returning her opponent's shots is high, she will probably indicate a high expectation for playing her best. However, a player may also predict high expectations for playing well when her opponent is perceived as being the superior player. If she believes her opponent to be the better player, she may consider the match more challenging, providing her with greater opportunities for attempting difficult returns. Thus, having the opportunity to hit difficult shots and being pushed to the limits of her skill also could be the basis for expressions of high expectations for level of performance. It follows from this that expectations for one's level of play in matches where an opponent was viewed as markedly inferior may be reduced, given the lack of challenge and opportunity to demonstrate

an ability to return difficult shots.

Other factors might also have influenced players' self-confidence. Although data from the present study does not permit us to point with certainty to specific factors that might have caused fluctuations in confidence level, Bandura (1982) has suggested four possibilities: (1) past performance attainments, (2) vicarious experiences of observing the performances of others, (3) verbal persuasion, and (4) physiological states.

Past performance attainments may exert the strongest influence on performance. (Although the curious tendency for post contest expectations following a win to be relatively low already has been noted.) For example, a player's past successes and failures should influence her confidence for future success. If she played well and won a match that was challenging, then her belief to be successful in the next match under similar conditions would be strengthened. Lacking a sufficient number of past positive memorable experiences June appeared to be unable to draw upon past experiences to overcome a loss of confidence.

During tournaments, tennis players often watch matches of teammates and future opponents. Viewing an opponent's play prior to competition may have positive or negative effects on her performance. If the player believed herself to be a better player than her opponent, then her confidence would increase. If she perceived her opponent as the more advanced player, then a loss of confidence may occur. Similarly, if a player observes her teammate performing well, then confidence in her own ability to play well may

be heightened. If her teammate is not performing well, however, then a loss in her confidence might occur. The physical setting of the "home" tennis courts allowed the players in this study to easily observe teammates competing simultaneously. The courts were tiered, with the more skilled players competing on the lowest courts in excellent view of the remaining players. Between points and games, players often turned towards teammates courts and observed their play.

Teachers and coaches often provide verbal encouragement and information to enhance their players' self-confidence. In cases where a player is unable to observe her opponent prior to the scheduled match, the player may rely almost entirely upon her coach's judgment concerning the opponent's ability. If the coach has determined that her player is the superior player, and if the coach has been "correct" in assessing previous opponents, then the player's confidence may increase due to her coach's judgment. (Coaches rarely tell their players that opponents are superior, although they supply information regarding opponent's strengths.) During the national tournament, subjects had little first hand information regarding future opponents, thus they relied heavily on their coach's assessments. All players indicated that information the coach provided regarding their opponent's strengths and weakness assisted them in determining their expectations for winning and playing well.

The tennis player must compete not only against an opponent, but in some cases with her own physiological state. Some players have learned how to control emotional states (April and July), while

others seem to fight with themselves before the real competition ever begins (May). When anxiety levels are high it can cause players to believe they will not perform well in upcoming matches, thus, confidence decreases. On the other hand, excessively low anxiety states may negatively influence the player's confidence as readiness to perform is low. Thus, players that control their physiological state at an optimum level may approach their match with an inner feeling of readiness to perform well, therefore, increasing their expectations for success. In this study, April and July seemed to use arousing conditions to their advantage. Both players indicated that anxious feelings before a contest did not generate negative thoughts about the impending match, but rather prepared them emotionally for competition. It may have been this increased readiness to perform that positively influenced their expectancy to win and play well. On the other hand, May was oftentimes overanxious before meeting opponents she considered superior in ability. This situation may have been responsible for the occasions when May's expectation for winning and playing well decreased.

Therefore, it seems as though there are a host of factors that have the potential for causing fluctuations in the players' level of confidence. Calculating one's expectancy for success is a highly individual process. When specific factors are revealed that influence players' decision for their expectation for success, greater insight is obtained into what they deem as important to their level of confidence. As a result, players may heighten their level of confidence by appropriately engaging strategies to diminish

negative effects of influential factors.

Methodological Features

This study had certain methodological features which deserve attention in this discussion.

Order of Data Analysis. Given the power of analytical and cognitive frameworks to influence the interpretation of qualitative data, it is important to note that in this study, questionnaire responses were scored before analyzing interview data. This may have influenced the interpretation of the interviews, and it remains as a limitation of the study. It also should be noted that on many occasions subjects' interview statements were rather straightforward, requiring little in the way of interpretation. Because subjects were shown questionnaire results before completing interviews, they were free to comment on the accuracy of the quantitative instruments. In all cases, the players agreed that the questionnaires accurately reflected their achievement orientation and self-confidence. In addition, the main source of data for this study was journal information gathered over a two month time period. Generally, the qualitative data in the journal seemed to reinforce, not contradict, the journal scores.

The multimethod procedures that were employed occasionally led to inconsistencies between quantitative and qualitative data. When this occurred both sets of data were reexamined with an eye toward resolving the discrepancies. In most cases the body of evidence was found to clearly favor the interpretation that was

advanced.

Veracity of Subjects. Were the participants truthful in responding to the researchers' questions? When self-report techniques are used, there is high probability that subjects consciously lie to researchers (Locke, 1989). People naturally tend to protect information that they do not want others to know. Although they may have adequate information to answer questions honestly, yet, they may choose not to. People may believe they are telling the truth, but due to inexperience or forgetting their response actually may be false. In this study, whether or not data generated from self-report measures truly represented the variable under investigation was unknown. On questionnaires and journal entries, there were occasions when subjects had changed an original answer. Also, at times subjects hesitated when asked a question, almost as if they were avoiding the truth. Whether or not these examples represent occasions when subjects lied cannot be verified.

As discussed earlier, processing information to express an expectancy statement was influenced by a host of factors. The resulting expectation may or may not be a rational one. What was most important were subjects' perceptions of their chances for winning and playing well, not the accuracy of the prediction. "What individuals say about the meanings they assign to things constitutes legitimate data" (Locke, 1989, p. 13).

In spite of these limitations, the procedures used in this study reduced the vulnerability of the data to subject fabrications. The variety of data sources enabled the researcher to correlate data

from questionnaires, interviews, and journal over a protracted period of time.

Reliability. If another individual conducted this study how likely is it that he/she would get the same results? Although the reliability of the questionnaires used in this study were well within the range of acceptability, the reliability of the interview and journal data may be questioned. The reliability of such qualitative methods has been the source of controversy in case study research (Yin, 1984).

In this study, prospects for improving reliability were increased by employing precisely specified procedures and a detailed protocol which could be replicated by other researchers. However, it is unlikely that the results of case study research will be fully replicated, unless of course the same subjects are participating in the study and under the influence of the same temporal and situational factors. Changes in temporal and situational factors undoubtedly will lead to changes in psychological states, which most likely would make replication impossible.

Performance Biasing. Did the procedures used in this study cause subjects to respond in predetermined ways that had a negative influence on their performance? In the subculture of college athletics public expressions of confidence frequently are associated by coaches and athletes to have positive or negative outcomes. In this study, athletes were asked to predict their chances of winning and playing well before the matches and, within

the limited audiences of researcher/subject, this represented a public expression. Because subjects recorded their expectations for winning and playing their best prior to competing it may be that these publicly recorded expectancies somehow influenced their performance. June confessed to the fact that for one match she assigned higher expectations than what she honestly believed. She was concerned that if she wrote down what she really believed concerning her chances for winning and playing well, she would be admitting weakness which might negatively influence her performance. Although requiring June to publicly record her expectations influenced her to inflate her expectations, this did not appear to influence her match performance or outcome. June played poorly and lost the match. In this case, what seemed critical to the relationship of expectations and performance was not dependent upon the truth inherent in the public acknowledgement of her feelings, but rather what the athlete truly believed about her chances for being successful.

Limited Generalizability. Due to the small number of subjects in this study, and the lack of randomization, there is no basis for generalizing findings of this study to a broader population. Generalizability of findings, however, was not the goal of this study. The purpose was acquiring an in-depth look at the plurality of factors that have the potential to affect achievement orientation. Neither was the study intended to test existing theories of achievement orientation. Rather, existing theories were used to illuminate the investigator's understanding of the data. This does

not mean that the findings of this type of research have no applicability (Locke,1989). Application will occur as individuals, faced with identical circumstances and contexts, incorporate selected findings from this study into their personal experiences.

Recommendations for Further Study

When investigating the effects that psychological variables have upon the performance of athletes, the case study strategy seems to be a valuable design. "How" and "why" questions can readily be asked, resulting in a detailed description of the meanings athletes give to their behavior. Athletes' perceptions of their behavior provide the basis for beliefs regarding their performance capabilities. The case study design allows one to discover differences among athletes' perceptions of their behavior.

It is suggested that further study into the complex relationship between motivation and performance utilize the case study design when appropriate. As a result of this study, further investigation is needed regarding the following questions:

1) What is the effect of non-sport stressors upon the sport-confidence of college athletes?

2) What variables influence the most dramatic changes in athletes' confidence?

3) What conditions are necessary for winning to produce sustained effects upon athletes' future performances and expectations?

4) What is the effect of extremely high competitiveness (as

measured by the COI and SOQ) on athletes' execution of skills?

5) What is the effect of athletes' public statements for winning on their performance and outcome?

6) Once athletes feel they have lost their confidence, what experiences, and under what conditions, tend to increase their sport-confidence?

7) What effect does striving for academic excellence have on reaching athletic potential?

8) What is the effect of continual parental support on college athletes' self-confidence, achievement orientation, participation, and anxiety?

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APPENDICES

APPENDIX A

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
SCHOOL OF HEALTH, PHYSICAL EDUCATION AND RECREATION

SCHOOL REVIEW COMMITTEE

INFORMED CONSENT FORM*

I understand that the purpose of this study/project is to investigate the motivation of college female tennis players.

I confirm that my participation is entirely voluntary. No coercion of any kind has been used to obtain my cooperation.

I understand that I may withdraw my consent and terminate my participation at any time during the project.

I have been informed of the procedures that will be used in the project and understand what will be required of me as a subject.

I understand that all of my responses, written and oral, will remain completely anonymous.

I understand that a summary of the results of the project will be made available to me at the completion of the study if I so request.

I wish to give my voluntary cooperation as a participant.

Signature _____

Address _____

Date _____

*Adopted from L.F. Locke and W.W. Spirduso. Proposals that work. New York: Teachers College, Columbia University, 1976, p. 237.

APPENDIX B

PLEASE NOTE:

Copyrighted materials in this document have not been filmed at the request of the author. They are available for consultation, however, in the author's university library.

These consist of pages:

Competitive Orientation Inventory 155

U·M·I

SPORT ORIENTATION QUESTIONNAIRE - FORM B

The following statements describe reactions to sport situations. We want to know how you usually feel about sports and competition. Read each statement and circle the letter that indicates how much you agree or disagree with each statement on the scale: A, B, C, D or E. There are no right or wrong answers; simply answer as you honestly feel. Do not spend too much time on any one statement. Remember, choose the letter which describes how you usually feel about sports and competition.

	Strongly agree	Slightly agree	Neither agree nor disagree	Slightly disagree	Strongly disagree
1. I am a determined competitor.	A	B	C	D	E
2. Winning is important.	A	B	C	D	E
3. I am a competitive person.	A	B	C	D	E
4. I set goals for myself when I compete.	A	B	C	D	E
5. I try my hardest to win.	A	B	C	D	E
6. Scoring more points than my opponent is very important to me.	A	B	C	D	E
7. I look forward to competing.	A	B	C	D	E
8. I am most competitive when I try to achieve personal goals.	A	B	C	D	E
9. I enjoy competing against others.	A	B	C	D	E
10. I hate to lose.	A	B	C	D	E
11. I thrive on competition.	A	B	C	D	E
12. I try hardest when I have a specific goal.	A	B	C	D	E
13. My goal is to be the best athlete possible.	A	B	C	D	E
14. The only time I am satisfied is when I win.	A	B	C	D	E
15. I want to be successful in sports.	A	B	C	D	E
16. Performing to the best of my ability is very important to me.	A	B	C	D	E
17. I work hard to be successful in sports.	A	B	C	D	E
18. Losing upsets me.	A	B	C	D	E
19. The best test of my ability is competing against others.	A	B	C	D	E
20. Reaching personal performance goals is very important to me.	A	B	C	D	E
21. I look forward to the opportunity to test my skills in competition.	A	B	C	D	E
22. I have most fun when I win.	A	B	C	D	E
23. I perform my best when I am competing against an opponent.	A	B	C	D	E
24. The best way to determine my ability is to set a goal and try to reach it.	A	B	C	D	E
25. I want to be the best every time I compete.	A	B	C	D	E

PLEASE NOTE:

Copyrighted materials in this document have not been filmed at the request of the author. They are available for consultation, however, in the author's university library.

These consist of pages:

Achievement Orientation Questionnaire 157-164

Trait Sport-Confidence Inventory 165

U·M·I

APPENDIX C

SCORING PROCEDURES FOR THE SOQ, AOQ, COI, AND TSCI

SOQ

Scoring procedures involve the following: The competitiveness component is computed by summing the odd numbered items; win orientation is determined by summing items 2, 6, 10, 14, 18, and 22; and goal orientation is established by summing items 4, 8, 12, 16, 20, and 24. Possible number of points for components are competitiveness 65, win orientation 30, and goal orientation 30. The high the number of points indicates a stronger orientation in that specific component.

AOQ

Special scoring procedures for the AOQ were developed for this study. The specific items for each factor were established by referring to Ewing's (1981) original factor analysis scores. This resulted in items numbered 1, 3, 7, 10, and 15 as social approval; items 12, 13 and 14 as task oriented; items 6 and 5 as intrinsic oriented; items 2, 4, 8, and 9 as ability oriented; and, item 11 was undefined. The successful experience that each subjected listed first was used to calculate the achievement orientation for each individual. Items were summated for each factor and then divided by the total number of items. One score for each factor resulted, ranging from 1 (not strongly oriented) to 5 (strongly oriented).

COI

Scoring procedures for the COI are as follows:

1. Each COI cell is a separate variable and in your data list can be written as COI1 to COI16.

2. Compute the performance score.

a. Sum the values for the cells in each row (horizontal).

$$R1 = COI1+COI2+COI3+COI4$$

$$R2 = COI5+COI6+COI7+COI8$$

$$R3 = COI9+COI10+COI11+COI12$$

$$R4 = COI13+COI14+COI15+COI16$$

b. Plug the computed row variables into the sum of squares equation.

$$PERSS = ((R1*R1)/4 + (R2*R2)/4 + (R3*R3)/4 + (R4*R4)/4 - (((R1+R2+R3+R4)*(R1+R2+R3+R4))/16)$$

c. Compute the total sum of squares.

$$\begin{aligned} & ((COI1*COI1)+ (COI2*COI2)+ (COI3*COI3)+ (COI4*COI4)+ \\ & (COI5*COI5)+ (COI6*COI6)+ (COI7*COI7)+ (COI8*COI8)+ \\ & (COI9*COI9)+ (COI10*COI10)+ (COI11*COI11)+ \\ & (COI12*COI12)+ (COI13*COI13)+ (COI14*COI14)+ \\ & (COI15*COI15)+ (COI16*COI16)) - \\ & (((R1+R2+R3+R4)*(R1+R2+R3+R4))/16) \end{aligned}$$

d. Divide the performance sum of squares by the total sum of squares to get the performance score.

$$COI-PERFORMANCE = PERSS/TOTSS$$

3. Compute the outcome score.

- a. Sum the values for the cells in each column (vertical).

$$C1 = COI1+COI2+COI3+COI4$$

$$C2 = COI5+COI6+COI7+COI8$$

$$C3 = COI9+COI10+COI11+COI12$$

$$C4 = COI13+COI14+COI15+COI16$$

- b. Plug the computed column variables into the sum of squares equation.

$$\begin{aligned} \text{OUTSS} = & ((C1*C1)/4 + (C2*C2)/4 + (C3*C3)/4 + (C4*C4)/4 \\ & - (((C1+C2+C3+C4)*(C1+C2+C3+C4))/16) \end{aligned}$$

- c. You have already computed the total sum of squares (see earlier).

- d. Divide the outcome sum of squares by the total sum of squares to get the outcome score.

$$\text{COI-OUTCOME} = \text{OUTSS}/\text{TOTSS}$$

The range of COI-Performance and COI-Outcome is .00 (low) to 1.00 (high). High COI-Performance or high COI-Outcome indicates a high performance or outcome orientation.

