

## Psychological safety of the educational space in the structure of motivational orientation of female athletes: a comparative analysis

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### Abstract:

**The purpose** was to determine the characteristics of female athletes' perceptions of the psychological safety of the educational space and to compare the impact on the motivational orientation of female athletes of the game (Group I) and individual sports (Group II). An empirical study was conducted with female students from the Faculty of Physical Culture and Sports, with Group I (n = 26; 55.32%) participating in team sports (handball, volleyball), and Group II (n = 21; 44.68%) participating in individual sports (athletics). **Psychodiagnostic research methods** were used: the “Questionnaire of an Athlete’s Motivational Orientation” (I. Smoldovskaya) was used to study motivational orientation, and the “Psychological Safety of the Educational Space” questionnaire (I. Baeva, E. Volkova, E. Laktionova) was used to study female athletes' perceptions of psychological safety in the educational space. **Results.** Differences between groups of female athletes with different perceptions of the level of psychological safety of the university’s educational space were established based on the components of female athletes' motivational orientation ( $p < .05$ ), indicating the influence of satisfaction with the parameters of interaction with students, teachers, and coaching staff. It has been proved that a high level of psychological safety (Group 1) was associated with athletes' motivational focus on the results, on the business, proving the first hypothesis. A low level of psychological safety (Group 2) has been found to cause a focus on oneself, one's prestige, interest, and benefit. A comparison was made between two groups of female athletes of game sports (Group I) and individual sports (Group II). Group I female athletes had a statistical advantage in the object-oriented and socially-oriented components, whereas Group II female athletes had a higher indicator of the personal-oriented component ( $p < .05$ ). It was established that there were no statistically significant differences between groups in the result-oriented component of motivational orientation, demonstrating the lack of dependence of motivational orientation on the results of a specific type of sport and disproving the second hypothesis. **Conclusions.** It is recommended to implement the results obtained in the research into the female athletes' psychological preparation.

**Key words:** focus on oneself, motivational focus on results, social expectations, educational space, satisfaction with educational space, student youth.

### Introduction

The current growth of high-achieving sports raises the subject of scientific development of the system of training and competitive activities, as well as its psychological aspects, that will allow athletes to strengthen their competitiveness by fulfilling their individual abilities (Bjørndal et al., 2018; Gonzalez et al., 2016).

A substantial number of research in the field of sports psychology indicated the athlete's reliance on numerous psychological and psychofunctional qualities. Mental tension, pre-start conditions, emotional stability, temperament features, and moral and willpower qualities of the competitors are all important aspects (Erdogan et al., 2014; Granero-Gallegos et al., 2017; Popovych et al., 2020a). The motivational orientation of the athlete's personality is of special importance in this list; thus, a detailed investigation and resolution of the problem of motivational orientation will enable to boost the efficacy of the complete system of athlete training. Motivation as a driving force in any activity requires a clear understanding of objectives, means, and techniques and the establishment of incentives that control and regulate human activity.

Sports motivation is a complex, multidimensional structure that comprises not just motives, but also objectives, failure-response strategies, persistence, cognitive components, and systems. Self-motivation (Pilyuk, 2018), self-regulation, participation (Popovych et al., 2020b), volitional regulation (Garcia-Romero et al., 2020), experiences, attitude toward sports activities, personality orientation (Smoldovskaya, 2022), social expectations

(Popovych & Blynova, 2019; Popovych et al., 2021b; Popovych, 2014; 2017; 2019), social desirability (Popovych et al., 2021g), and other constructs are now recognized as impacting the specifics of sports motivation.

The development of an individual's motivational orientation assumes that successful activity aimed at achieving a specific goal is possible in the presence of a significant need for a person that stimulates search activity, the ability to predict the outcomes and consequences of one's actions depending on the chosen path, and the conscious intention to achieve the goal. And socially sanctioned action in a selected field of activity that is aimed at satisfying the need for self-realization might represent an individual's level of social and psychological adaptation in certain social conditions.

These scientists Blynova et al., 2020; Durmic, 2020; Erdogan et al., 2014; Ivanov & Sharagin, 2019 took the problem of the connection between motivational elements of activity and sociopsychological adaptability, and consequently the performance of an athlete. According to their findings, the effectiveness and competitiveness of athletes' training and competitive activities are determined by consistent combinations of motivational focus, which we have classified into several groups: 1) the need for competition, achieving success; motives – the desire for leadership, overcoming the opponent; 2) the need for self-expression, creativity; motives – demonstration of mastery, desire for leadership; 3) Emphasis on self-affirmation and communication: the need for knowledge, prestige, and praise; motives – participating in a competitive experience, improving skills, and striving to increase the team's prestige.

Motivation, personal orientation, and the ability to self-manage are all strongly connected to the individual's social stability, expanding social and psychological adaptability resources, and preserving a sense of psychological security.

The concept of "psychological safety" is widely used in the study of a variety of social phenomena (emergency situations, professional activities involving working with objects posing a high risk to health, etc.), but it has not been developed sufficiently in the context of physical culture and sports. Our study focuses on student youth, and future athletes who attend the Faculty of Physical Education and Sports; thus, we emphasize and rely on the proposition that the concept of psychological safety of the educational space is a set of perspectives on protecting participants in the educational process from threats to positive development and mental health in pedagogical interaction (Blynova et al., 2020; Ivanov, & Sharagin, 2019; Zagranichnyj, 2021).

Higher education institutions, as social institutions of society, are safety subjects. The significance of studying psychological safety in the educational space stems from the fact that universities should build their local safety system through training and completing personality development tasks.

The most important is I. Baeva et al. (2011)'s concept of psychological safety, which believes that psychological safety is a state of psychological security as well as the ability of a person and the environment to reflect adverse external and internal influences. It consists of psychological security, the satisfaction of the need for personal and trusting communication, and the environment's referential significance. A psychologically safe educational environment that has reference significance, satisfies the basic needs for personal and trusting communication, and ensures subjects' psychological security is created through psychological and pedagogical technologies based on dialogue, learning cooperation, rejection of psychological violence in interaction, and aimed at the development and formation of a psychologically healthy personality (Baeva et al., 2011).

The socio-psychological component of psychological safety reflects the interpersonal relationships of educational process participants, the peculiarities of the collective psychological climate, and the peculiarities of social stratification. It is important for students to feel not only their intellectual ability, but also their communicative ability, that is, to feel worthy of respect, to be able to master mature forms and models of behavior that are free of manipulation, psychological pressure, and violence in the context of the study. As a result, the communicative component bears the primary responsibility for meeting the need for safety of all subjects in the educational process, as well as providing the opportunity to maintain and increase their self-esteem and ways of self-actualization.

According to I. Popovych et al. (2020a), I. Smoldovskaya (2022), a psychologically dangerous space reduces the effectiveness of sports activities during training and competition, resulting in personality deformation, destructive forms of conflict resolution, and the development of psychological helplessness. It was discovered that the low level of psychological safety in the educational space has a significant impact on the social and psychological adaptability of the educational process participants, their psychological well-being, and the individual's motivational sphere (Popovych et al., 2021c; Smoldovskaya, 2022). The study of Zagranichnyj, 2021 presents the findings of an analysis of the connection between various forms of social activity among students and the level of psychological safety in the educational space.

As a result, psychological safety can be considered a prerequisite for ensuring personal adaptation and activity motivation. By motivation, we mean a system formation that creates conditions for individual motivation and orientation while also regulating the performed activity.

Therefore, we believe that finding associations between the psychological safety of the educational space and the motivational orientation of the subjects is a relevant problem.