TSCI

Scoring procedures for the TSCI are as follows: All items are summated. The highest TSCI score possible is 117 points. The higher a subject's score is the stronger his or her trait sport-confidence.

APPENDIX D

PRE-MATCH QUESTIONNAIRE

JOURNAL ENTRY NUMBER _____ NUMBER SEED _____ DATE _____
 OPPONENT: TEAM _____ INDIVIDUAL _____

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS IN RELATIONSHIP TO HOW YOU FEEL RIGHT NOW.

1. a. I am _____ percent confident that I can win today's match.
 b. Why do you feel this way?

- 2.a. I am _____ percent confident that I can perform at my very best today.
 b. Why do you feel this way?

DIRECTIONS: Circle the letter that applies to how you feel under questions 3, 4, 5, and 6 according to the following meanings of the letters.

A = strongly agree. B = slightly agree. C = neither agree or disagree
 D = slightly disagree E = strongly disagree

3. Winning is important for me today.

A B C D E

4. I look forward to competing today.

A B C D E

5. Reaching personal performance goals is very important to me today.

A B C D E

6. I feel anxious about the upcoming match.

A B C D E

7. I am confident in my ability to be successful today.

A B C D E

8. RECORD ANY ADDITIONAL THOUGHTS, FEELINGS, OR FACTS THAT ARE IMPORTANT TO YOU ABOUT THIS MATCH. (additional space on back)

POST-MATCH QUESTIONNAIRE

JOURNAL ENTRY NUMBER _____ DATE: _____

OPPONENT: TEAM: _____ INDIVIDUAL _____

1. MATCH RESULTS: WIN ___ LOSE ___ SET
SCORES _____

2. What factors led to your winning (or losing)?

3a. Did you perform at your best today? Yes ___ No ___

b. Why did you (or did not)?

4a. Are you satisfied with your performance in today's match?

Yes _____ No _____

b. Why do you feel this way?

5a. List the things you enjoyed about today's match.

b. List the things you did not enjoy about today's match.

6. I am _____% confident I can win my next match.

7. I am _____% confident I can perform at my best in my next match.

8. Record any additional thoughts, feelings, or facts that are important to you about today's match. (additional space on back)

APPENDIX E

PARTICIPANTS' INTERVIEWS

The following questions (Q.) and answers (A.) represent players' interviews.

APRIL

BEGAN PLAYING - AGE 10 COMPETITIVELY - AGE 13
 PARENTS PLAY
 OTHER SPORTS: BASKETBALL, VOLLEYBALL, AND SOFTBALL (6TH & 7TH GR.)

GENERAL QUESTIONS:

Q. WHAT IS IT ABOUT TENNIS YOU LIKED MORE THAN BASKETBALL?

A. I DON'T KNOW. IN BASKETBALL OUR TEAM WASN'T VERY GOOD - IT WASN'T ANY FUN NOBODY KNEW WHAT THEY WERE DOING - IT TURNED ME OFF. TENNIS WAS MORE INDIVIDUAL YOU JUST BLAME YOURSELF.

Q. WHAT IS IT ABOUT THE GAME OF TENNIS YOU ENJOY?

A. IT'S LIKE CHALLENGING - THERE'S ALWAYS SOMEBODY OUT THERE THAT CAN BEAT YOU - I KINDA RELY ON MYSELF, I DON'T KNOW.....IT'S LIKE WHEN YOU WIN, YOU WIN.....AND IF YOU PLAY BAD YOU LOSE BECAUSE YOU PLAYED BAD.

INTERVIEW ONE

Q. WHAT I'D LIKE YOU TO DO NOW IS LIST FOR ME SOME MEMORABLE TENNIS MATCHES YOU'VE EXPERIENCED?

A. HOW MANY DO YOU WANT ME TO LIST?

Q. AS MANY AS YOU CAN RECALL.....THERE'S NO CERTAIN NUMBER.

A. UMMMMMMMM. FRESHMAN YEAR IN H.S. AGAINST BETH
 FINALS OF STATE FR. YEAR.
 FINALS OF STATE SR. YEAR.

SEMI'S OF BACKDRAW CONSOLATION - LAST JR. SUMMER.

Q. LETS BEGIN WITH THE MATCH YOUR FRESHMAN YEAR AGAINST BETH. CAN YOU REMEMBER HOW YOU FELT BEFORE THAT MATCH?

A. I WAS REALLY NERVOUS. BETH AND I WERE PLAYING AGAINST EACH OTHER AND IT WOULD BE DECIDED WHO PLAYED, BECAUSE THERE (REFERRING TO THE STATE) THEY HAVE 3 SINGLES AND 3 DOUBLESSO, WHOEVER WON PLAYED SINGLES AND WHO EVER LOST PLAYED DOUBLES. AND THAT WAS LIKE THE TIME I BEAT HER AND STUFF AND I WAS REALLY NERVOUS. SHE HAD PLAYED 3 YEARS BEFORE I DID.

Q. ONCE YOU STARTED PLAYING DID THOSE NERVES GO AWAY?

A. (SHAKES HEAD, NO) EVEN TO THE LAST POINT - WE WENT THREE SETS. YOU KNOW YOU'RE JUST SO TENTATIVE, YOU'RE JUST LIKE "I WANNA WIN, I DON'T CARE HOW I DO IT, JUST GET IT OVER".....'CAUSE LIKE NEITHER OF US REALLY HIT WINNERS, WE JUST KEPT IT IN PLAY AND TRIED TO WAIT AND LET THE OTHER ONE MAKE A MISTAKE.....ESPECIALLY IN THAT MATCH.

Q. SO DID YOU THINK ABOUT WINNING FROM THE VERY BEGINNING BEFORE YOU WENT OUT THERE?

A. I THOUGHT I HAD A CHANCE, I MEAN, I DIDN'T KNOW WHETHER OR NOT I WAS GOING TO WIN.....BECAUSE ALL THE OTHER MATCHES WE PLAYED I HAD LOST.

Q. DID YOU SENSE ANYTHING DIFFERENT ABOUT THIS MATCH BEFORE YOU WENT OUT THERE AS FAR AS YOUR CHANCE FOR WINNING?

A. I ALWAYS THOUGHT BEFORE I WENT OUT THERE I COULD WIN.....IT WAS LIKE 60-40. BUT AT THE SAME TIME IT WAS ALL OR NOTHING BECAUSE I WOULD HAVE HAD TO PLAY DOUBLES.

Q. DO YOU REMEMBER SETTING ANY CERTAIN GOALS FOR YOURSELF FOR THAT MATCH?

A. I CAN'T REMEMBER.

Q. DID YOU WIN?

A. YES.

Q. IN 3 SETS?

A. YES.

Q. IS THERE ANYTHING ELSE YOU WANT TO TELL ME?

A. NO - JUST THAT I WON.

Q. LETS TALK ABOUT STATES YOUR JR. YEAR. CAN YOU REMEMBER HOW YOU FELT BEFORE THAT MATCH?

A. I.....YEA.....I WAS NERVOUS.....AAAAAAAAAAAA

Q. WERE YOU AS NERVOUS AS YOU WERE FOR THE MATCH AGAINST BETH?

A. NO.

Q. DO YOU KNOW WHY?

A. I GUESS I WAS MORE CONFIDENT THEN, BECAUSE I PLAYED A LOT MORE PLAYED A LOT MORE TOURNAMENTS. NOT REALLY CONFIDENT - I MEAN, THE GIRL I PLAYED WE ALWAYS HAD LONG MATCHES, BUT SHE ONLY HAD BEATEN ME ONCE. AND I DON'T KNOW, I ALWAYS FELT LIKE I HAD THE UPPER HAND. I DON'T KNOW, WE'D GET REAL CLOSE AND SOMETHING WOULD ALWAYS HAPPEN AND NOT THAT SHE'D CHOKE, SHE JUST DIDN'T PLAY WELL AT THE RIGHT TIME - LIKE SHE'D GIVE ME A FEW POINTS HERE OR A FEW POINTS THERE IF SHE PLAYED ANYONE ELSE SHE'D PLAY A LOT BETTER. THAT'S HOW WE BOTH WERE WHEN WE PLAYED AGAINST EACH OTHER. WE NEVER PLAYED OUR BEST, BUT, WE WERE ALWAYS OUT THERE A LONG TIME.

Q. CAN YOU REMEMBER ANYTHING YOUR COACH SAID TO YOU BEFORE THAT MATCH?

A. I DON'T KNOW. SHE SAID YOU'VE DONE IT BEFORE JUST GO OUT THERE AND PLAY. YOU COULD TELL SHE HATED WATCHING ME PLAY, SHE'D BE SO NERVOUS. SHE WOULDN'T SAY ANYTHING TO ME BUT I'D LOOK OVER AND AAAAHHHHHHHHHHHHHH THAT'S WHAT SHE'D BE LIKE THE WHOLE MATCH.

Q. OBVIOUSLY YOU WANTED TO WIN A LOT SINCE IT WAS THE FINALS FOR THE STATE. IN COMPARISON WITH THE MATCH YOUR FRESHMAN YEAR DID YOU WANT TO WIN AS MUCH?

A. YEA.

Q. MORE?

A. YEA BECAUSE THIS ONE WAS MORE PRESTIGIOUS. MY FRESHMAN YEAR NO ONE REALLY KNEW ME IT WAS JUST MY PLACE ON THE TEAM WHEREAS IF YOU WIN THE STATE H.S. THEY

Q. DID YOU HAVE ANY GOALS FOR THIS MATCH?

A. WHATEVER (LAUGH). I DON'T REMEMBER.

Q. WHAT DO YOU THINK ABOUT BEFORE YOU GO OUT AND PLAY?

A. USUALLY I GET A LITTLE NEGATIVE COACH DOESN'T LIKE THAT, BUT USUALLY I PLAY BETTER WHEN I'M DOWN LIKE 4-1, OR SOMETHING, I CAN GET IT BACK TO 4-ALL. LIKE IF I LOST THE FIRST SET I CAN COME BACK AND WIN THE SECOND LIKE NOT DOWN ON MYSELF MORE NEGATIVE LIKE "OH MY GOD, I'M SCARED I MIGHT LOSE" LIKE THERE'S ALWAYS THAT FEAR THERE THAT YOU MIGHT LOSE LIKE WHAT IF I DO? LIKE WHEN I WAS PLAYING THE OTHER DAY AGAINST JENNIFER, SHE WAS SO INTENSE ABOUT PLAYING #1 AND IN A WAY THAT REALLY HELPED ME TO PLAY BETTER.

Q. OKAY - LETS MOVE ON TO THE FINALS THIS LAST YEAR . YOU LOST IT HUH?

A. YEA - UMMMMMMMMMM. I PLAYED -----, SHE'S RANKED ABOUT 20TH IN THE NATION. I MEAN I WASN'T MAD BECAUSE SHE JUST PLAYED BETTER. SHE'S LIKE ONE LEVEL ABOVE ME - THERE'S A LOT OF DIFFERENCE HAVING A WESTERN RANKING AND A NATIONAL. WE HAD GOOD POINTS. WE WERE OUT THERE FOR AN HOUR AND A HALF OR TWO HOURS. AND IT WAS LIKE 1-1. I HAD FUN WELL I GOT FRUSTRATED BUT I PROBABLY PLAYED ONE OF MY BETTER MATCHES.

Q. DO YOU FEEL YOU PLAY BETTER AGAINST BETTER OPPONENTS?

A. YEA - SOMETIMES. IT DEPENDS ON THEIR STYLE OF PLAY. WHEN I PLAY A BASELINER YOU CAN GET INTO A GROVE SHE WAS BETTER BUT I COULD HAVE DONE BETTER.

Q. HAVE AT ANY TIME DURING YOUR PAST HAVE YOU SET PERSONAL GOALS?

A. UMMM. LIKE MY FIRST TOURNAMENT I WANTED TO WIN A MATCH AND THEN I LOST. AND THEN THE NEXT YEAR I JUST WANTED TO MAKE IT UP TO THE NEXT LEVEL. THEN I DID THAT. AND THEN I WANTED TO MAKE IT TO THE WESTERN, YOU KNOW, JUST KEEP BUILDING AND BUILDING.

Q. DO YOU MAKE ANY SHORT TERM GOALS, LIKE FOR A MATCH?

A. LIKE HIT FROM MY FOREHAND. THAT'S ONE OF THE THINGS I HAVEN'T DONE SINCE I'VE BEEN HERE AND I DON'T KNOW WHY IT'S JUST SOMETHING I DON'T HAVE TIME TO WORK ON I GUESS. USUALLY I DON'T LIKE TO SIT DOWN AND THINK ABOUT SPECIFIC GOALS.

Q. IS THERE ANYTHING ELSE YOU WOULD LIKE TO TELL ME ABOUT THESE MATCHES OR ANY OTHER MATCH THAT COMES TO YOUR MIND?

A. UM. IT WAS THE CONSOLATIONS OF THE BACKDRAW.

Q. TELL ME A LITTLE BIT ABOUT THAT.

A. I HAD TO PLAY - THERE'S THIS GIRL THAT WAS ALWAYS RANKED HIGH.....

Q. EXCUSE ME HOW OLD WERE YOU HERE?

A. THIS IS LAST YEAR. SHE SERVED AND VOLLEYED AND SHE HITS SO HARD, AND IS A BIG GIRL AND I HAD TO PLAY HER AND I DIDN'T THINK I WAS GOING TO DO WELL AT ALL AND WE WENT 3 SETS AND I COULD HAVE WON BUT I DIDN'T I HAD CHANCES BUT I DIDN'T WIN BUT I PLAYED WELL, BESIDES FOR THE FIRST FEW GAMES WHERE I HAD A MENTAL LAPSE I HAD PLAYED PRETTY WELL LIKE WHENEVER I HIT IT I WAS SCARED OF HER - NOT SCARED OF HER SHE WAS A NICE GIRL WE USED TO PLAY TOGETHER, HIT TOGETHER AND STUFF. NOT SCARED OF HER BUT, SCARED TO PLAY HER - I NEVER HAD TO PLAY HER PLAY HER. SHE WAS SO HUGE AND HER SERVE WAS SO HARD IT'S INCREDIBLE.

Q. SO THEN YOU PERFORMED BETTER THAN YOU EXPECTED?

A. YEA, YEA.

Q. HOW WOULD YOU DEFINE SUCCESS? AS FAR AS BEING A TENNIS SUCCESS?

A. I DON'T THINK IT'S NECESSARILY WINNING - YEA, YOU WANT TO WIN. WHEN I PLAYED ----- I DIDN'T WIN BUT I PLAYED WELL. FOR ME THAT WAS KINDA OF A SUCCESS THAT I JUST DIDN'T GO OUT THERE AND SAY "SHE'S NATIONALLY RANKED DON'T EVEN TRY". YEA, I LOST 1 AND 1 BUT I WAS MORE PROUD OF MYSELF BUT FOR ME THAT WAS KIND OF A SUCCESS.

Q. HOW IMPORTANT IS WINNING?

A. WELL IT JUST DEPENDS UPON YOUR COMPETITION. IF YOU'RE PLAYING SOMEONE YOU SHOULD BEAT AND YOU'RE PLAYING TERRIBLE THEN BECAUSE YOU HAVE TO WIN. YOU SHOULDN'T LOSE TO SOMEONE JUST BECAUSE YOU HAD A BAD DAY. YOU SHOULD HAVE BEATEN THEM. I MEAN YOU WANT TO PERFORM WELL. TO BE SUCCESSFUL I GUESS IS TO JUST PLAY THE BEST YOU CAN I DON'T KNOW IF ANYONE CAN PLAY THE BEST THEY CAN THE WHOLE MATCH BUT IT DOESN'T NECESSARILY MEAN WINNING. YOU HAVE TO HAVE SOME WINS. BUT YOUR COMPETITION MATTERS SO MUCH.

INTERVIEW TWO

Q. HOW DO YOU FEEL THE MEMORABLE MATCHES YOU LISTED EARLIER HAVE INFLUENCED YOUR PERFORMANCE TODAY?

A. WHEN I FIRST BEGAN PLAYING, LIKE AGAINST -----, SHE WAS REALLY INTO THE JR. TENNIS AND STUFF AND I WAS JUST STARTING OUT. SHE'D TRY PSYCHING ME OUT AND THAT WOULD JUST MAKE ME WANT TO BEAT 'EM MORE. NOT LIKE HIT IT HARD OR ANYTHING, BUT JUST BEAT 'EM. THAT'S ALL I EVER WANTED. I MEAN 'CAUSE THEY'D QUESTION MY CALLS, TRY TO PSYCH. ME OUT. SHE HELPED ME MENTALLY TO BE TOUGH.