**Hypotheses.** 1. The subjective perception of a high level of psychological safety in the educational space influences the result-oriented component of the subjects' motivational focus. 2. Differences in the result-oriented component of female athletes' motivational orientation in team game sports and individual sports are reliable.

**Purpose.** To determine the characteristics of female athletes' perceptions of the psychological safety of the educational space and to compare the impact on the motivational orientation of representatives of the game and individual sports.

### **Material and methods**

Modern examples of the use of empirical apparatus were studied with the establishment of reliability, reproducibility, and reasonableness in order to build an ascertaining research strategy. The analyzed works contain validated research findings in the following areas: 1) patterns of training (Cheban et al., 2020; Kozina et al., 2019) and competition processes (Popovych et al., 2021a; 2022b); 2) specificities of educational space functioning (Gouthro, 2017; Hudimova, 2021; Hudimova et al., 2021; Hulas & Hoian, 2022; Khmiliar et al., 2020) and safe space construction (Kobets et al., 2021a; 2021b; Mamenko et al., 2022); 3) components influencing athletes' self-regulatory readiness (Popovych et al., 2022c; 2022d; 2021f); 4) dominant mental states in sports activities (Popovych et al., 2021d; 2021e; 2022a; 2022e); 5) extreme tests, excessive loads (Nosov et al., 2021a; 2021b) and research in tangential spheres of social life (Zinchenko et al., 2021; 2022). The work data allowed us to develop a research strategy that met all of the requirements.

*Participants.* The study included 47 female students from Kherson State University's Faculty of Physical Education and Sports (Kherson, Ukraine), with 26 participating in team sports (handball, volleyball) and 21 participating in individual sports (athletics). The subjects range in age from 18 to 22 years. The study was entirely voluntary.

*Organization of research.* The empirical part of the study was carried out in November and December of 2021. The survey and purposeful observation were carried out in accordance with the faculty's administration and in accordance with all ethical requirements.

*Procedures and instruments.* Motivational orientation was studied using the "Questionnaire of an athlete's motivational orientation" ("QAMO") (Smoldovskaya, 2022). The questionnaire was developed in accordance with psychometric principles and requirements, and it meets the following criteria: reliability (in terms of stability and consistency), validity (criterion and construct), and normal distribution of test indicators. The questionnaire was approved and verified, demonstrating that it takes little time to conduct and process and can be used as an independent research tool for determining the socio-psychological attitudes of an athlete's motivational orientation. The method assesses the dynamic and substantive characteristics of an athlete's motivational orientation, enables the study of the athlete's socio-psychological needs, establishes the degree of expressiveness of the dominant motives that encourage sports, and evaluates their expressiveness in an individual athlete.

The dominant system of motives, which has a socio-psychological attitude to the process, the result of activity, social evaluation, and personal orientation, are identified as four components of the athlete's motivational orientation, which constitutes the content essence of the methodology (Smoldovskaya, 2022). There are thirty-six statements in the questionnaire, nine for each orientation: object-oriented orientation (OOO), result-oriented orientation (ROO), socially-oriented orientation (SOO), and personal-oriented orientation (POO). Each statement is given a score on a scale of 0 for "do not agree at all", 1 for "almost agree", and 2 for "completely agree", after which the total for the group of statements that best describes a particular motivational orientation is determined. The individual's orientation towards oneself (personally oriented) implies that a person is more often guided by their own interest, benefit, and status; focuses on direct reward and satisfaction, and demonstrates aggressiveness in achieving status, power, competitiveness, irritability, anxiety, and introversion. For the personality orientation on interaction (socially oriented), preference is given to establishing interpersonal relationships, striving under any conditions to maintain relationships with people, orientation to joint activities, but often to the detriment of the performance of a specific task; orientation to social approval, dependence on the group, the need for attachment, and emotional relationships with people. A person with a task focus (results-oriented) first tries to achieve the result of activity and a common goal; shows interest in solving business problems, performing work as well as possible; orientation to business cooperation, and the ability to defend one's own opinion in the interests of the case, which is useful for achieving a common goal. Object-oriented orientation (social-psychological process orientation) entails determining the motivations for the athlete's satisfaction with the training process, communication, and self-development.

A questionnaire designed specifically for student research was used to assess the psychological safety of the university's educational space. The questionnaire is based on a scientific approach that identifies empirical criteria and indicators for measuring the psychological safety of the educational space (Baeva et al., 2011). The authors present the theoretical justification for the categories "educational space" and "psychological safety of the educational space", as well as the empirical dimensions of psychological safety: positive, negative, or neutral attitude toward the educational space, which includes emotional, cognitive, and behavioral components; the most important parameters of the educational space, the level of satisfaction with them, which is the sum of separate

assessments of satisfaction with social interaction in the university space. The parameters were evaluated using a five-point scale.

*Statistical analysis.* The obtained empirical data were statistically processed using the statistical programs “MS Excel” and “SPSS” (version 23.0). The correlation coefficients were calculated using the Spearman correlation coefficient, and the statistical difference between the groups was proved using the Student’s t-test.

## Results

The results of the “Questionnaire of psychological safety of the educational space” (Baeva et al., 2011) are presented in Tabl. 1, which reflects the level of satisfaction of athletes based on various indicators.

**Table 1.** Arithmetic mean scores and mean square deviations for indicators of satisfaction with the educational space (n = 47)

Scale	M	SD
Help in choosing one’s own decision	3.76	±.61
Attention to requests and suggestions	3.63	±.51
Consideration of personal problems and difficulties	3.77	±.62
Ability to demonstrate initiative, activity	4.15	±.72
Ability to ask for help	4.09	±.64
Preservation of personal dignity	3.81	±.73
Respectful attitude	3.74	±.69
Ability to express one’s own opinion	3.96	±.75
Emotional comfort	3.64	±.56
Relationships with other students	3.78	±.71
Relationships with teachers	3.69	±.55

Note: M – arithmetic mean; SD – mean square deviation.

The obtained arithmetic mean values for indicators of satisfaction with various aspects of the university space indicated a mostly average and above-average level of satisfaction with the educational space, indicating a sufficiently high level of satisfaction with the educational space. “Ability to demonstrate initiative, activity” (M=4.15; SD=±.72); “Ability to ask for help” (M=4.09; SD=±.64); “Ability to express one’s own opinion” (M=3.96; SD=±.75) were the scales by which a high and above average level was established in the studied group. The other scales had values that fell between average and above average ranges: “Help in choosing one’s own decision” (M=3.76; SD=±.61); “Attention to requests and suggestions” (M=3.63; SD=±.51); “Consideration of personal problems and difficulties” (M=3.77; SD=±.62); “Preservation of personal dignity” (M=3.81; SD=±.73); “Respectful attitude” (M=3.74; SD=±.69); “Emotional comfort” (M=3.64; SD=±.56); “Relationships with other students” (M=3.78; SD=±.71); “Relationships with teachers” (M=3.69; SD=±.55).

We are aware that the arithmetic mean value can indicate both truly predominant average scores for each indicator across all sample subjects and significant dispersion of the corresponding indicator. As a result, a percentage distribution was made based on the cognitive, emotional, and behavioral components of psychological safety in the following stage (Tabl. 2).

**Table 2.** Distribution of results by components of psychological safety of the educational space (n = 47)

Components of psychological safety	High level, %	Average level, %	Low level, %
Cognitive (CC)	42.55	46.81	10.64
Emotional (EC)	31.91	38.30	29.79
Behavioral (BC)	17.02	63.83	19.15

The obtained data revealed different proportions of the percentage distribution by components of the psychological safety of the educational space: high and average levels predominated in terms of CC (42.55% and 46.81% respectively), and only a tenth of the studied sample had a low level (10.64%); in terms of EC we saw an approximately equal distribution by levels – high level (31.91%), average level (38.30%), low level (29.79%); in terms of BC it was recorded that less than a fifth part had a high level (17.02%), approximately the same number had a low level – 19.15%, the vast majority of respondents had an average level (63.83%).