Q. AND NOW WHEN THAT TYPE OF THING HAPPENS IT DOESN'T EVEN BOTHER YOU?

A. NO. UNLESS OF COURSE IT WAS MATCH POINT. I MEAN ONCE IN A WHILE SOMEONE SAYS SOMETHING THAT JUST GETS TO YA. BUT MOST THE TIME WHEN SOMEONE QUESTIONS IT, YA JUST THINK "NO IT WAS OUT." BUT IT DOESN'T AFFECT ME ANYMORE.

Q. SO IN ANY OTHER WAY HAVE THOSE FOUR MATCHES INFLUENCED YOUR GAME TODAY?

A. WHEN I PLAYED THE GIRL THAT WAS RANKED IN THE NATIONALS I STAYED ON THE COURT WITH HER AND THAT GAVE ME CONFIDENCE. THE FACT THAT I COULD STAY OUT THERE WITH HER FOR TWO HOURS. I COULD HAVE LOST 0 AND 0 SOME PEOPLE WOULD HAVE SAID 1 AND 1 WELL WHAT'S THE DIFFERENCE? I DIDN'T GIVE UP. NOT THAT I THOUGHT I COULD BEAT HER BUT I HAD A CHANCE TO DO

BETTER.

Q. AND DO YOU FEEL THAT'S CARRIED OVER. THOSE EXPERIENCES?

A. YEA.

Q. MAKES YOU STRONGER FOR THE NEXT TIME?

A. YEA - JUST THAT I COULD STAY OUT THERE WITH A NATIONALLY RANKED PLAYER I COULD STAY OUT THERE WITH ANYONE.

Q. HAVE YOU OBTAINED A LOT OF VERBAL ENCOURAGEMENT FROM PEOPLE SINCE YOU STARTED PLAYING?

A. MY PARENTS HAVE ENCOURAGED ME A LOT.

Q. FRIENDS?

A. YEA - THEY COME OUT AND WATCH.

Q. COACHES?

A. AAAAAAAAAAAAAA

Q. DO YOU FEEL THAT'S UNCONDITIONAL? I MEAN, WHETHER YOU WIN OR LOSE?

A. WHETHER I WIN OR LOSE - YEA. MY FRIENDS COME OUT AND WATCH, BUT THEY KNOW NOTHING ABOUT TENNIS. BUT AT LEAST THEY CARE, YOU KNOW?

Q. HAVE YOU EVER FELT NERVOUSNESS DURING A MATCH HAS HINDERED YOUR PLAY?

A. I FEEL IT HELPS, LIKE BEFORE A MATCH.

Q. HOW ABOUT DURING A MATCH THOUGH?

A. NO - I DON'T REALLY THINK ABOUT BEING NERVOUS DURING THE MATCH. BUT BEFORE THE MATCH A LITTLE.

Q. WHAT IS HIGH TENNIS ABILITY TO YOU?

A. HIGH TENNIS ABILITY. SOME PEOPLE JUST HAVE THE ABILITY TO PLAY GOOD.

Q. DESCRIBE A GOOD MATCH FOR YOU? WHAT WOULD YOU HAVE TO DO?

A. FIRST OF ALL GETTING MY FIRST SERVE IN. UMMMMMMM, BEING CONSISTENT IS IMPORTANT. HITTING MY FOREHAND HARDER, MAYBE IF I'D COME TO THE NET A LITTLE MORE.

Q. WHY IS WINNING IMPORTANT TO YOU? YOU INDICATED ON YOUR QUESTIONNAIRES THAT THE OUTCOME IS VERY IMPORTANT TO YOU.

A. BECAUSE YOU FEEL LIKE YOU'VE SUCCEEDED. (LONG PAUSE). WHEN I LOST TO ----- I WASN'T MAD. BUT YET SHE PLAYED WELL. IT WASN'T I WAS MAD THAT I'D LOST. I MEAN I'D RATHER WON. I MEAN EVERYONE WOULD. THAT'S WHY YOU COMPETE SO YOU CAN WIN AND GET BETTER. I JUST WANT TO WIN, WIN FOR MYSELF MORE THAN ANYTHING ELSE.

Q. HAVE YOU ALWAYS FELT LIKE THAT?

A. WHAT? FOR MYSELF?

Q. SINCE YOU WERE YOUNG?

A. YEA - I MEAN THAT I WANTED TO WIN?

Q. YEA.

A. YEA. I THINK - I MEAN YOU WOULDN'T COMPETE IN THIS SPORT UNLESS YOU WANTED TO WIN!!

Q. THAT'S TRUE.

A. IT'S ALWAYS BEEN IMPORTANT TO ME.

Q. BUT THERE'S DEGREES OF THAT TO, YOU KNOW, OF WANTING TO WIN.

A. YEA. I THINK UMMMMMMMMM. EVEN WHEN I'M LOSING 5-0 I STILL THINK I HAVE A CHANCE TO WIN. I STILL HAVE A CHANCE AND THAT IT'S STILL WITHIN REACH - WINNING. I MEAN IT'S MUCH BETTER TO SAY I WAS DOWN 5-2 AND I STILL WON. JUST THE FACT THAT YOU CAN COME BACK AND WIN TOO. I NEVER SAY IT'S OUT OF THE QUESTION. EVEN WHEN I WAS LOSING TO ----- . LITTLE THINGS GET YOU PEPPED UP LIKE EVEN WHEN YOU WIN 1 POINT. I MEAN YOU WANT TO WIN THAT'S WHY YOU'RE COMPETING.

Q. HYPOTHETICAL SITUATION: IF YOU PLAYED AN OPPONENT THAT

WAS OF EQUAL ABILITY AS YOU, DO YOU FEEL YOU WOULD MOST LIKELY WIN?

A. YES - JUST 'CAUSE I THINK A LOT WHEN I PLAY. SOME PEOPLE JUST GO OUT THERE AND BANG THE BALL AROUND. BUT I'M A SMART PLAYER.

Q. WHY DO YOU WANT TO PERFORM WELL?

A. BASICALLY BECAUSE I FEEL IT HELPS YOU GET BETTER. IF YOU PERFORM WELL ONE DAY THAT'S WHAT YOU EXPECT FROM YOURSELF. YOU EXPECT TO GO OUT THERE AND PLAY THE BEST THAT YOU CAN.

Q. WHY IS IT IMPORTANT FOR YOU TO PLAY WELL?

A. JUST FOR ME I GUESS. I COULD CARE LESS IF DR. _____ IS WATCHING. I DON'T USUALLY THINK OF ANYONE ELSE I JUST THINK THAT I WANT TO PLAY WELL. I WANT TO BE ABLE TO HIT MY FOREHAND IN. I WANT TO BE ABLE TO HIT MY BACKHAND. AND JUST TO DO ENOUGH TO WIN.

Q. DO YOU GET A LOT OF SATISFACTION OUT OF HITTING WELL AND PLAYING WELL?

A. YEA, YEA. EVEN WITH ----- . I DIDN'T WIN, BUT I PLAYED WELL.

Q. IS THERE ANYTHING ELSE YOU WOULD LIKE TO TELL ME SO I GET A CLEAR PICTURE OF YOU AND YOUR TENNIS?

A. I LOOK AT OTHER PEOPLE ON THE TEAM, AND I JUST THINK THEY HAVE AS MUCH OR MORE ABILITY THAN I DO. IT'S ALWAYS BEEN THAT WAY. I THINK.

MAY

Mom and Dad played tennis

Began Playing: age 10 Competitively: age 11

Other sport activities: Soccer until H.S.

IMPORTANT ADDITIONAL COMMENTS:

Q. WHEN YOU WERE YOUNG DID YOU FEEL LIKE YOU WERE PLAYING FOR YOUR PARENTS?

A. YES, SOMETIMES

Q. HAS THAT EVER CHANGED

A. NO, I AM NOT PLAYING FOR THEM ANYMORE. IT HELPED ME A LOT PLAYING TENNIS WHEN I MOVED TO ----- BECAUSE IT GOT ME INVOLVED IN A GROUP THING AND MADE ME ADJUST BETTER. BUT IN THE BEGINNING IT WAS FOR MY PARENTS.

Q. WHAT IS IT ABOUT TENNIS YOU ENJOY?

A. BEING ON MY OWN AND ALL DECISIONS BEING LEFT UP TO ME. I LIKE TO COMPETE. I'M VERY COMPETITIVE. I LIKE TO DO THE BEST I CAN DO. WHEN I WAS 16 I STARTED WINNING A LOT OF TOURNAMENTS AND I LIKE THAT. I LIKE BEING THE BEST.

INTERVIEW ONE:

Q. LIST FOR ME YOUR MOST MEMORABLE TENNIS MATCHES?

**A. MY FIRST TOURNAMENT AT AGE 11
12'S SUMMER PLAYED SAME GIRL
HS CHALLENGE MATCH JR. YEAR
HS CHALLENGE MATCH
CONF. FINALS LAST YEAR**

Q. CAN YOU REMEMBER HOW YOU FELT BEFORE THAT FIRST MATCH?

A. NERVOUS (LAUGH) - I WAS SICK

Q. SICK TO YOUR STOMACH?

A. YES. FROM BEING SO NERVOUS.

Q. DID THAT HAPPEN OFTEN TO YOU WHEN YOU WERE YOUNG?

A. YEA! PROBABLY UNTIL. UNTIL I GOT TO SIXTEENS. BECAUSE WHEN I GOT TO SIXTEENS I STARTED WINNING CONSISTENTLY.

Q. CAN YOU REMEMBER SPECIFICALLY WHAT YOU WERE NERVOUS ABOUT?

A. JUST BEING ON THE FIRST COURT WHERE THE BALONEY WAS, AND JUST A LOT OF MY FRIENDS WERE THERE. AND, JUST MY FIRST TOURNAMENT AND MY PARENTS WERE THERE AND COACH.

Q. DID YOU FEEL YOU WERE GOING TO WIN?

A. NO.

Q. DID YOU FEEL YOU WERE GOING TO LOSE?

A. I GUESS I PROBABLY FELT I WAS GOING TO LOSE SINCE I LOST THE FIRST SET 6-0, JUST BECAUSE SHE WAS SO MUCH BIGGER THAN ME. 'CAUSE I WAS REALLY SMALL. AND, I DON'T KNOW IF I FELT I WAS GOING TO LOSE OR "WHAT AM I DOING OUT HERE." I'M NOT SURE. I REMEMBER ONCE I CALMED DOWN A LITTLE I WAS BETTER.

Q. BUT BEFORE YOU WENT OUT THERE CAN YOU REMEMBER THINKING ABOUT WINNING OR LOSING?

A. I CAN NOT RECALL THAT. I WAS JUST NEVER SURE.

Q. DID YOU HAVE ANY GOALS?

A. IT WAS JUST TO GET THROUGH ONE ROUND OF THE TOURNAMENT.

Q. DID YOU WIN?

A. NO - BUT I FELT LIKE I ACCOMPLISHED SOMETHING BECAUSE IT WAS MY FIRST TOURNAMENT AND I CAME BACK AND PLAYED WELL.

Q. IT WAS THE NEXT SUMMER AND YOU PLAYED THE SAME GIRL. CAN YOU REMEMBER HOW YOU FELT BEFORE THAT MATCH?

A. UMMM - I WAS REAL NERVOUS ALSO, BUT I WAS MORE ASSURED OF MYSELF BECAUSE I WAS PLAYING BETTER. AND I WAS AT THIS REALLY NICE CLUB. I REMEMBER MY MOM SITTING ON THE SIDELINES AND MY OPPONENTS MOM WAS TOO. AND THEY GOT IN ARGUMENTS OVER LINE CALLS BECAUSE THEY WERE BOTH TOTAL TENNIS MOTHERS. BUT BY THAT TIME I PLAYED A YEAR OF TOURNAMENTS AND GAINED A LOT MORE CONFIDENCE IN MYSELF AND SORTA FELT LIKE I WOULD TAKE CHARGE. BUT I LOST.

Q. AND HOW DID YOU REACT TO THAT, I MEAN, HOW DID YOU REACT

TO LOSING? YOU WENT OUT THERE THINKING YOU WERE GOING TO WIN AND THEN LOST.

A. DISCOURAGED. I MEAN I FELT A LOT WORSE LOSING THIS TIME THAN I DID THE FIRST TIME. I FELT MORE PRESSURE, BECAUSE I KNEW WHAT I COULD DO AND I DIDN'T KNOW HOW WELL I COULD DO (that day) AND I DID BETTER THAN I THOUGHT I WOULD. SO, LIKE MY EXPECTATIONS FOR MYSELF WERE HIGHER AND THAT MADE ME MORE DISCOURAGED.

Q. HOW DID YOU REACT TO THAT AS FAR AS PRACTICING? DID IT MAKE YOU WANT TO WORK HARDER, OR DID YOU WANT TO THROW AWAY YOUR TENNIS RACKET?

A. I'M NOT SURE.

Q. BETWEEN THE FIRST TOURNAMENT AND THEN THE NEXT SUMMER YOU PLAYED THE SAME GIRL. YOU SAID YOU GAINED IN CONFIDENCE. HOW DID THAT HAPPEN?

A. I'M SURE I WON SOME MATCHES, NOT TOO MANY. JUST PROBABLY TRAVELING AROUND GETTING TO KNOW ALL DIFFERENT GIRLS. TRAVELING WITH MY MOM. IT JUST BECAME SOMETHING I DID. NOT AN OUTSIDER.

Q. TELL ME A LITTLE BIT ABOUT THE HS. CHALLENGE MATCH.

A. THIS GIRL WAS AWFUL AND I LOST. MY HEAD JUST WAS NOT INTO IT.

Q. WHEN YOU SAY "YOUR HEAD WAS NOT INTO IT" WHAT.

A. WELL, I WAS LIVING WITH MY DAD AT THE TIME. MY MOM ALREADY MOVED TO -----.

Q. YOU LISTED YOUR HS. CHALLENGE MATCH YOUR SR. YR. WHY WAS THAT MATCH MEMORABLE?

A. I WAS PLAYING NUMBER ONE FOR THE FIRST TIME AT ----- AND ----- WAS PLAYING NUMBER ONE BEFORE THAT, T AND I BEAT HER. SO THAT WAS A BIG THING. IT JUST PROVED TO ME WHAT I COULD DO. SHE WAS RANKED FOUR IN THE STATE AND I WAS 16TH.

Q. CAN YOU REMEMBER HOW YOU FELT BEFORE THAT MATCH?

A. NERVOUS. BUT I FIGURED THAT UMMM. I WAS PROBABLY NERVOUS IN THINKING I WOULD GET MY BUTT KICKED AND THEN THE FIRST SET WAS 6-4. AND I WAS LIKE WELL, THIS GIRL REALLY ISN'T THAT MUCH BETTER THAN ME AND I CAN DO THIS. SO THEN I WON THE NEXT SET AND THE THIRD SET WENT INTO A TIE BREAKER. AND I REMEMBER AFTERWARDS THINKING WELL, THERE

REALLY ISN'T ANYBODY I CAN'T BEAT, CONSIDERING SHE WAS TOP DOG. AND THEN SEE, I HAD MY BEST YR. THE SUMMER BEFORE. SO MY CONFIDENCE WAS PRETTY HIGH. LIKE I WON A LOT OF TOURNAMENTS.

Q. WHAT DO YOU THINK INFLUENCES YOUR CONFIDENCE THE MOST?

A. MY PERFORMANCE.

Q. WHEN YOU SAY THAT DO YOU MEAN JUST REALLY PLAYING A GOOD MATCH?

A. YES. MAYBE NOT NECESSARILY BEATING, BUT HOW I FEEL ABOUT MY GAME.

Q. LAST ONE - CONFERENCE FINALS LAST YEAR?

A. AH, HUH. THAT WAS JUST A BIG MATCH FOR ME. I WAS A BETTER TENNIS PLAYER THAN HER AND I'D BEATEN HER BEFORE 6-3, 6-3 OR SOMETHING LIKE THAT. BUT THIS TIME WE GOT IN A BIG FIGHT, REALLY BIG FIGHT. AND I'VE ALWAYS BEEN A BIG WHIMP IN THE PAST. LIKE BACKING DOWN WHEN PEOPLE START TO ARGUE WITH ME, AND WHATEVER. AND THIS TIME I REALLY STUCK UP FOR MYSELF.