Furthermore, the percentage of individuals who had a high level for each component is noteworthy: CC (42.55%), EC (31.91%), and BC (17.02%). In comparison to cognitive satisfaction, we assume that future female athletes felt less psychologically secure emotionally. Emotional attitudes, in turn, were reflected in real actions, actions at the behavioral level.

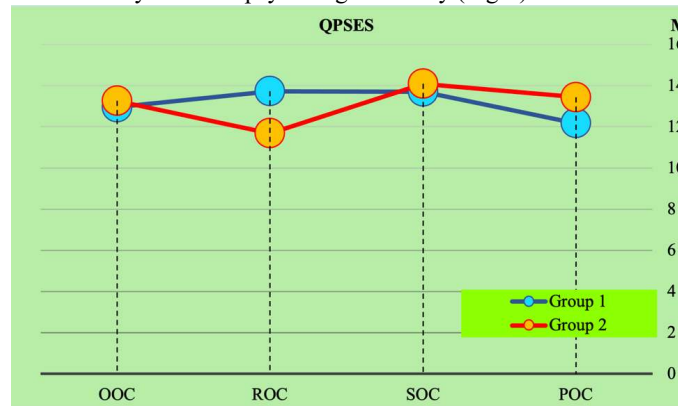
The average satisfaction index was calculated for all scales of the “Questionnaire of psychological safety of the educational space”. The results were ranked according to this indicator, and the median was found, allowing us to distinguish Group 1 (higher than the median) with a high level of perception of psychological safety in the educational space (n=24), and Group 2 (lower than the median) with a low level of perception of psychological safety in the university space (n=23). Table 3 compares the descriptive frequency characteristics of groups with varying levels of psychological safety based on the components of female athletes’ motivational focus (“QAMO”) (Smoldovskaya, 2022).

**Table 3.** Comparison of descriptive frequency characteristics of Group 1 (n1=24) and Group 2 (n2=23)

Scale		Group 1		Group 2		Student's t-test	Level of significance
		M <sub>1</sub>	SD <sub>1</sub>	M <sub>2</sub>	SD <sub>2</sub>		
Object-oriented (OOC)	component	12.95	±1.347	13.26	±1.428	.7561	–
Result-oriented (ROC)	component	13.73	±1.513	11.68	±1.335	2.2778	p < .05
Socially oriented (SOC)	component	13.71	±1.384	14.09	±1.712	.8636	–
Personal-oriented (POC)	component	12.17	±1.448	13.44	±1.226	3.2564	p < .01

Note: Group 1 – female athletes with a high level of perception of psychological safety; Group 2 – female athletes with a low level of perception of psychological safety; M<sub>1</sub> – arithmetic mean Group 1; M<sub>2</sub> – arithmetic mean Group 2; SD<sub>1</sub> – mean square deviation Group 1; SD<sub>2</sub> – mean square deviation Group 2.

A component comparison chart was created to visualize the findings of the empirical study of the female athletes' motivational orientation by levels of psychological safety (Fig. I).



Note: M – arithmetic mean Group 1 and Group 2; QPSES – “Questionnaire of psychological safety of the educational space”; OOC – Object-oriented component; ROC – Result-oriented component; SOC – Socially oriented component; POC – Personal oriented component.