Q. ARGUING OVER LINE CALLS?

A. YES. LINE CALLS. AND IT WAS A REALLY BIG FIGHT. AND WE GOT A LINE JUDGE OUT THERE AND EVERYTHING AND THIS TIME INSTEAD OF ME LOSING MY CONCENTRATION, YOU KNOW, LETTING ALL THE ARGUING AFFECT MY GAME, IT AFFECTED HERS, AND I WON THE NEXT SET 6-0. SO, THAT WAS A REALLY GOOD THING FOR ME.

Q. IN THE PAST HAD YOU HAD ARGUMENTS?

A. NOT ARGUMENTS. JUST THINGS LIKE "OH I GUESS IT WAS OUT." JUST GIVING THEM THE BENEFIT OF THE DOUBT. NOT ARGUMENT, BUT IF SOMEONE CALLED A LINE JUDGE ON ME THAT WOULD JUST BE IT FOR ME. IT WOULD UPSET ME SO MUCH.

Q. BUT THIS TIME IT DIDN'T HAPPEN. I WONDER WHY?

A. I JUST WANTED TO WIN THE CONFERENCE SO BAD, SO.

Q. SO WHAT WERE THE RESULTS OF THAT? DID YOU WIN?

A. A -UH, 6-4, 6-0. SO THAT WAS FUN!

Q. WE TALKED A LITTLE BIT ABOUT YOU GETTING NERVOUS WHEN YOU WERE YOUNGER. DO YOU STILL GET NERVOUS WHEN YOU PLAY?

A. NO.

Q. WHAT DO YOU THINK ABOUT BEFORE A MATCH?

A. PROBABLY JUST HOW I WANT TO PLAY WHAT I WANT TO DO WELL. AT HILTON HEAD I'D WATCH A GIRL PLAY THAT I LIKE (MEANING SHE WAS GOOD) AND HOW I WANTED TO DO A STROKE SHE DID. I REALLY DON'T THINK WHEN I GO OUT THERE I'M GONNA LOSE ANYMORE. I JUST THINK I NEED TO PLAY WELL, BECAUSE IF I PLAY WELL THEN I'LL BE FINE.

Q. DO YOU HAVE CERTAIN THINGS YOU THINK ABOUT BEFORE YOU GO OUT ON THE COURT?

A. IT DEPENDS. IF WE'RE PLAYING A BAD SCHOOL LIKE ----- THAT DOESN'T HAVE A GOOD TEAM, I REALLY DON'T THINK ABOUT ANYTHING. I JUST GO PLAY. BUT IF WE'RE PLAYING GOOD TEAMS THEN I'LL THINK ABOUT REMEMBERING TO KEEP MY ARM UP ON MY SERVE AND BEND MY KNEES. I'LL JUST GO THROUGH CERTAIN THINGS THAT I HAVE TO REMEMBER TO DO. TO WORK ON. I DON'T MAKE REAL SPECIFIC GOALS BECAUSE I DON'T WANT TO PUT EXTRA PRESSURE ON MYSELF.

Q. HOW WOULD YOU DEFINE SUCCESS?

A. MY GAME IS UP TO THE LEVEL I WANT IT TO BE. AND I FEEL I PLAY WELL IN ALL MY MATCHES. IF I SET SUCCESSFUL GOALS FOR MYSELF FOR THIS SEASON IT WOULD BE (1) TO WIN CONFERENCES, (2) TO BE ALL-DISTRICT, AND (3) GET A COUPLE ROUNDS IN NATIONALS. THERE ARE CERTAIN STEPS THAT I WOULD WANT TO ACHIEVE.

Q. SO DO YOU FEEL YOU COULD BE SUCCESSFUL WITHOUT WINNING?

A. I DON'T THINK I'D BE A SUCCESSFUL TENNIS PLAYER FOR MYSELF OR THE TEAM IF I DIDN'T WIN. OVERALL, I THINK I NEED TO WIN , I NEED TO BE SUCCESSFUL.

INTERVIEW TWO:

Q. HOW DO YOU FEEL THAT THE MEMORABLE TENNIS MATCHES YOU LISTED HAVE INFLUENCED HOW YOU PERFORM TODAY?

A. I THINK THEY'VE MADE ME TOUGHER BECAUSE THEY'VE ALL BEEN HARD MATCHES. I LOST ALL OF THEM BUT ONE. THEY'VE ALL BEEN EMOTIONAL MATCHES SO I GUESS THEY'VE MADE ME A LITTLE BIT TOUGHER ON THE COURT, JUST MENTALLY. AND TOO WANT TO WIN MORE. MORE COMPETITIVE.

Q. HAVE YOU HAD A LOT OF VERBAL ENCOURAGEMENT THROUGHOUT YOUR TENNIS CAREER?

A. YES - COACHES, PARENTS, FRIENDS.

Q. HAS IT BEEN UNCONDITIONAL?

A. YES

Q. DOES THAT MEAN A LOT TO YOU?

A. YES. WELL YOU KNOW IF I PLAY SOMEONE BETTER I DON'T WANT TO BE CRITICIZED FOR IT. SOMETIMES I HAVE HEARD CRITICISM WHEN I'VE LOST TO SOMEONE AND IT'S DEFINITELY NOT FUN TO HEAR THAT.

Q. WHO HAS BEEN YOUR A NUMBER ONE SUPPORTER?

A. PROBABLY MY MOM AND DAD.

Q. DO YOU LIKE PEOPLE TO COME WATCH YOUR MATCHES?

A. YES. SOMETIMES I GET NERVOUS. I GET NERVOUS.

Q. DO YOU FEEL YOUR ATTITUDE TOWARDS TENNIS HAS REMAINED THE SAME AS YOU HAVE GOTTEN OLDER OR HAS IT CHANGED AT ALL?

A. UMMM. WHEN I WAS YOUNG MY ATTITUDE TOWARDS TENNIS (LIKE AGE 12-14) WAS FUN. FUN TRAVELING AROUND. I WASN'T VERY COMPETITIVE. THEN IN 16'S I BEGAN TO GET REAL COMPETITIVE AND ALL I WANTED TO DO WAS WIN. AND I WORKED REAL, REAL HARD THEN EVERY SINGLE DAY, HOURS ON THE COURT. IT WAS JUST SORTA MY LIFE. AND THEN AFTER HIGH SCHOOL IT BECAME LESS AND LESS IMPORTANT TO ME. I HAD SCHOOL AND I HAVE A LOT OF OTHER THINGS GOING ON. ITS NOT THAT ITS NOT IMPORTANT TO ME, BUT I DON'T PUT I DON'T KNOW. IT'S NOT, IT'S NOT THE ONLY THING ON MY MIND. ITS NOT THE ONLY THING I WANT TO DO.

Q. AND IT WAS LIKE THAT WHEN YOU WERE 16?

A. YES. WHEN I WAS A JUNIOR IN HIGH SCHOOL THAT'S ALL I DID WAS PLAY TENNIS.

Q. HAS NERVOUSNESS DURING A MATCH EVER HINDERED YOUR PERFORMANCE?

A. YES.

Q. DOES THAT HAPPEN OFTEN? OR.

A. UMMMMMM.

Q. TALK A LITTLE ABOUT THAT.

A. I GET NERVOUS WHEN I'M PLAYING SOMEONE CLOSE LIKE, UMM

. LIKE WHEN I PLAY ----- OR ----- IN A CHALLENGE MATCH. SO ANYTHING CAN HAPPEN AND I GET REAL UPTIGHT AND I DON'T PLAY OUT, I DON'T PLAY VERY WELL. THAT ALWAYS HAPPENS. OR IF I PLAY SOMEONE THAT I THINK IS A LOT BETTER THAN ME LIKE AGAINST ----- I WAS REAL NERVOUS ON THE COURT. I TRIPPED OVER MY FEET THREE TIMES.

Q. DO YOU HAVE ANY PLAN OF WHAT TO DO WHEN THAT HAPPENS?

A. YES. WHEN THAT HAPPENS I JUST TRY TO RELAX MYSELF AND HAVE FUN JUST PLAY OUT. DON'T EVEN THINK ABOUT IT. I JUST TRY AND TELL MYSELF TO HAVE FUN ON THE COURT, WHICH ISN'T EXACTLY THE EASIEST THING TO DO WHEN PLAYING CHALLENGE MATCHES.

Q. WHAT IS HIGH TENNIS ABILITY TO YOU?

A. I THINK HIGH TENNIS ABILITY IS TO FIRST HAVE ALL THE SKILLS. TO BE ABLE TO EXECUTE EVERY SHOT. BUT THEN, THE REALLY IMPORTANT THING TO ME IS SOMEONE THAT IS REALLY COMPETITIVE. LIKE ----- IS REAL COMPETITIVE AND SOMETIMES HER COMPETITIVENESS OVERRIDES HER SKILL ABILITY. BUT THAT'S REALLY GOOD THAT SHE CAN DO THAT. SOMEONE THAT CAN JUST STAY ON THE COURT ALL DAY LONG UNTIL THEY WIN.

Q. HOW MUCH DO YOU CARE ABOUT WINNING?

A. I STILL WANT TO WIN EVERY TIME I GO OUT THERE, I JUST DON'T THINK TENNIS IS MY ENTIRE LIFE ANYMORE. BUT I WANT TO WIN. BUT I DON'T THINK I'M THE BEST COMPETITOR. SOMETIMES I GET LAZY MENTALLY, CONCENTRATION OR, I IF WE'RE PLAYING A SCHOOL THAT'S NOT VERY GOOD, I WON'T TRY TO KILL THE PERSON. I'LL JUST PLAY OUT THE POINTS FOR AWHILE.

Q. DO YOU FEEL YOU WANT TO WIN AS MUCH AS YOU DID WHEN YOU WERE 16?

A. YES. BUT THEN I JUST WANTED TO WIN FOR MYSELF AND NOW IF I'M NOT TRYING TO WIN ALL THE TIME I'M ALSO LETTING DOWN THE TEAM TOO.

Q. HYPOTHETICAL SITUATION: IF YOU PLAY SOMEONE THAT IS OF EQUAL ABILITY AS YOU ARE AND YOU PLAY YOUR BEST DO YOU FEEL YOU'LL WIN.

A. YES.

Q. WHY IS PLAYING WELL SO IMPORTANT TO YOU?

A. IF YOU PLAY A WEAKER OPPONENT AND DON'T PLAY VERY WELL, YOU COULD STAY OUT THERE 2 HOURS. BUT IF YOU PLAY WELL IT SHOULD ONLY TAKE YOU 1/2 HOUR. AND YOU JUST FEEL YOU HAVEN'T

ACCOMPLISHED ANYTHING IF YOU DROP A GAME. IT JUST FEELS LIKE ITS BRINGING YOUR GAME DOWN IF EVERY TIME YOU GO OUT THERE YOUR NOT PLAYING WELL, YOUR NOT PLAYING THE BEST YOU CAN PLAY. IT FEELS LIKE YOU'RE SLIDING BACKWARDS. AND THEN, IF YOU PLAY SOMEONE THAT'S GOOD I DON'T FEEL I CAN PLAY MY BEST IF I HAVEN'T BEEN TRYING TO PLAY MY BEST EVERY TIME OUT ON THE COURT.

Q. IS THERE ANYTHING ELSE?

A. THE GIRL I PLAYED IN THE CONFERENCE TOURNAMENT LAST YEAR (THE ONE A GOT IN THE FIGHT WITH), I PLAYED IN DISTRICTS THIS YEAR AND BEAT HER "0 AND 0". THAT WAS AN ACCOMPLISHMENT.

JUNE

GREW UP PLAYING FOR FUN
 OTHER SPORTS : 10TH GRADE SOFTBALL
 BEGAN PLAYING: AGE 11 (MOM STARTED HER)
 COMPETITIVELY: AGE 13

GENERAL QUESTIONS:

Q. WAS IT DIFFICULT MAKING THE TRANSITION FROM PLAYING "FOR FUN" WHEN YOU LIVED IN ----- AND THEN COMING TO ----- AND COMPETING AMONGST "SERIOUS" PLAYERS?

A. I DON'T REMEMBER IT AS BEING VERY DIFFICULT.

Q. HOW DO YOU APPROACH THE GAME NOW?

A. I THINK I'M REALLY STARTING TO ENJOY IT AGAIN. ACTUALLY I DID GO THROUGH A STAGE WHERE IT WAS ALMOST TOO SERIOUS, I GUESS I TAKE THAT BACK. IT DID GET SERIOUS THERE, ESPECIALLY MY SENIOR YEAR IN HIGH SCHOOL. I REMEMBER IT BEING REAL IMPORTANT BECAUSE OF WANTING TO GET SCHOLARSHIPS TO COLLEGES. AND THEN MY FRESHMAN YEAR IN COLLEGE I DIDN'T PLAY VERY WELL. LAST YEAR I PLAYED A LITTLE BETTER, AND NOW IT'S GETTING TO BE FUN AGAIN.

Q. THAT FRESHMAN YEAR, WHAT HAPPENED?

A. I PLAYED NUMBER 10. UMMMMMMMM. I DIDN'T HAVE ANY CONFIDENCE IN MYSELF. I WAS REALLY INTIMIDATED BY WE HAD A REALLY GOOD TEAM. AND I WAS INTIMIDATED BY SOME OF THE SENIORS WHO HAD DONE REAL WELL. I THINK ADJUSTING TO COLLEGE LIFE, BEING BY YOURSELF FOR THE FIRST TIME WITHOUT YOUR FAMILY

Q. WHAT IS IT ABOUT TENNIS YOU ENJOY SO MUCH?

A. I ENJOY GOING OUT THERE AND PLAYING WELL AND IT MAKES ME FEEL GOOD TO PLAY WELL, AND THE EXERCISE. AND I ALSO ENJOY WHEN I'M PLAYING A MATCH AND I PLAY WELL. IT'S CHALLENGING USING THE COURT AND SETTING UP THE POINT AND THEN WINNING IT AND PLAYING WELL.

INTERVIEW ONE:

Q. WHAT I'D LIKE FOR YOU TO DO NOW IS LIST FOR ME SOME MEMORABLE TENNIS MATCHES.

A. IS THERE A SPECIFIC NUMBER I SHOULD COME UP WITH?

Q. NO. NO CERTAIN NUMBER, WHATEVER YOU CAN RECALL.

A. ----- MIXED DOUBLES. I WAS SO SCARED BECAUSE ALL THE GUYS HIT THE BALL SO HARD. I JUST STOOD MY GROUND AND PLAYED MY PART AND WE WON THE MATCH.

Q. CAN YOU REMEMBER HOW YOU FELT BEFORE YOU WENT OUT ON THE COURT?

A. NO. THAT WAS A REALLY LONG TIME AGO. ALL I CAN REMEMBER IS BEING REALLY SCARED.

Q. DID YOU THINK ABOUT WINNING AT ALL? HOW OLD DID YOU SAY YOU WERE THEN?

A. 13 OR 14.

Q. DID YOU THINK ABOUT WINNING AT ALL BEFORE YOU WENT OUT THERE?

A. IT WAS REALLY SCAREY. I CAN'T REMEMBER THINKING ABOUT WINNING BEFORE WE WENT OUT THERE, BUT I WAS REALLY GLAD WE WON.

A. IN JUNIOR TOURNAMENTS MY SENIOR YEAR, ----- AND I WERE VERY COMPETITIVE. . . . IN THE SAME HIGH SCHOOL, AND WE WERE PLAYING IN TOURNAMENTS OVER THE SUMMER AND WE WEREN'T SUPPOSED TO MEET IN THE FINALS OF THIS ONE TOURNAMENT. AND. . . . I WAS REALLY DETERMINED AND WENT OUT THERE AND BEAT HER PRETTY EASILY.

Q. YOU SAID YOU CAN REMEMBER FEELING REAL DETERMINED. CAN YOU REMEMBER HOW YOU FELT BEFORE YOU WENT OUT THERE?

A. YES. I TALKED ABOUT IT WITH MY PARENTS ABOUT HOW MUCH I WANTED TO WIN. . . . AND I GUESS A LITTLE NERVOUS AT THE SAME TIME. BUT ALSO JUST FEELING LOOSE ABOUT IT, I WAS RELAXED.