**Figure I.** A component comparison chart of the motivational focus of Group 1 and Group 2's female athletes

The results indicated that the majority of average arithmetic values for the components of female athletes' motivational orientation obtained in Groups 1 and 2 were in the range of average values closer to a high level. According to OOC, there were no statistically significant differences between the average indicators in Groups 1 and 2 (M<sub>1</sub>=12.95; M<sub>2</sub>=13.26). SOC average group indicators did not differ statistically (M<sub>1</sub>=13.71; M<sub>2</sub>=14.09). According to the ROC of the motivational orientation of female athletes, statistically significant differences were found between subgroups with varying subjective perceptions of the level of psychological safety of the educational environment (M<sub>1</sub>=13.73; M<sub>2</sub>=11.68; temp.=2.2778, p<.05; a higher indicator was found in Group 1. According to POC, a statistical difference between the subsamples under study was found (M<sub>1</sub>=12.17; M<sub>2</sub>=13.44; temp.=3.2564, p<.01); in this instance, Group 2 obtained the higher level of the indicator.

Correlation analysis was used to demonstrate the correlation between the scales that determine female athletes' satisfaction with various aspects of their university life, which comprise the overall feeling of psychological safety, and, on the other hand, the components of motivational orientation (Tabl. 4).

**Table 4.** Correlations of indicators of psychological safety with components of female athletes' motivational orientation (n=47)

Scale	Components of female athletes' motivational orientation			
	OOC	ROC	SOC	POC
Help in choosing one's own decision	.172	.316*	.328*	.056
Attention to requests and suggestions	.112	.206	.019	.331*
Consideration of personal problems and difficulties	.094	.132	.144	.354*
Ability to demonstrate initiative, activity	.037	.348*	.226	.209
Ability to ask for help	.175	.277	.313*	.065
Preservation of personal dignity	.168	.155	.204	.382*
Respectful attitude	.171	.326*	.319*	.123
Ability to express one's own opinion	.022	.317*	.063	.058
Emotional comfort	.386*	.049	.344*	.042
Relationships with other students	.078	.102	.322*	.201
Relationships with teachers	.211	.236	.093	.215

Note: \* – p < .05; statistically significant correlations are marked in bold.

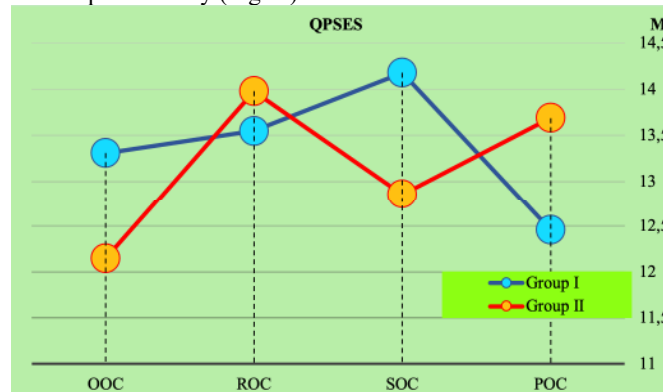
According to the correlation analysis results, the OOC of female athletes' motivational orientation correlated at a statistically significant level with the indicator of psychological safety of the EC of educational space ( $r_s=.386$ ;  $p<.05$ ). It was discovered that the ROC of motivational orientation was statistically significant with the following indicators of satisfaction with the university's educational space: "Help in choosing one's own decision" ( $r_s=.316$ ;  $p<.05$ ); "Ability to demonstrate initiative, activity" ( $r_s=.348$ ;  $p<.05$ ); "Respectful attitude" ( $r_s=.326$ ;  $p<.05$ ); "Ability to express one's own opinion" ( $r_s=.317$ ;  $p<.05$ ). Significant correlations were found between the SOC of female athletes' motivational orientation and the following characteristics that attested to the psychological safety of the educational space: "Help in choosing one's own decision" ( $r_s=.328$ ;  $p<.05$ ); "Ability to ask for help" ( $r_s=.313$ ;  $p<.05$ ); "Respectful attitude" ( $r_s=.319$ ;  $p<.05$ ); "Emotional comfort" ( $r_s=.344$ ;  $p<.05$ ); "Relationships with other students" ( $r_s=.322$ ;  $p<.05$ ). Correlations of POC with indicators of educational space satisfaction, which reflected students' subjective perceptions of the level of psychological safety, have been clarified: "Attention to requests and suggestions" ( $r_s=.331$ ;  $p<.05$ ); "Consideration of personal problems and difficulties" ( $r_s=.354$ ;  $p<.05$ ); "Preservation of personal dignity" ( $r_s=.384$ ;  $p<.05$ ). Because female athletes from team game sports (handball, volleyball) Group I ( $n_I=26$ ), and representatives from individual sports (athletics) Group II ( $n_{II}=21$ ) participated in our study, it is scientifically interesting to compare the descriptive frequency characteristics of these two groups based on the level of manifestation of the components of motivational orientation (Tabl. 5).