Q. DID YOU FEEL LIKE YOU WERE GOING TO WIN?

A. YES. I HAD THIS FEELING I GUESS THAT I WASN'T INTENSELY NERVOUS, IT WAS JUST A LITTLE BIT.

Q. CAN YOU REMEMBER HAVING ANY PERSONAL GOALS FOR THAT MATCH?

A. KEEP THE BALL DEEP AND MOVE HER AROUND A LITTLE BIT, BECAUSE I KNEW IF I KEPT THE BALL DEEP IN THE COURT I COULD BEAT HER.

Q. WHY WAS THAT MATCH SO IMPORTANT FOR YOU TO WIN?

A. UMMMMMMMMMMMMMM, I KNEW WE WERE BOTH LOOKING AT(a college). UMMMMMMMMMMMMMM, WE WERE BOTH WANTING TO GET A SCHOLARSHIP TO COME HERE. I'M FAIRLY SURE THIS WAS AFTER OUR SEASON (high school). AND DURING THE SEASON WE SPLIT PLAYING NUMBER ONE. SO IT'S KINDA WANTING TO DO AS WELL AS I COULD AND PROVE TO MYSELF THAT I WAS THE BETTER PLAYER. LIKE II PLAYED LONGER AT NUMBER ONE. AND I GUESS COMPETITION.

Q. IS IT A HEALTHY THING?

A. TO BE COMPETITIVE WITH HER ON THE TEAM NOW?

Q. YES.

A. WE STILL ARE. BUT WE'RE ON THE SAME TEAM AND VERY COMPLIMENTARY AND SUPPORTIVE OF ONE ANOTHER TOO.

Q. DO YOU FEEL THAT SPURS BOTH OF YOU ON TO TRY AND CLIMB THE LADDER, SO TO SPEAK?

A. WELL, ALL OF LAST YEAR WE HAD A RACE TO SEE WHO COULD GET OFF THE COURT FIRST.

Q. ANY OTHER MATCH THAT REALLY STICKS OUT IN YOUR MIND?

A. MY SECOND MATCH OF THIS SEASON. ----- AND I WERE PLAYING DOUBLES.

Q. TELL ME - BEFORE YOU WENT OUT THERE DID YOU GUYS TALK?

A. IT WAS REAL QUICK WE HAD TO GET OUT THERE BECAUSE IT WAS GETTING DARK. WE DIDN'T REALLY TALK ABOUT IT. I REMEMBER FEELING A BIT NERVOUS BECAUSE COACH HAD TOLD ME THE DAY BEFORE THAT SHE WAS PUTTING ME IN AT ----- DOUBLES AND I HAD TO DO WELL OR ELSE. SO I WENT OUT THERE AND SOMETIMES WHEN YOU'RE THINKING LIKE THAT YOU DON'T PLAY REAL WELL. BUT WE WENT OUT THERE AND WON THE FIRST SET. IT WAS REALLY CLOSE. NOT THAT GOOD OF A SET AND THEN LOST THE SECOND, AND WERE DOWN 5-0. AND THE WHOLE TIME DURING THAT THIRD SET I KNEW WE COULD BEAT THESE GIRLS AND I KNEW WE COULD WIN. AND ALL THE

SUDDEN THINGS JUST STARTED GOING RIGHT AND WE WON THE NEXT 7 GAMES.

Q. HOW DID YOU KNOW, HOW DID YOU KNOW YOU WERE GOING TO WIN?

A. JUST KNEW. WE WON THE FIRST SET WHEN YOU'RE OUT THERE YOU KNOW HOW GOOD THEY ARE, AND YOU KNOW HOW GOOD YOU ARE, AND THAT WE SHOULDN'T HAVE BEEN LOSING. AND I WANTED IT TOO. AND I ALSO WANTED TO PROVE TO COACH THAT I SHOULD BE PLAYING ----- DOUBLES.

Q. DID YOU HAVE CERTAIN GOALS THROUGHOUT THE MATCH?

A. WORKING ON OUR RETURNS, KEEPING THEM LOW. I WENT UP TO THE NET.

Q. ANY OTHER MATCHES THAT STICK OUT AS BEING MEMORABLE TO YOU?

A. UMMMMMMMMMMMMMM, LAST YEAR VERSUS ----- MY SINGLES WAS THE LAST ONE TO GO ON AND IT LASTED FOR SUCH A LONG TIME AND I FINALLY PULLED IT OUT IN 3 SETS. IT WAS A REAL PERSONAL ACCOMPLISHMENT BECAUSE I HADN'T BEEN PLAYING VERY WELL. ALL OF A SUDDEN I LOST A LOT OF CONFIDENCE IN MY GAME.

Q. WHAT HAPPENED?

A. I DON'T KNOW. MAYBE I CAN'T EVEN REMEMBER WHAT STARTED IT ALL OFF. BUT I STARTED NOT BELIEVING IN MY FOREHAND WHICH IS MY BEST SHOT. I THINK DURING THIS MATCH THINGS FINALLY BEGAN COMING TOGETHER SO I THINK BY WINNING THAT MATCH AND PLAYING WELL GAVE ME A LOT OF CONFIDENCE AND FINISHED OUT THE SEASON A LOT BETTER.

Q. WHAT DID YOU FEEL LIKE BEFORE THE MATCH? HOW DID YOU FEEL? REAL QUESTIONABLE?

A. YES. THE ONLY THING I REMEMBER IS THAT IT WAS A REAL DIFFICULT MATCH.

Q. LET ME ASK YOU, IF YOU WERE TO TELL ME "I AM A SUCCESSFUL TENNIS PLAYER", AND I SAID TO YOU, "WHAT DOES THAT MEAN?" WHAT WOULD YOU TELL ME? HOW WOULD YOU DEFINE BEING A SUCCESSFUL TENNIS PLAYER?

A. UMMMMMMMMMMMMMMMMMM, SOMEBODY THAT WORKS HARD AND SETS GOALS FOR THEMSELVES AND ACHIEVES THEM. AND IS CONSISTENT, DEPENDABLE.

Q. DO YOU HAVE TO WIN TO BE A SUCCESS?

A. NOT NECESSARILY. IT WOULD BE NICE, BUT THERE ARE OTHER THINGS THAT ARE IMPORTANT TOO. IF I PLAY WELL AND I LOSE THEN I CAN'T REALLY BE DISAPPOINTED ABOUT IT. I MEAN I CAN BE, BUT NEXT TIME I PLAY MAYBE I COULD HAVE WON OR SOMETHING. BUT IF I PLAYED REAL WELL THEN THAT'S THE THING YOU SHOULD BE HAPPY WITH.

Q. WOULD YOU RATHER PLAY WELL AND LOSE OR PLAY POORLY AND WIN?

A. IT DEPENDS WHO YOU PLAY (LAUGH). OKAY, I'D RATHER WIN, BUT WHAT I'M SAYING IS THAT IT WOULDN'T FEEL REAL BAD IF I LOST AND PLAYED WELL. I'D PROBABLY FEEL BETTER INSIDE PLAYING WELL. THAT'S A HARD QUESTION. I GUESS WHAT I'M ALSO SAYING IS IF I LOSE AND PLAY WELL I DON'T DWELL ON LOSING, BUT RATHER PLAYING WELL.

Q. WHAT GIVES YOU THE BIGGEST BOOST IN CONFIDENCE?

A. WINNING A CLOSE MATCH, PLAYING WELL. I REALLY KINDA BELIEVE THAT IF I WANT IT BAD ENOUGH I CAN DO IT. LIKE WE NEVER WOULD HAVE WON THAT DOUBLES MATCH WHEN WE WERE DOWN 5-0 IF WE DIDN'T THINK WE COULD DO IT. COACH JUST LEFT US ALONE TO DO IT BY OURSELVES AND WE DID.

INTERVIEW TWO:

Q. HOW DO YOU THINK THOSE MEMORABLE MATCHES YOU LISTED SHAPED YOUR FUTURE PERFORMANCES? YOU TALKED ABOUT: MIXED DOUBLES MATCH IN -----
JUNIOR TOURNEY YOUR SENIOR YEAR
SECOND MATCH THIS SEASON - DOUBLES
LAST YEAR AGAINST AGAINST -----

A. OH THEY'VE HELPED.

Q. HOW HAVE THEY HELPED?

A. AS CONFIDENCE BUILDERS. EVERY TIME YOU WIN OR PLAY WELL I DON'T THINK I GO ON THE COURT AND REMEMBER SPECIFICALLY LAST TIME I PLAYED A GOOD MATCH OR LAST YEAR I PLAYED A GOOD MATCH. BUT IT ALL BUILDS UP GOING OUT THERE KNOWING YOU CAN WIN.

Q. IS THERE ANYTHING ELSE?

A. NOW?

Q. YES.

A. NO.

Q. HAVE YOU HAD A LOT OF VERBAL ENCOURAGEMENT THROUGHOUT YOUR TENNIS CAREER?

A. YES. ESPECIALLY MY PARENTS. THEY'VE ALWAYS BEEN REAL SUPPORTIVE OF ME.

Q. ANYBODY ELSE?

A. MY HIGH SCHOOL COACH WAS SUPPORTIVE. MY BOYFRIENDS, COACH ----- IS.

Q. HAVE YOU EVER FELT THAT NERVOUSNESS DURING A MATCH AFFECTED YOUR PLAY ADVERSELY?

A. YES. IN MY FIRST MATCH AT ----- TOURNAMENT LAST WEEKEND I WAS VERY NERVOUS

Q. DURING THE MATCH TOO?

A. A-HUH. I WASN'T QUITE THIS NERVOUS IN MY SINGLES MATCH. BUT IN OUR DOUBLES MATCH WHEN IT WAS MY TURN TO SERVE, AND WE WERE DOWN 3-0 IN THE FIRST ROUND, AND I WAS SO NERVOUS I WAS ABOUT TO THROW UP.

Q. REALLY, IT WAS THAT MUCH?

A. A-HUH, A-HUH. AND I DON'T KNOW IF IT WAS BECAUSE IT WAS THE FIRST ROUND, OR I DON'T KNOW YOU'LL PROBABLY ASK ME LATER, BUT I HAD A STRETCH TOWARDS THE END OF THE SEASON WHERE I LOST A LOT OF CONFIDENCE. AND DIDN'T PLAY WELL AND I GOT IT BACK AT THE LAST MATCH AND FEEL BETTER ABOUT IT NOW. BUT, THEN I WASN'T VERY CONFIDENT AT ALL. AND THAT'S WHERE I WAS SAYING THAT THOSE OTHER MATCHES IF I WOULD HAVE HAD MORE MATCHES THAT I'D PLAYED WELL IN THE PAST, THAT IT WOULD NOT ALLOWED ME TO SLIP INTO LOSING THAT CONFIDENCE. BECAUSE I WASN'T THAT WAY IN DOUBLES. I'VE PLAYED A LOT OF DOUBLES AND HAD A LOT OF GOOD DOUBLES MATCHES TO REMEMBER. I WAS TRYING TO THINK WHY I LOSE MY CONFIDENCE IN SINGLES AND I THINK IT'S BECAUSE I DON'T HAVE AS MANY GOOD POSITIVE EXPERIENCES.

Q. WHAT IS HIGH TENNIS ABILITY TO YOU?

A. IN OTHER WORDS, WHAT MAKES ME FEEL I PLAYED A GOOD MATCH?

Q. YES.

A. PROBABLY THAT I CONCENTRATED WELL; I WAS PLACING THE BALL WELL; AND, NOT LETTING DOWN.

Q. WHAT DO YOU MEAN BY "LETTING DOWN"?

A. I HAVE A TENDENCY SOMETIMES TO LET DOWN AFTER THE FIRST SET. I'LL PLAY REALLY HARD THE FIRST SET THEN TAKE A BREATH AND BEFORE I REALIZE IT I'VE LOST A COUPLE GAMES, OR

Q. SO YOU LOSE SOME OF THE INTENSITY?

A. LOSE SOME OF THE INTENSITY, YES. SO IF I WAS REALLY ZONING IN I GUESS YEA.

Q. OKAY. NOW HERE'S A QUESTION FOR YOU: DO YOU FEEL THAT YOU WOULD WIN IF YOU PLAYED AN OPPONENT EQUAL IN ABILITY AS YOURSELF AND YOU PLAYED WELL?

A. IF WE'RE EQUAL IN ABILITY STROKE WISE?

Q. YES.

A. THEN IT'S GOING TO TAKE SOMETHING UP IN YOUR HEAD TO WHOEVER WANTS TO WIN IT MORE IS GOING TO WIN.

Q. DO YOU FEEL YOU WOULD WIN?

A. I HAVE WON. I WON AT LEAST ONE THIS SEMESTER I CAN REMEMBER. TWO, YEA TWO.

Q. IF YOU PLAYED 10 MATCHES HOW MANY WOULD YOU WIN?

A. SEE, IF YOU ASKED ME THIS WHEN I WAS PLAYING THAT MATCH I PROBABLY WOULD HAVE WON A GOOD NUMBER OF THEM, I MEAN, MORE THAN HALF OF THEM.

Q. YOU WOULD SAY ?

A. SEVEN OR SO, YEA. BUT IF YOU ASKED ME A WEEK AND A HALF AGO I WOULDN'T HAVE SAID THAT (LAUGH) BECAUSE I WASN'T AS CONFIDENT.

Q. OKAY, BUT NOW BECAUSE YOU GAINED SOME OF THAT CONFIDENCE BACK

A. RIGHT NOW PROBABLY 5 OR 6, 5 IT'S NOT ALL THE WAY BACK YET.

Q. OKAY. WHY DO YOU WANT TO PERFORM WELL? CAN YOU TELL ME WHY THIS IS SO IMPORTANT FOR YOU?

A. I GUESS I DON'T KNOW, IF I GO OUT THERE AND DO THE BEST THAT I CAN THEN I FEEL GOOD AFTERWARDS. IT'S PROBABLY THE SAME WITH MY SCHOOL WORK TOO. I'M ALWAYS WANTING TO DO THE BEST THAT I CAN, AND IF I DON'T THEN I'M REALLY DISAPPOINTED.

Q. DO YOU KNOW WHAT IT IS INSIDE OF YOU THAT MAKES YOU WANT TO DO WELL?

A. I DON'T KNOW.

Q. HAVE YOU ALWAYS FELT THAT WAY?

A. I'VE ALWAYS HAD THAT DRIVE TO SUCCEED. TO DO THE BEST THAT I CAN.

Q. DO YOUR PARENTS?

A. I THINK MY DAD, WELL MY MOM TOO, BUT MORE YEA BEING SUCCESSFUL. I DON'T FEEL THEY'VE EVER PRESSURED ME, TELLING ME YOU HAVE TO DO THIS OR THAT. IT'S ALWAYS BEEN. MAYBE IT WAS A FEELING I GOT OR SOMETHING.

Q. THAT YOU OBSERVED IT?

A. MAYBE, YEA. THAT'S SOMETHING THAT 'I DO IT BECAUSE I DO IT.' IF I THINK OF IT I'LL TELL YA.

Q. YOU'VE INDICATED ON ONE OF YOUR QUESTIONNAIRES THAT PERFORMING WELL MEANS MORE TO YOU THAN WINNING. DO YOU FEEL THAT IS AN ACCURATE ASSESSMENT?

A. YES. I THINK I REALIZED DURING THE SEMESTER THAT WINNING MATTERS MORE THAN I THOUGHT IT DID - 'CAUSE OF AFTER I'D LOSE A MATCH, EVEN THOUGH I PLAYED WELL, I STILL THOUGHT I SHOULD HAVE I WAS DISAPPOINTED BY IT.

ALTHOUGH IF I LOSE TO SOMEONE THAT IS OBVIOUSLY BETTER THAN I AM THEN I DON'T FEEL BAD.

Q. IS THERE ANYTHING ELSE YOU WOULD LIKE TO TELL ME? ANYTHING THAT YOU FEEL MIGHT BE IMPORTANT FOR ME TO KNOW?

A. YOU SHOULD PROBABLY KNOW THIS: YOU'LL SEE IT IN MY JOURNAL, BUT THE CONFERENCE FINALS CAME UP. THE WEEK BEFORE I HAD A REALLY BAD WEEK IN SCHOOL, TESTS, ORAL PRESENTATION THAT'S WHEN I STARTED TO LOSE MY CONFIDENCE. I WAS SO BURNT OUT, I WAS SO TIRED AND THE TENNIS MATCHES I DIDN'T FEEL I

COULD GET UP AND DO IT AT ALL. SO, I LOST THE FINALS OF THE CONFERENCE TO SOMEONE I HAD BEATEN BEFORE. AND, BADLY TOO. AND, GOING I JUST HAD THIS FEELING THE WHOLE WEEK THAT I WASN'T GOING TO WIN THAT MATCH. I JUST KNEW THAT I WAS TOO TIRED AND COULDN'T GET UP FOR IT. SO, MY PRE-MATCH QUESTIONNAIRE WASN'T REALLY TRUE. I WROTE I WAS PSYCHED AND EVERYTHING. THE REASON I WROTE ALL THAT STUFF WAS BECAUSE IF I PUT DOWN, "NO I'M NOT CONFIDENT" IT WOULD BE LIKE I WAS ADMITTING IT SAYING "NO, YOU MIGHT ACTUALLY LOSE" AND NOT WANTING TO ADMIT IT. SO, AFTERWARDS I WROTE A LITTLE BIT ABOUT IT. SO I WROTE SOME MORE AFTERWARDS.

JULY

BEGAN PLAYING: AGE 13 COMPETITIVE: AGE 14 WAS IN
 AFTER SCHOOL TENNIS ACADEMY
 OTHER SPORTS: SOCCER AND SOFTBALL

ADDITIONAL QUESTIONS

Q. WHAT IS IT ABOUT TENNIS YOU LOVE SO MUCH?

A. BECAUSE IT WAS A CHALLENGE. BECAUSE I STARTED SO LATE AND PLUS IT WAS GOOD BECAUSE I GOT TO TRAVEL ALL OVER. TENNIS IS SUPPOSED TO BE A NICE INNOCENT SPORT BUT IT'S NOT THAT WAY AT ALL. IT'S REALLY VICIOUS OUT THERE. SO THAT HELPED ME IN OTHER WAYS. IT MADE ME TOUGHER. I WAS GONE 3 OR 4 WEEKENDS EVERY MONTH.

Q. WHAT IS IT ABOUT THE GAME ITSELF THAT YOU LIKE?

A. I THINK IT'S BECAUSE ITS YOU AGAINST THAT ONE OTHER PERSON AND YOU'RE IN CONTROL OF EVERYTHING. IT'S NOT LIKE A TEAM. YOU DOMINATE EVERYTHING THAT HAPPENS AND IT MAKES YOU PSYCHOLOGICALLY TOUGH BECAUSE ITS JUST YOU OUT THERE, NOT LIKE A WHOLE TEAM. AND I'M VERY COMPETITIVE, I THINK, IN SOME WAYS. I JUST LIKE GOING AGAINST ANOTHER PERSON AND PLUS YOU ADVANCE. AND I THINK I LIKE TO TRAVEL. I'M KINDA AN INDIVIDUAL, I DO MY OWN THING ALL THE TIME. I'M NOT A LONER BUT I DON'T ALWAYS HAVE TO BE AROUND PEOPLE. I'M VERY AGGRESSIVE.

INTERVIEW ONE:

Q. CAN YOU LIST SOME MEMORABLE MATCHES FOR ME FROM THE TIME YOU BEGAN TO PLAY TENNIS?

A. ARE THESE SUPPOSED TO BE GOOD OR BAD OR BOTH?

Q. WHATEVER YOU RECALL.

A. WHEN I PLAYED -----, LAST YEAR OF EIGHTEENS
 WHEN I PLAYED THE SECOND SEED OF NATIONALS IN THE FOURTH
 ROUND MY FRESHMAN YEAR.
 LAST YEAR OF FINALS OF CONFERENCE TOURNAMENT WHEN I PLAYED

 LAST YEAR FINALS OF DISTRICTS WHEN I PLAYED -----

A. (SHE JUST BEGINS TALKING ABOUT THE FIRST MATCH.) THAT WAS LIKE A BIG TURNING POINT BECAUSE I'D ALWAYS BEEN STRUGGLING TO MOVE UP IN THE RANKINGS. AND ----- WAS LIKE RANKED SIXTH IN THE STATE AND SO I BEAT HER. THAT WAS A BIG TURNING POINT BECAUSE IT TAKES A MATCH LIKE THAT TO GET REALLY IT JUST SNAPS AND YOU JUST REALIZE, YOU KNOW. , AND IT WAS A GREAT MATCH. AND I WON IN THREE SETS AND SHE WAS RANKED SIXTH IN THE STATE AND THAT WAS MY FIRST WIN OVER A TOP 10 PLAYER. SO THAT WAS REALLY GOOD. SO THAT JUST MADE ME SEE THAT IT'S REALLY MENTAL. A LOT OF PEOPLE HAVE THE TALENT BUT YOU JUST MENTALLY OVERCOME STUFF. SO THAT WAS A TURNING POINT.

Q. CAN YOU RECALL HOW YOU FELT BEFORE THAT MATCH?

A. BEFORE THE MATCH I SLEPT. I WAS IN ----- AND IT WAS REALLY HOT. AND SO A LOT OF TIMES IF I CAN JUST SLEEP OR BE BY MYSELF. . . . THEN YOU DON'T THINK OR YOU DON'T WORRY. SEE, EVERYBODY THINKS I WORRY ALOT. I MEAN I KINDA DO. I'M NOT A TOUGH PERSON BUT IT'S JUST BECAUSE I COVER ALL MY BASES, SO A ALOT OF PEOPLE MISUNDERSTAND. IT'S HARD TO EXPLAIN TO THEM. WITH THIS MATCH I DIDN'T WORRY ABOUT ANYTHING BECAUSE I JUST WOKE UP AND WENT OUT AND PLAYED.

Q. DID YOU FEEL YOU WERE GOING TO WIN BEFORE YOU WENT OUT THERE?

A. I FELT I HAD JUST AS GOOD A CHANCE AN SHE DID. I DIDN'T THINK THAT I WAS FOR SURE GONNA WIN. I ALWAYS HAD A QUESTION.

Q. DID YOU SET ANY PERSONAL GOALS FOR YOURSELF?

A. NO. I JUST WENT OUT AND PLAYED THAT TIME, THE BEST I COULD. AND ALSO I WAS BEGINNING TO THINK ABOUT COLLEGE. SO THAT WAS ALWAYS IN THE BACK OF MY MIND.

Q. HOW IMPORTANT IS WINNING TO YOU?

A. VERY IMPORTANT. IT'S EXTREMELY IMPORTANT. ITS VERY, IT'S VERY HIGH, IT'S REALLY IMPORTANT. I THINK IT'S JUST LIKE THE TENNIS PRO'S I WENT TO AND THE ENVIRONMENT I WAS IN. YOU KNOW, IT'S LIKE YOU HATE YOUR OPPONENTS. IT'S NOT LIKE YOU'LL DO ANYTHING TO WIN. I MEAN YOU DON'T CHEAT AND STUFF LIKE THAT, BUT YOU JUST DON'T WANT TO LOSE. A REALLY GOOD FRIEND OF MINE WHEN WE PLAY WE FIGHT THE ENTIRE TIME AND HAVE TO GET LINESMEN. AND IT'S JUST BECAUSE YOU HAVE TO HATE THE PERSON. I MEAN THAT'S HOW I WAS BROUGHT UP. AND I'M VERY COMPETITIVE. IN ALL MY SPORTS I WAS ALWAYS THE BEST, BUT TENNIS WAS A CHALLENGE BECAUSE I STARTED SO LATE.

Q. TALK ABOUT THE MATCH YOUR FRESHMAN YEAR AT NATIONALS.

A. MY FRESHMAN YEAR WAS SO MESSED UP AND I HAD A TERRIBLE YEAR. IT WAS A WHOLE DIFFERENT ATMOSPHERE OUT THERE. IT WAS REALLY WHAT I LIKE TO BE AROUND 'CAUSE IT'S SO COMPETITIVE. SO, I WENT THROUGH THE FIRST THREE. I BEAT A SEED, SHE WAS LIKE 20 SOMETHING. YOU KNOW I WAS A FRESHMAN SO OF COURSE I DIDN'T GET SEEDED. AND THE THIRD ROUND I WON. AND THE NEXT DAY I PLAYED THE NUMBER TWO SEED AND I LOST. BUT IT WAS 7-6, 6-3, OR SOMETHING, AND IT WAS REALLY LIKE KINDA INSPIRED ME. I PLAYED REALLY WELL AND I FELT IT WAS THE DIFFERENCE OF MENTAL OR SOMETHING BECAUSE SHE WAS SO CONFIDENT. BUT STILL IT WAS REALLY A GOOD MATCH. SO IT REALLY GOT MY INTEREST GOING AGAIN.

Q. CAN YOU RECALL HOW YOU FELT BEFORE THAT MATCH?

A. I JUST FELT LIKE "THIS GIRL HAS NO IDEA WHO I AM." SO, I WAS LIKE READY TO GO OUT THERE AND PLAY REALLY WELL. SO I WENT OUT THERE KINDA RELAXED, MY PARENTS WERE THERE AND THAT WAS GOOD 'CAUSE I KNEW THEY WERE SUPPORTING ME. I WAS JUST GOING OUT THERE AND HIT THE BALL AND GO FOR BROKE.

Q. LAST YEARS FINAL OF THE CONFERENCE?

A. I PLAYED NUMBER ----- LAST YEAR. I WAS PLAYING REAL WELL, IT ALL CAME TOGETHER. I LOST 1 MATCH WHICH I SHOULDN'T HAVE LOST, BUT OTHER THAN THAT I WAS PLAYING GREAT. I WAS SEEDED NUMBER ONE AND SHE WAS SEEDED NUMBER TWO FOR THE TOURNAMENT. I WAS REALLY PSYCHED FOR THE MATCH. SO, I BEAT HER IN THREE SETS.

Q. WHO WON THE FIRST SET?

A. SHE WON THE FIRST SET AND I WON THE NEXT TWO. I THINK I PERFORM BETTER UNDER PRESSURE.

Q. CAN YOU REMEMBER HOW YOU FELT BEFORE THAT MATCH?

A. I WAS VERY NERVOUS BECAUSE I THOUGHT WHAT IS EVERYBODY THINKING AND IT WAS GOOD. IT WAS A TURNING POINT TOO BECAUSE THEN I GOT MORE RESPECT FROM COACHES. WHATEVER THAT MEANS.

Q. SO THEN DID YOU PLAY HER IN THE DISTRICTS?

A. YES, SEE THEN I LOST. I THINK I WAS JUST GETTING BURNED OUT. I WAS JUST DEAD AND MY ELBOW WAS HURTING SO BAD AND I WAS JUST DYING. I WAS LIKE TIRED.

Q. DO YOU FEEL LIKE YOU WERE THE MOST NERVOUS IN THE CONFERENCE FINALS BEFORE YOU WENT OUT THERE?

A. YES, YES.

Q. WHICH ONE DID YOU WANT TO WIN THE MOST?

A. WELL, UMMMMMMM I WANTED TO WIN DISTRICTS BECAUSE IT WAS A BIG ONE. I WANTED TO WIN IT, BUT I JUST DIDN'T FEEL RIGHT WHEN I WENT OUT THERE. THERE WAS SOMETHING THAT WAS OFF.

Q. HOW WOULD YOU DEFINE SUCCESS?

A. I THINK IF YOU GO OUT THERE AND GIVE IT 200% AND TRY TO DO THE BEST YOU CAN. YOU KNOW, IF YOU PLAY AT THE TOP OF YOUR ABILITY AND YOU TRY AS HARD AS YOU CAN FOR EVERY POINT AND YOU STILL COME UP SHORT, IT'S ALRIGHT. I MEAN I HATE TO LOSE BUT IT HAPPENS. IT'S GOING TO HAPPEN SOMETIMES. SO, I THINK IF YOU JUST WORK REALLY HARD.

Q. IF YOU PLAYED AN OPPONENT THAT WAS OF EQUAL ABILITY AS YOU AND YOU PLAYED HER THREE TIMES AND LOST THREE TIMES WOULD YOU FEEL YOU WERE A SUCCESS?

A. NO.

Q. EVEN IF YOU PLAYED YOUR BEST?

A. I THINK IF I PLAYED MY BEST I WOULDN'T LOSE TO HER THREE TIMES IF WE WERE OF EQUAL ABILITY.

Q. WHY IS IT SO IMPORTANT FOR YOU TO PLAY NUMBER ONE?

A. BECAUSE I FEEL I'M THE BEST PLAYER ON THE TEAM AND I REALLY DO BELIEVE THAT. I WANT TO PLAY THE GOOD PEOPLE. I DON'T WANT TO PLAY THE PEOPLE THAT ARE SECOND BEST.

INTERVIEW TWO:

Q. ARE THERE ANY OTHER MATCHES EARLIER IN YOUR LIFE, BEFORE 18, THAT YOU CAN RECALL?

A. NO, NOT REALLY. NOT THAT WERE SIGNIFICANT. I HAD WINS, BUT NOT GREAT WINS. EVERYTHING RUNS TOGETHER.

Q. HOW DO YOU THINK THE MEMORABLE TENNIS MATCHES YOU LISTED

HAVE INFLUENCED YOUR TENNIS PERFORMANCE TODAY?

A. I THINK THEY JUST GAVE ME MORE CONFIDENCE IN MYSELF. YOU KNOW 'CAUSE ALL THE HARD WORK PAID OFF. AND JUST THAT YOU ACCOMPLISH SOMETHING AND REALIZE YOU CAN DO SOMETHING. YOU MIGHT THINK AND KNOW INSIDE THAT YOU CAN DO IT, BUT UNTIL YOU ACTUALLY DO IT.

Q. IT REINFORCES WHAT YOU ALREADY KNOW?

A. YEA, YEA.

Q. HAVE YOU HAD A LOT OF VERBAL ENCOURAGEMENT?

A. UMMMMM VERBAL ENCOURAGEMENT WOULD BE FROM LIKE MY MOTHER. SHE'S VERY SUPPORTIVE OF MY TENNIS AND ANYTHING I DO. AND COACHES ALWAYS SAID, 'WELL YOU HAVE THE ABILITY', BUT AT THE SAME TIME THEY REALLY PUSH YOU REAL HARD LIKE THE ONE'S I HAD IN THE JUNIORS. AT THE SAME TIME THEY CRITICIZE YOU AND EVERYTHING. BUT THERE IS LIKE A LOT OF VERBAL ENCOURAGEMENT, THEY ALWAYS WANT TO BE POSITIVE 'DON'T EVEN THINK ABOUT LOSING, GO OUT THERE' AND, YOU KNOW, JUST DO IT.

Q. WHAT ABOUT OTHER PEOPLE. HAVE YOU HAD FRIENDS OR

A. YEA, YEA. I HAVE LIKE A NETWORK OF FRIENDS THAT SUPPORT ME WHICH IS GOOD BECAUSE IT'S SEPARATE FROM SCHOOL. AND COACH ----- YOU KNOW THEY'RE ALWAYS SUPPORTIVE AND COME AND WATCH AND STUFF.

Q. AND WHEN YOU WERE YOUNGER TOO?

A. NO. WHEN I WAS YOUNGER IT WAS DIFFERENT. NONE OF MY FRIENDS PLAYED TENNIS AND THEY DIDN'T UNDERSTAND WHY. YOU KNOW, I PUT SO MUCH TIME INTO IT. WHY I WOULDN'T DO STUFF WITH THEM ON WEEKENDS. SO, IT WASN'T THE SAME AT ALL. I NEVER HAD FRIENDS COME AND WATCH, AT ALL.

Q. HAS NERVOUSNESS EVER HINDERED YOUR PERFORMANCE DURING A MATCH?

A. NO! USUALLY I GET NERVOUS DURING THE FIRST ROUND OF A TOURNAMENT AND ONCE YOU GET THAT OVER WITH IT'S GOOD BECAUSE YOU'RE IN THE TOURNAMENT. IF I GET NERVOUS I CAN FEEL IT BUT IT USUALLY GETS MY MOTIVATION GOING. I TRY TO USE IT TO WORK WITH ME INSTEAD OF AGAINST ME.