**Table 5.** Comparison of descriptive frequency characteristics of Group I ( $n_I=26$ ) and Group II ( $n_{II}=21$ )

Scale	Group I		Group II		Student's t-test	Level of significance
	$M_I$	$SD_I$	$M_{II}$	$SD_{II}$		
Object-oriented component	13.31	1.284	12.15	1.345	3.0129	$p < .01$
Results-oriented component	13.55	1.513	13.98	1.334	1.0476	–
Socially oriented component	14.18	1.357	12.86	1.422	3.2195	$p < .01$
Personal-oriented component	12.46	1.353	13.69	1.267	3.2283	$p < .01$

Note: Group I – female athletes of team game sports; Group II – female athletes of individual sports;  $M_I$  – arithmetic mean Group I;  $M_{II}$  – arithmetic mean Group II;  $SD_I$  – mean square deviation Group I;  $SD_{II}$  – mean square deviation Group II.

A diagram comparing the components of female athletes' motivational orientation by sports was created to visualize the findings of the empirical study (Fig. II).



Note: M – arithmetic mean Group I and Group II; QPSES – "Questionnaire of psychological safety of the educational space"; OOC – Object-oriented component; ROC – Result-oriented component; SOC – Socially oriented component; POC – Personal oriented component.

**Figure II.** A component comparison diagram of the motivational focus of Group I and Group II's female athletes

Based on the comparison of Group I and Group II, it was determined that no statistically significant differences were found between representatives of the game and individual sports according to the ROC of the result-oriented motivational orientation of female athletes ( $M_I=13.55$ ;  $M_{II}=13.98$ ). It was discovered that in Group I, the OOC's motivational orientation was more prevalent ( $M_I=13.31$ ;  $M_{II}=12.15$ ;  $t_{emp.}=3.0129$ ,  $p<.01$ ), we also noted the SOC's motivational orientation's predominance in this group ( $M_I=14.18$ ;  $M_{II}=12.86$ ;  $t_{emp.}=3.2195$ ,  $p<.01$ ). At the same time, the POC in Group II was higher than the group average, which we considered an expected result ( $M_I=12.46$ ;  $M_{II}=13.69$ ;  $t_{emp.}=3.2283$ ;  $p<.01$ ).

## Discussion

In a study of the psychological safety of the university's educational space based on data on satisfaction with various aspects of behavior, activities, and interaction with various subjects of the educational process, which, in turn, contains cognitive, emotional, and behavioral components, uneven percentage distribution of the results of

the studied group was established by these components. According to the emotional component, the proportion of respondents belonging to the high, medium, and low levels was roughly equal. Thus, a third of the research participants noted a high level of emotional comfort in relationships, a partnership, a trusting environment in the team, a respectful attitude, and good relationships with teachers and other students, while nearly a third of female athletes reported that the university environment's emotionally uncomfortable, hostile, conflicting and that they had a low level of trust with teachers and other students. According to the cognitive component, the level of comprehension and awareness of the processes that occur in the educational space, one's opportunities and prospects, and who one can turn to for help with information necessary for the organization of training and education was quite high. This component manifested in a higher proportion of female athletes than the emotional component. When we examined the distribution of grades based on the behavioral component, we discovered that the vast majority of interviewed female athletes had average grades, with only about a fifth having a high level. The willingness to take certain actions in relation to one's classmates, teachers, or the university as a whole was situational, selective, and limited to specific situations and people.

It was identified that female athletes with a subjective idea of a high level of psychological safety were more focused in training and competitive activities on achieving a common goal, on the "business", taking into account the interests of the entire team, the coach's expectations, the prestige of the competition, and their own responsibility for the results. That is, achieving high sports results requires a psychologically safe environment with a sense of partnership, support, security, and interest. Athletes who characterized the educational space as less safe demonstrated a focus on themselves, on their "Self"; if the respondent did not feel psychological safety, or support from other people, she began to focus on her interests, her benefit, the achievement of power, dominance, status, demonstrated rivalry, even aggression. We found support for our research results in studies on team effectiveness in a psychologically safe environment (Delizonna, 2017); the impact of sports on life aspirations and psychological well-being (Chatzisarantis, & Hagger, 2007).

Correlational analysis proved that a sense of emotional comfort in the university space determines orientation to the training process, interest, and satisfaction from the process of participation in training and competitions. The ROC of female athletes' motivational orientation will be dominant under conditions of individual respect, the ability to defend one's opinion, and being equal partners in training and competitions. Social orientation toward other people, fellow students, team members, and faculty students implies a clear desire to receive support, respect, and help in various forms from them, as well as partnership and comfortable interaction.

It was established that the predominant focus on oneself, one's interests, needs, prestige, and well-being is related to the corresponding indicators of psychological safety, where female respondents expected attention to their personality and were sensitive to possible manifestations of disrespect or disregard for individual characteristics. Such findings are consistent with previous research on motivational climate and goal orientation (Harwood et al., 2015; Chamberlin et al., 2016; Roberts, 2012).

Group I had a higher level of manifestation of OOC and SOC of motivational orientation, indicating that they enjoyed the process of training and competition more. We associate this result to some extent with the age-specific features of youth, where conversation, communication, and interaction in the team are important for the players' comfortable emotional state, positive feedback, friendly relations, self-respect, and satisfaction of the need for prestige. At the same time, according to POC, the average indicator in Group II was higher, emphasizing their focus on achieving individual results, prestige, and striving for competitiveness. We note the consistency of our data with the research of football players by S. Iwasaki and M. Fry (2016), where the relationship between goal pursuit and perception of the motivational climate is established; A. Mouratidis and A. Michou (2011) pay attention to the individual motivation of athletes and consideration of space requirements. According to ROC, no significant differences were found between Group I and Group II. It was discovered that the female athletes' motivational focus on the task and the overall result was unaffected by the type of sport they participated in.

## Conclusions

1. Differences between groups of female athletes with different perceptions of the level of psychological safety (Group 1 and Group 2) of the university's educational space were established based on the components of motivational orientation ( $p < .05$ ), indicating the influence of satisfaction with various aspects of interaction with students, teachers, and the coach.

2. It has been proved that a high level of psychological safety is associated with female athletes' motivational focus on the results, and on the business. All at the same, a lower level of psychological safety led to a focus on oneself, one's prestige, interest, and benefit ( $p < .05$ ).

3. According to the components of motivational orientation, the dominance of OOC and SOC in female athletes of team game sports (Group I) was established in a comparison of two groups of female athletes of game sports (Group I) and individual sports (Group II). At the same time, female athletes in Group II (individual sports) had a higher POC indicator ( $p < .05$ ).



4. Differences in motivational focus on achieving a specific result were not established between groups, demonstrating the lack of correlations with the sport. It was concluded that the athletes' motivational focus on the business and the overall result was unaffected by the type of sport they participated in.

5. The purpose was met, the first hypothesis was proven, and the second hypothesis was rejected. The study's findings should be implemented in the psychological training of female athletes.

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