Q. HOW ABOUT WHEN YOU WERE YOUNGER?

A. UMMMMMMMMMMMMMM, I JUST DON'T HAVE A GREAT MEMORY.

Q. WHAT IS HIGH TENNIS ABILITY?

A. I THINK THAT'S WHEN YOU CAN PUT IT ALL TOGETHER AND YOU JUST DON'T WORRY WHAT OTHER PEOPLE THINK. YOU HAVE ALL THE TOOLS, YOU HAVE EVERYTHING. YOU HAVE THE STROKES, YOU HAVE YOUR CONDITION, AND MENTALLY YOU HAVE IT ALL TOGETHER. YOU HAVE TO TAKE ALL THOSE ELEMENTS AND WORK THEM TOGETHER, AND YOU KNOW, TENNIS IS MOSTLY MENTAL AFTER A CERTAIN POINT. THAT'S WHAT SEPARATES GREAT PLAYERS FROM JUST OKAY PLAYERS, I THINK. YOU HAVE TO THINK A CERTAIN WAY?

Q. WHAT KIND OF WAY DO YOU HAVE TO THINK?

A. YOU SHOULDN'T WORRY. YOU HAVE TO THINK YOU'RE THE BEST. YOU KNOW YOU DON'T WORRY WHAT OTHER PEOPLE THINK. YOU CAN'T WORRY ABOUT THE CONSEQUENCES IF YOU LOSE. YOU HAVE TO GO ON THINKING YOU'RE GONNA WIN.

Q. ARE YOU ABLE TO DO THAT?

A. UMMMMMMMM. NOT TO THE EXTENT THAT I SHOULD. YOU KNOW, I DON'T. I DO WORRY ABOUT WHAT PEOPLE ARE GOING TO THINK IF I LOSE TO SOMEONE THAT I SHOULDN'T LOSE TO. UMMMM I WORRY A LOT, I THINK, BUT THAT'S JUST ME THOUGH. IN EVERY ASPECT OF MY LIFE I JUST WORRY. BUT I DON'T THINK I'M AS MENTALLY TOUGH AS I SHOULD BE. YOU HAVE TO DEAL WELL WITH PRESSURE BECAUSE THERE IS A LOT OF PRESSURE. I THINK THIS IS ONE OF THE MOST PSYCHOLOGICAL GAMES YOU CAN PLAY BECAUSE IT'S JUST YOU AGAINST THAT OTHER PERSON.

Q. WHAT KIND OF PRESSURE DO YOU FEEL?

A. UMMMMMMMM, WELL, I PUT A LOT OF PRESSURE ON MYSELF BECAUSE I EXPECT A HIGH LEVEL OF PERFORMANCE FROM MYSELF. SO IF I DON'T MEET MY EXPECTATIONS THEN I'M REALLY DISAPPOINTED.

Q. HYPOTHETICAL SITUATION: IF YOU PLAYED AN OPPONENT EQUAL IN ABILITY AS YOURSELF WOULD YOU WIN?

A. I THINK SO. I WOULD SAY YES, MOST LIKELY.

Q. DO YOU FEEL IF YOU PLAY WELL YOU DON'T HAVE TO WORRY ABOUT WINNING, THAT WILL JUST COME?

A. YES. BECAUSE I FEEL LIKE IF I'M PLAYING WELL AND I'M AT THE TOP OF MY GAME I'M GOING TO WIN. IF I'M PLAYING WELL IN PRACTICE AND ALL I KNOW THAT I WILL WIN. THAT'S THE WAY I LOOK AT IT.

Q. IS THAT WHY PLAYING WELL IS SO IMPORTANT TO YOU? BECAUSE YOU KNOW IF YOU PLAY WELL YOU'LL WIN? OR, IS IT UNRELATED?

A. NO, IT'S RELATED! I HATE TO LOSE. IT'S JUST THAT I KNOW IF I MAINTAIN A CERTAIN LEVEL THAT I'LL BE OKAY.

Q. DO YOU CONSIDER YOURSELF TO BE A VERY COMPETITIVE PERSON?

A. YES, I AM VERY COMPETITIVE AND I CAN NOT STAND TO LOSE. BUT I KNOW IT HAPPENS. IF I LOSE TO A PERSON BETTER THAN ME I DEAL WITH IT. I DON'T REALLY ACCEPT IT, BUT IT'S JUST SOMETHING THAT'S THERE. THEN IF I DON'T PLAY WELL, THEN IT REALLY BOTHERS ME. BUT YES, I'M VERY COMPETITIVE.

Q. IS THERE ANYTHING ELSE YOU WOULD LIKE TO TELL ME ABOUT YOUR TENNIS, WHY IT'S SO MEANINGFUL TO YOU, WHY YOU PLAY?

A. I THINK IT JUST FILLS A VOID. I AM COMPETITIVE WITH THIS, NOT WITH SCHOOL, BUT WITH SPORTS. I JUST DON'T LIKE TO LOSE. AND I LIKE TO BE THE BEST.

AUGUST

BEGAN PLAYING: AGE 13
 OTHER SPORTS: SOFTBALL (VARSITY), GYMNASTICS, DIVING

GENERAL QUESTIONS:

Q: WHAT IS IT ABOUT THE GAME OF TENNIS YOU ENJOY?

A: ALWAYS TRYING TO BETTER YOURSELF. I SEE A BIG DIFFERENCE FROM MY FRESHMAN YEAR TILL NOW. I'VE ALSO BEEN TOLD I'M REAL COACHABLE.

Q: DO YOU LIKE THE STRATEGY INVOLVED IN THE GAME?

A. YES. I FEEL LIKE I CAN IMPROVE THAT THOUGH.

Q. DO YOU LIKE SINGLES OR DOUBLES BETTER?

A. SINGLES. YOU HAVE MORE OF THE COURT TO WORK WITH AND CAN'T BLAME IT ON ANYBODY BUT YOURSELF.

INTERVIEW ONE:

Q. WHAT I'M GOING TO ASK YOU TO DO NOW IS LIST FOR ME SOME MEMORABLE TENNIS MATCHES.

A. SEVENTH GRADE MATCH
 LAST YEAR AT HILTON HEAD VS. -----
 CHALLENGE MATCH VS. ----- THIS YR.
 CHALLENGE MATCH VS. NUMBER ----- AND NUMBER ----- THIS YR.

IT'S ALWAYS BEEN A REALLY BIG THING FOR ME TO BE SUCCESSFUL AT WHATEVER I DO. NOT JUST FOR ME BUT FOR MY FAMILY. MY PARENTS HAVE BEEN MY BIGGEST SUPPORTERS. THEY'VE DONE SO MUCH FOR ME AND I DON'T WANT TO DISAPPOINT THEM IN ANY WAY.

Q. CAN YOU REMEMBER WHAT YOU FELT LIKE BEFORE THAT MATCH? (HILTON HEAD)

A. WE NEVER PLAYED THEM BEFORE. MY MAIN CONCERN THERE WAS CONSISTENCY. THAT'S ALWAYS BEEN MY PROBLEM 'CAUSE I HIT THE BALL TOO DARN HARD. THAT WAS MY MAIN CONCERN.

Q. CAN YOU REMEMBER IF YOU REALLY WANTED TO WIN?

A. I DID 'CAUSE I WAS OUT THERE FOR THREE PLUS HOURS. AND IT

WAS THREE SETS AND I WANTED TO WIN I DID. AND I THINK THAT WAS ONE OF THE BEST MATCHES I'VE EVER PLAYED. COACH WAS THERE AND PEOPLE WERE ALL THERE, BUT WE HAD ANOTHER MATCH THAT DAY SO THE REST OF THE TEAM WENT TO THIS OTHER PLACE WHERE OUR MATCH WAS, AND COACH STAYED AND WATCHED ME AND I FINALLY PULLED IT OUT.

Q. WHAT DO YOU THINK THE CRITICAL FACTOR WAS FOR WINNING THAT MATCH?

A. UMMMM, CONCENTRATION AND KEEPING MY HEAD ON. AND I JUST REMEMBER PLAYING REAL CONSISTENT AND PLAYING SOLIDLY.

Q. CAN YOU REMEMBER HOW YOU FELT BEFORE THE CHALLENGE MATCH VS. NUMBER -----?

A. NERVOUS. BECAUSE I REALLY WANTED THE NUMBER ----- POSITION. AND EVEN THOUGH I KNEW I WAS BETTER THAN HER, YOU KNOW, BUT WHEN YOU PLAY FRIENDS AND STUFF IT CAN GO EITHER WAY. AND I WAS JUST HOPING I COULD PLAY WELL ENOUGH TO BEAT HER AND I CAME OUT SUCCESSFUL AND STUFF.

Q. DID YOU REALLY, REALLY WANT TO WIN THAT ONE?

A. A-HUH, A-HUH. BECAUSE OUT OF ALL OF THEM (meaning tennis matches) BEING FRIENDS WITH THE TEAM, THOSE ARE THE HARDEST ONE'S BECAUSE YOU ALL WORK TOGETHER SO HARD FOR TWO PLUS MONTHS AND DOING THE CONDITIONING AND THEN THESE CHALLENGE MATCHES AND YOU JUST THINK -OHHHHHHHHHH! WHY CAN'T YOU JUST BE PLACED SOMEWHERE. I KNEW THIS BEING MY LAST YEAR I REALLY WANTED TO DO THE BEST THAT I COULD.

Q. DID YOU HAVE CERTAIN THINGS IN YOUR MIND THAT YOU KNEW YOU WANTED TO DO AGAINST YOUR OPPONENT?

A. CONSISTENCY. AGAIN THAT WILL BE A RECURRING THING. ITS A PROBLEM WITH ME AND I'VE ALWAYS TRIED TO WORK ON IT.

Q. WHAT DO YOU THINK CONTRIBUTED TO THOSE PROBLEMS OF INCONSISTENCY?

A. IMPATIENCE.

Q. DURING POINTS? YOU JUST WANT TO FINISH IT OFF?

A. A-HUH, UMMMMMM, HITTING THE BALL AND BEING AGGRESSIVE. WHICH YOU CAN STILL DO BUT YOU CAN ALSO TAKE SOME OF THE PACE OFF THE BALL. I MEAN IN EVERYDAY LIFE, I JUST HAVE A PROBLEM WITH PATIENCE. I JUST DO. I JUST WANT TO GET THE POINT OVER WITH AND NOT JUST WIN THE POINT I WANT TO MAKE IT

A WINNER. AND THAT'S A PROBLEM BECAUSE I SHOULD BE JUST AS PLEASED WINNING THE POINT ON HER MISTAKE THAN I AM HITTING A WINNER.

Q. BUT ARE YOU?

A. NO (LAUGH).

Q. WHAT IS IT ABOUT HITTING WINNERS THAT YOU LIKE SO MUCH?

A. SELF-SATISFACTION. AND I DON'T KNOW, IT PROBABLY LOOKS GOOD IF ANYBODY IS WATCHING. IT JUST FEELS GOOD TO YOURSELF AND LIKE I SAID, I'M AN AGGRESSIVE PLAYER. I'M NOT ONE TO STAY OUT THERE ALL DAY AND LOB.

Q. OKAY, LETS GO ON TO THE MATCH AGAINST NUMBER ----- AND NUMBER -----, NUMBER 1 FIRST.

A. BOTH THOSE MATCHES I WENT OUT THERE PLAYING AGAIN LIKE I HAD NOTHING TO LOSE. AND I REALLY HAD A STRATEGY AGAINST THE NUMBER ---- PLAYER BECAUSE I HAD PLAYED HER ONCE AND I HAD SCOPED HER OUT. AND WHEN I PLAYED HER IN THE CHALLENGE MATCH I REMEMBERED WHEN WE PLAYED IT WAS CLOSE. EVERYTIME WE'D PLAYED IT WAS CLOSE. ESPECIALLY THE CHALLENGE MATCH I MADE SURE AS TO WHAT I WANTED TO DO. I WANTED TO HIT IT TO HER FOREHAND. AND THAT'S WHAT I DID AND IT WAS A POSITIVE THING FOR ME TO DO. I MEAN I LOST BUT IT WAS CLOSE. IT WAS LIKE 7-5, 6-4.

Q. SO YOU WENT OUT THERE AND YOU KNEW WHAT YOU WANTED TO DO?

A. YES.

Q. HOW MUCH DID YOU WANT TO WIN IN COMPARISON WITH
(she jumps in before I finished asking the question)

A. NOT AS MUCH. 'CAUSE AT THAT POINT I KNEW I HAD THE ----- POSITION PRETTY MUCH AND NOBODY WAS GOING TO CHALLENGE ME. AND, I KNEW I HAD THE THE ----- POSITION AND I WAS SATISFIED WITH THAT. SOME PEOPLE WOULD SAY YOU'RE NOT PLAYING NUMBER -----? BUT REALISTICALLY I'M SATISFIED WITH RIGHT WHERE I AM. I'M SURE THEY'RE DOING BETTER AT ----- AND ----- THEN I WOULD DO. MAYBE NOT WITH SOME OF THE EASY ONES, BUT SOME THE OF THE OTHER ONES. AND I DON'T HAVE AS MUCH EXPERIENCE AS MOST COLLEGE TENNIS PLAYERS AS FAR AS TOURNAMENTS ARE CONCERNED. HERE COMES THE COMPETITIVE PART AGAIN LIKE THE OTHER SPORTS. I'D JUST RATHER PLAY FOR FUN, ALTHOUGH THIS ISN'T CONSIDERED "FUN", ITS JUST SOCIAL, ITS UMMMMMMMMM THERE'S OTHER THINGS BEHIND IT REPRESENTING THE SCHOOL,

REPRESENTING THE TEAM, YOURSELF.

Q. ARE THOSE THINGS IMPORTANT TO YOU?

A. YES. AND, I COULD HAVE IF I WANTED TO DO THE USTA. I JUST DIDN'T. THAT'S PART OF THE OTHER SPORTS AS WELL. NOT BEING SO COMPETITIVE AND I'M NOT SAYING I'M NOT COMPETITIVE BUT I THINK I ENJOY IT TOO. I'M NOT THE HARD CORE. I LIKE TO HAVE A LITTLE "NICE SHOT, NICE SHOT" YOU KNOW. IF IT'S A NICE SHOT SAY NICE SHOT! IT REALLY GETS ME MAD WHEN PEOPLE DON'T COMMENT ON A REALLY GOOD SHOT. DON'T JUST TURN AROUND AND NOT SAY ANYTHING.

I WENT OUT THERE EXPECTING A GOOD MATCH. WE ALWAYS PLAYED GOOD MATCHES. AGAIN, I WAS GOING OUT THERE HOPING TO WIN AND NOT REALLY EXPECTING TO.

Q. DO YOU THINK THE OUTCOME WOULD BE DIFFERENT IF YOU EXPECTED TO WIN? DO YOU THINK YOU WOULD HAVE PLAYED ANY DIFFERENT?

A. NO. UMMMM THAT'S JUST HARD.

Q. AND THAT'S ALL?

A. WELL, I JUST THOUGH IT WOULD BE GREAT IF I COULD WIN. A) IT WOULD BE GREAT IF I COULD WIN A SET. B) IT WOULD BE GREAT IF I COULD WIN THE MATCH. WE HAD A THREE SET MATCH. IT WAS REALLY CLOSE. I WAS HAPPY, SURE I LOST, BUT I WAS HAPPY BECAUSE I FELT I WENT OUT THERE AND PLAYED PRETTY MUCH EEEEEEEEEEE BUT I FELT I PLAYED REAL WELL IN BOTH THOSE MATCHES AND I CAME OUT FEELING NOT UPSET BECAUSE I DID AT THAT TIME THE BEST I FEEL THAT I COULD DO. AND IF I WOULDN'T HAVE PLAYED WELL AND LOST I WOULD HAVE BEEN A LOT MORE UPSET. IT'S NOT LIKE I WENT IN PLAYING THE MATCHES WITH A DOWN ATTITUDE. IT WAS REALISTIC. YES, I WAS HOPING TO WIN BUT REALISTICALLY MAYBE I KNEW THAT THEY WERE BETTER.

Q. WELL LET ME ASK YOU THIS. HOW WOULD YOU DEFINE SUCCESS? WHAT DO YOU THINK OF?

A. UMMMMMMM, ONE WHO PRACTICES AS HARD AND AS BEST AS HE OR SHE CAN TO BETTER HIMSELF ON THE COURT. WHO HAS AND EXECUTES THE RIGHT ETIQUETTE ON THE COURT AS FAR AS MANNERS, AND KEEPS THEIR COOL. PLAYS AS WELL AS THEY CAN AND AAAAAA I DON'T THINK SUCCESS IS ALWAYS WINNING. I THINK IF YOU YOURSELF THINK YOU PLAYED WELL EVEN THOUGH YOU LOST THEN I THINK THAT IS BEING SUCCESSFUL.

Q. CAN YOU BE SUCCESSFUL WITHOUT WINNING?

A. YES, I THINK YOU CAN. JUST IN THAT INSTANCE IF YOU HAVE A TOUGH MATCH AND YOU'RE PLAYING VERY WELL AND THE OTHER PERSON IS JUST PLAYING BETTER THAN YOU ARE YOU YOURSELF ARE SUCCESSFUL BECAUSE IF YOU ACCOMPLISH THE GOALS THAT YOU SET OUT TO DO I THINK YOU'RE SUCCESSFUL. BUT THE ONLY THING YOU MAY NOT HAVE ACHIEVED IS WINNING. I MEAN WHEN YOU WIN YOU'RE SUCCESSFUL.

Q. EVEN IF YOU PLAY POORLY?

A. UMMMMMMMM, NO. BUT IT'S STILL ANY WIN IS A SUCCESS.

Q. WOULD YOU FEEL SUCCESSFUL IF YOU WON BUT DIDN'T PLAY YOUR BEST?

A. UMMMMMMMMMMMM, NOT SATISFACTORY. DOES THAT MAKE SENSE?

Q. OKAY.

A. UMMMMMMMMMMMMMMMM, I'D BE SUCCESSFUL IN THE SENSE THAT I WON. BUT AS FAR AS PERSONALLY I DON'T THINK I WOULD. I MEAN YES, SURFACE, YOU'RE SUCCESSFUL BECAUSE YOU WON. BUT BEHIND THAT I DON'T THINK I'D FEEL SUCCESSFUL BECAUSE I DIDN'T PLAY WELL.

Q. IS THERE ANYTHING ELSE YOU WOULD LIKE TO TELL ME ABOUT THESE TENNIS MATCHES?

A. I THINK IT'S REAL IMPORTANT IN THIS SPORT TO HAVE SUPPORT, WHETHER IT'S COACHES OR FRIENDS, OR FAMILY. I JUST FIND IT REAL HELPFUL. I LOVE IT WHEN PEOPLE ARE THERE WATCHING ME. I'LL ADMIT IT, IT JUST MAKES A DIFFERENCE. YOU HAVE THAT SUPPORT BEHIND YOU, YOU HAVE THAT EXTRA BIT OF CONFIDENCE KNOWING HAVING THEM THERE SAYING "YOU CAN DO IT" AND THAT REALLY HELPS. AS I SAID BEFORE, MY PARENTS HAVE BEEN REAL SUPPORTIVE AND THAT'S ALWAYS HELPED ME. I JUST THINK IT'S REALLY IMPORTANT TO TENNIS PLAYERS BECAUSE OF THE INDIVIDUALITY OF IT. YOU KNOW YOU GOT TO BE INDEPENDENT TO AND IF PEOPLE AREN'T THERE THAT'S OKAY TOO, BUT IT JUST HELPS.

INTERVIEW TWO:

Q. I WANTED TO DISCUSS THE MATCHES YOU LISTED LAST TIME AS "MEMORABLE" MATCHES. YOU LISTED: (1) LAST YR. AT HILTON HEAD CHALLENGE MATCHES AGAINST #4, #2, AND #1 THIS YEAR. ARE THERE ANY OTHER FORMER TENNIS MATCHES WHEN YOU WERE YOUNGER THAT YOU CAN RECALL THAT WERE MEMORABLE?

A. UMM.....long pause.

Q. NO MATCH REALLY STICKS OUT IN YOUR MIND?

A. NO.

Q. SO HAS TENNIS ONLY BECOME REALLY IMPORTANT TO YOU SINCE COLLEGE?

A. NO - DURING THE 7TH GRADE - IT'S BEEN IMPORTANT TO ME FOR A LONG TIME.

Q. LET ME ASK YOU - IN WHAT WAYS DO YOU FEEL THOSE MATCHES HAVE INFLUENCED YOUR FUTURE PERFORMANCES?

A. UMMMMMMMM - THE ONE I PLAYED LAST YEAR AT HILTON HEAD I THINK JUST MADE ME REALLY CONFIDENT AND THE OTHER MATCHES AS WELL.

Q. DO YOU THINK THAT WAS THE MAJOR FACTOR - GAINING CONFIDENCE?

A. YES - AND JUST GOING OUT THERE KNOWING I GOT NOTHING TO LOSE, YA KNOW, MAKES A DIFFERENCE.

Q. DO YOU FEEL THAT SINCE YOU STARTED PLAYING THAT YOU HAVE HAD A LOT OF VERBAL ENCOURAGEMENT FROM DIFFERENT PEOPLE THAT CARE ABOUT YOU? AND HOW HAS THAT HELPED YOU?

A. YES - COMES ALONG WITH SUPPORT - IT REALLY HELPS A LOT OF TIMES....FOR PEOPLE TO BE THERE TO CHEER YOU AND SUPPORT YOU - MORAL SUPPORT IS ENCOURAGING.

Q. YES, YOU MENTIONED LAST TIME ABOUT YOUR PARENTS.

A. YEA - THEY ALWAYS CAME TO ALL MY GAMES NO MATTER WHAT SPORT IT WAS, THEY WERE ALWAYS THERE, THEY ALWAYS HAVE BEEN. THAT'S ALWAYS HELPED ME, NOT TO PLAY BETTER; AGAIN YOU ALWAYS WANT TO PLAY GOOD FOR THE TEAM.....SO THAT PROBABLY HELPS IN THAT WAS TOO.

Q. HAVE THERE BEEN ANY OTHER PEOPLE, FRIENDS, COACHES, TEACHERS?

A. YES - FRIENDS, YES TEACHERS.....IT MEANS A LOT TO ME FOR THEM TO COME OUT THERE. WHEN I COME OFF THE COURT THEY ALWAYS SAY "YOU PLAYED WELL", NO ONE EVER SAYS "YOU DID THIS BAD AND THIS BAD." IT'S ALWAYS ENCOURAGING WHETHER I PLAYED WELL OR NOT. AND COACH, OF COURSE, HAS ALWAYS BEEN REALLY

ENCOURAGING - THAT GOES WITHOUT SAYING.

Q. SO YOU'VE HAD THAT CONSISTENTLY THROUGHOUT YOUR TENNIS CAREER?

A. PRETTY MUCH.....REALLY. AM I ANSWERING IT ALRIGHT?

Q. YES - I'M NOT BOOKING FOR 1 SPECIFIC ANSWER I JUST WANT YOU THOUGHTS.

A. I DO WISH MORE FACULTY WOULD COME OUT TO OUR MATCHES TO SUPPORT US.

Q. THIS QUESTION MAY SEEM LIKE A BROAD QUESTION, BUT SEE IF YOU CAN BRING IT IN AND APPLY IT TO TENNIS. DO YOU SEEK THE APPROVAL FROM YOUR PARENTS? FIRST, TELL ME IN GENERAL IN YOUR EVERYDAY LIFE.

A. YES - BECAUSE I DON'T LIKE TO DISAPPOINT THEM.....(LAUGH).

Q. YES.....

A. NO, IT'S JUST A BIG QUESTION, NOT A QUESTION, JUST A BIG THING FOR ME. THE IDEA THAT I JUST WOULDN'T WANT TO DISAPPOINT THEM WITH ANYTHING I DO WHETHER IT BE TENNIS OR STUDIES.

Q. ARE YOU FEELING LIKE YOU'RE OVERLY CONCERNED?

A. AAAAA - NO, 'CAUSE EVEN IF I DID BAD THEY'D SAY "OH WELL JUST TRY AND DO BETTER NEXT TIME."

Q. DO YOU WANT TO TELL ME ANYTHING ELSE ABOUT THAT?

A. ASK AWAY - IT'S JUST THAT IT IS A GENERAL QUESTION.

Q. YOU JUST SEEM LIKE YOU MIGHT HAVE SOMETHING IN THE BACK OF YOUR MIND.

A. NO - WE'RE JUST REALLY CLOSE ESPECIALLY NOW WITH ME STAYING DOWN HERE - IT'S JUST A REAL CHANGE. BUT THIS IS WHAT I WANT TO DO.

Q. HAVE YOU EVER FELT THAT DURING A TENNIS MATCH YOU GOT SO NERVOUS THAT IT AFFECTED YOUR PERFORMANCE?

A. YES, YES.

Q. CAN YOU REMEMBER ANY SPECIFIC INCIDENT?

A. YEA - RECENTLY. NOT DURING THE DISTRICTS OR THE CONFERENCE, BUT BEFORE. I WAS REAL NERVOUS, I DON'T KNOW WHY, I FELT LIKE I STAYED UP THE WHOLE NIGHT - THAT TYPE OF FEELING, LIKE I HAD A WHOLE BUNCH OF CAFFEINE IN ME, BUT I DIDN'T. IT WAS JUST WEIRD - I DON'T KNOW WHY. I GUESS IT WAS JUST A WHOLE BUNCH OF THINGS, SCHOOL, STRESS, TENNIS, JUST EVERYTHING. AND THE CONSEQUENCES OF THAT IS YOU'RE EITHER MORE TENTATIVE OR YOU'RE A TANK. YOU JUST DON'T FEEL RIGHT.

Q. HAS THAT HAPPENED A LOT TO YOU?

A. NOT A LOT - I MEAN, SURE EVERYBODY IS A LITTLE NERVOUS BEFORE THE MATCH.

Q. BUT TO THE POINT WHERE YOU FELT LIKE YOU LOST THE MATCH BECAUSE YOU WERE TOO NERVOUS?

A. NO - BUT THE VA. TECH. ONE.....I DIDN'T LOSE BECAUSE OF THAT, BUT I WAS JUST NERVOUS THROUGHOUT A LOT OF IT, I DON'T THINK IT HAD THAT MUCH , BUT IT WAS THERE. IT WAS WEIRD.

Q. WHAT IS HIGH ABILITY TO YOU? FOR YOU TO DEMONSTRATE HIGH ABILITY WHAT WOULD THAT MEAN?

A. JUST PLAYING AS WELL AS YOU CAN AT THAT TIME, TO FULFILL YOUR GOALS, TO THINK ON THE COURT, AND TO AIM FOR THE HOLES ON THE COURT, GIVE A LOT OF VARIETY.

Q. IF YOU WENT AGAINST AN OPPONENT THAT WAS EQUAL IN ABILITY AS YOU DO YOU FEEL LIKE IF YOU PLAY YOUR BEST YOU'LL WIN?

A. YES - YOU SHOULD BE. BECAUSE IF YOU'RE EQUAL IN ABILITY YOU'RE GOING TO HAVE TO FIND ANOTHER WAY TO BEAT THEM, EITHER STRATEGICALLY OR MENTAL TOUGHNESS.

Q. YOU HAVE INDICATED IN YOUR QUESTIONNAIRES THAT IT'S IMPORTANT FOR YOU TO PERFORM WELL. WHY IS IT SO IMPORTANT FOR YOU TO PLAY WELL?

A. FOR MY OWN PERSONAL.....AS I SAID BEFORE HAVING THE OTHER PERSON HIT IT INTO THE NET DOESN'T DO ME JUSTICE. I'D RATHER WIN THE POINT MYSELF BY GETTING WINNERS - AND THAT I GUESS MAKES ME LOOK GOOD, THAT'S PROBABLY PART OF IT. NOT THAT I'M SHOWING OFF OR ANYTHING LIKE THAT - IT JUST MAKES ME FEEL GOOD HITTING A WINNER, NOT TO GET THE POINT BY THE OTHER PERSON'S MISTAKE.

Q. WHAT MAKES YOU FEEL GOOD ABOUT IT?

A. JUST THAT THE OTHER PERSON CAN'T GET TO IT -JUST 'CAUSE IT'S A GREAT SHOT. AND IF YOU DO THAT IT BUILDS YOUR CONFIDENCE TOOBUT IT MAKES YOU FEEL GOOD. LIKE THE MATCH IN THE QUARTERS, I LOST, BUT COACH SAID IT WAS THE BEST MATCH I EVER PLAYED. I DID EVERYTHING I SET OUT TO DO BEFORE I WENT OUT THERE. I FELT REALLY GOOD BECAUSE I PLAYED MY GAME I PLAYED THE WAY I WANTED TO PLAY. I WASN'T TENTATIVE AND I WAS MORE CONSISTENT.

Q. DO YOU FEEL YOU'RE MORE CONCERNED ABOUT PLAYING WELL OR WINNING?

A. I'D RATHER WIN NO MATTER WHAT. AND THAT HAS TO DO WITH THE TEAM TOO.....WINNING.

Q. IS THERE ANYTHING ELSE I NEED TO KNOW?

A. TENNIS IS JUST A CHALLENGE AND I LIKE THE CHALLENGE.

APPENDIX F

INSTRUCTIONS FOR JUDGES

The following is a list of reasons that tennis players gave for winning and losing their matches. Some reasons were due to "internal" causes and some were due to "external" causes. An internal cause is defined as anything that is controlled by the individual, such as "trying hard," "being skillful," or "exercising control over one's own emotions."

External causes are defined as those things that occur outside of one's control, such as "fate," "chance," and "other people."

Would you now decide which of the 5 practice statements are internal or external causes of winning or losing by writing either an "I" or an "E" next to the statement:

Practice Statements:

I played great.

She tricked me.

My serve was awesome.

The wind blew too hard.

I over powered her.

Now, please go through the same procedure for the following statements on the next page.

JUDGES' DECISION OF SUBJECTS' ATTRIBUTIONAL STATEMENTS

April's Attributions

Win -Internal Statements

I was able to keep the ball in play

I played consistently

I thought I could win

I was more experienced

I played smart

I hit the ball deep

I played well

I concentrated

I didn't give up

I ran down a lot of balls

I made her move

I frustrated her

I hit to her backhand

Win-External Statements

The girl was on a lower level

My opponent wasn't very steady

Lost-Internal Statements

I didn't give up many points

I played terrible

I have it to her

I didn't keep the ball in play

I wasn't into the match

My forehand was out of control

My serve was weak

I was inconsistent

I didn't play my game

Lost-External Statements

NONE

May's Attributions

Win-Internal Statements

I'm the better player

I played well

I played consistent

I feel I was going to win

Did not let my mind wander

I beared down and played tough

Win-External Statements

She was awful

Lost-Internal Statements

Played badly

I lost confidence

Too anxious

I played okay

I tried coming to the net, but that didn't work

I didn't push myself enough

I thought about losing in the past and I let it ruin my concentration

I lost my confidence

I played nervous and tentatively

I got very angry in the match

Lost-External Statements

She intimidated me

She played smart and consistent

She was a backboard

June's Attributions

Win-Internal Statements

I believed in myself

I relaxed

I did not give up

I was the better player

I played consistently

I concentrated well

I played well

I moved her around

I hit the ball back one more time

I was determined
I wanted to win
I got my confidence back
I served well
Hit my forehand well

Win-External Statements

NONE

Lost-Internal Statements

I could not get into it
Not concentrating well
I didn't think I was going to win
Loss of confidence
I was so tired mentally
I started out slowly
I was not playing well
She could hit the ball back one more time
I made many errors

Lost-External Statements

She was more consistent than I was
She didn't make many errors

July's AttributionsWin-Internal Statements

I was a stronger player

I played great

My groundstrokes were stronger

I played smarter and kept the ball in play more

I played well

She couldn't do anything against me

I moved well

I played better than she did

I made fewer errors

My shot selection

Coming to the net

I'm a lot better - especially more consistent

I dominated her on the court

I played like I was in the zone

I didn't miss a shot

I was more consistent

Win-External Statements

She wasn't on the college level

She couldn't challenge me

She made a lot of stupid mistakes

The girl was a substitute and really bad

Lost-Internal Statements

I couldn't win the 3-3 points

I was completely flat

I had an off day

Nothing worked right

Lost-External Statements

I had trouble returning her serve

August AttributionsWin-Internal Statements

I moved opponent around

Hit to her backhand

Keeping a good attitude

I played well

I played consistently and smartly

Not getting upset

Being very sure of myself

Strongness and desire to win

Patience and consistency

Reminding myself how much I wanted to win

All I had to do was keep the ball in play

I was patient and consistent

Consistency, power, and hitting to her backhand

Win-External Statements

The other girl was awful

My opponent was weak

Lost-Internal Statements

I got too anxious

I was not consistent enough

Inconsistency

Not getting in my first serves

Lost-External Statements

NONE